

Elementary Visual Arts--Kindergarten

Overview - Every elementary student will develop aesthetic awareness, imagination, perception, and cultural understanding through exposure to the visual arts. Students will be encouraged to foster their creative abilities, self-expression, self-confidence, and self-discipline. Students will learn and practice responsibility, workmanship, and safety procedures. Students will be able to demonstrate craftsmanship and techniques in the visual arts. Artists have been influencing other artists throughout time and across cultures. Kindergarten classes begin with self-discovery through Art.

Rationale - The Elementary Art program is based on the framework of *Perform, Create and Analyze* as defined by the Department of Education *Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, 2011* and *National Core Arts Standards, 2014*.

Grades: Kindergarten - 5th

Units of Study:

Color	4-5 weeks
Form	4-5 weeks
Line	4-5 weeks
Shape	4-5 weeks
Space	4-5 weeks
Text	4-5 weeks
Value	4-5 weeks

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Color” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences.</p> <p>ART.VA.I.K.2 Work with materials and tools safely with environmental awareness.</p> <p>ART.VA.I.K.3 Explore the elements of art through playful sensory experiences.</p> <p>ART.VA.I.K.4 Prepare, complete, and sign finished artwork.</p> <p>ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork.</p> <p>ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.</p> <p>ART.VA.II.K.4 Select subject matter and communicate a personal story in a painting or drawing.</p> <p>ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork.</p> <p>ART.VA.III.K.2 Recognize that art can be created for self-expression or fun.</p> <p>ART.VA.III.K.3 Describe the sensory qualities in a work of art.</p> <p>ART.VA.III.K.4 Describe a personal artwork.</p> <p>ART.VA.IV.K.2 Share student’s family and culture through discussion and artwork.</p> <p>ART.VA.V.K.2 Identify and speak about artists as people who generate new ideas and create art.</p> <p>ART.VA.V.K.4 Explore connections between the visual arts and other curriculum.</p>	<p>I can talk about color and use it in my artwork.</p> <p>I can find examples of color in art.</p> <p>I can see examples of color in my environment.</p> <p>I can create and use color in my artwork.</p> <p>I can look at and discuss how artists use color in their artwork.</p>	<p>Color</p> <p>Primary colors</p> <p>Secondary colors</p>	<ul style="list-style-type: none"> ● Students will explore the element of color with a variety of materials and tools.. ● Students will be able to explain how artists use color to create art. ● Students will produce artwork that uses color to show self-expression. ● Students will discuss and describe visual qualities of color in art. ● Students can mix secondary colors. ● Color mixing ● Illustrating ● Bookmaking ● Painting techniques ● Dr. Seuss style 	<ul style="list-style-type: none"> ● Artists of interest: Monet, Kandinsky, Chagall, Impressionism ● Books: “Mouse Paint” E. Stoll Walsh, “White Rabbit’s Colors” A. Baker, “Mix it Up!” H. Tullet, “Little Blue and Little Yellow” L. Lionni, “Color Dance” A. Jonas, “My Many Colored Days” Dr. Seuss ● YouTube videos: claymation, Primary/secondary colors, Complementary color ● Supplies: Tempera paints, finger paints, stencils, copy paper, drawing/painting paper various, crayons, markers

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Form” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.I.K.4 Prepare, complete, and sign finished artwork. ART.VA.II.K.6 Experiment with different technologies. ART.VA.III.K.4 Describe a personal artwork. ART.VA.V.K.2 Identify and speak about artists as people who generate new ideas and create art.</p>	<p>I can talk about form and use it in my artwork. I can find examples of form in art. I can see form in my environment. I can create form in my artwork. I can look at and discuss how artists use form in their artwork.</p>	<p>Three dimensional Cubes (boxes) Spheres (balls) Cylinder (cups, cans) Modelling Building Pinching Pulling Rolling</p>	<ul style="list-style-type: none"> ● Students will explore the element of form with a variety of materials and tools. ● Students will be able to explain how artists create art using form. ● Students will produce artwork that shows form. ● Students will discuss and describe sensory qualities using form in art. ● Students will recognize and be able to name examples of 3-D shapes. ● Clay and dough ● Shapes vs. Forms ● Sculpture exploration 	<ul style="list-style-type: none"> ● Artists of interest: Renaissance, DaVinci, Michelangelo, Donatello, Calder, Moore, Egypt ● Books: “13 Sculptures Children should know” A. Wenzel, “Sandy’s Circus” T. Stone, “Leonardo and the Flying Boy” L. Anholt, “Leonardo da Vinci for Kids” J. Herbert, “Getting to know the World’s Greatest Artists” Series M. Venezia, “Snowballs” L. Ehlert ● modelling clay, playdoh, blocks, building materials ● Supplies: air dry clay, model magic clay, drawing and construction paper, various, collage materials (buttons, beads, papers, foam shapes)

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Line” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal. ART.VA.III.K.1 Explore and discuss why artists create. ART.VA.III.K.5 Illustrate a personal experience.</p>	<p>I can name types of lines and draw them in my artwork. I can create patterns using lines. I can add details to my drawing using lines. I can create lines with a variety of media. I can look at and discuss how artists use line in their artwork.</p>	<p>Thick/thin short/long zigzag straight/curved up/down stripes pattern Drawing Painting Printing</p>	<ul style="list-style-type: none"> ● Students will identify and explore a variety of materials to communicate personal experiences with line through self portraits, name writing, and portfolios. ● Students will explore the element of line through sensory play with a variety of materials such as crayon, marker, and paint. ● Drawing self-portraits ● Labeling portfolios with names ● Drawing trees ● Drawing stars with line ● Creating patterns ● Printing with line ● Painting lines 	<ul style="list-style-type: none"> ● Artists of interest: VanGogh, Miro, Munch, Cezanne, Wood ● Books: “Lines that Wiggle” C. Whitman, “The Line” P.Bossio, “When a line bends...A shape begins” R Gowler Greene, “Beautiful Oops” B. Saltzberg, ● YouTube Learn about lines ● Supplies: drawing paper, construction paper various, pattern paper, printing tools, tempera paint, crayons, markers

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Shape” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.III.K.2 Recognize that art can be created for self-expression or fun. ART.VA.IV.K.1 Understand that humans from all cultures, past or present, have created art. ART.VA.IV.K.2 Identify and talk about artwork found around the world. ART.VA.V.K.1 Identify and discuss art in the student’s environment. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts.</p>	<p>I can name geometric shapes and use them in my artwork. I can find examples of geometric shapes. I can find examples of organic shapes. I can use organic shapes to make artwork. I can create shapes with a variety of media. I can look at and discuss how artists use shape in their artwork.</p>	<p>Geometric shapes rectangle, triangle, square, circle, star, diamond/rhombus, oval Organic shapes Create Painting Printing Cutting Gluing Folding</p>	<ul style="list-style-type: none"> ● Students will explore the element of shape with a variety of materials. ● Students will be able to explain how artists from other cultures create art. ● Students will produce artwork that shows self-expression. ● Students will demonstrate safe use of scissors and other art tools. ● Shape person building ● Scarecrow design ● Seasonal projects organic shapes (printing ghosts, painting pumpkins) ● Mask making with geometric shapes ● Designing with geometric shapes 	<ul style="list-style-type: none"> ● Artists of interest: Pablo Picasso, Paul Klee, Escher, Matisse ● Shape puzzles ● Books: “The Dot” P. Reynolds, “Color Farm” and “Color Zoo” L. Ehlert, “I Spy Shapes in Art” L. Micklethwait, Ed Emberley’s Drawing Books, ● Geometric shape printable resources ● Supplies: Drawing and construction paper various, embellishments/collage materials, printing tools and sponge shapes, pre-cut shapes (stickers and foam)

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Space” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.II.K.5 Express thoughts and ideas through the creation of artwork. ART.VA.III.K.3 Describe the sensory qualities in a work of art. ART.VA.V.K.1 Identify and discuss art in the student’s environment. ART.VA.V.K.4 Explore connections between the visual arts and other curriculum.</p>	<p>I can talk about space and use it in my artwork. I can find examples of space in art. I can see space in my environment. I can create space in my artwork. I can look at and discuss how artists use space in their artwork.</p>	<p>Overlapping Position Close up Far away Size: Small, Medium, Large</p>	<ul style="list-style-type: none"> ● Students will explore the element of space with a variety of materials and tools. ● Students will be able to explain how artists create art using space. ● Students will produce artwork that shows space. ● Students will discuss and describe visual qualities using space in art. ● Cookie people ● Gingerbread boy ● Salt dough creating 	<ul style="list-style-type: none"> ● Artists of interest: Rivera, Kahlo, Degas, Klimt, O’Keeffe ● Books: “Exploring Landscape Art with Children (Come look with Me)” G. Blizzard, “The Gingerbread man”, “Gingerbread baby” J. Brett, “The Gingerbread Girl” L. Campbell Ernst ● Supplies: construction and drawing papers various, glitter glue, construction paper crayons, sequins and glue, salt, flour, playdoh

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Texture” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art. ART.VA.III.K.3 Describe the sensory qualities in a work of art.. ART.VA.IV.K.2 Share student’s family and culture through discussion and artwork. ART.VA.V.K.4 Explore connections between the visual arts and other curriculum.</p>	<p>I can talk about texture and use it in my artwork. I can find examples of texture in my environment. I can find examples of texture in art. I can create texture with a variety of media. I can use tools to make texture. I can look at and discuss how artists use texture in their artwork.</p>	<p>Texture Bumpy Smooth Soft Rough Rubbing Printing Stamping Create Pattern Stripes Polka dots</p>	<ul style="list-style-type: none"> ● Students will explore the element of texture with a variety of material and tools. ● Students will be able to explain how artists from other cultures create art using texture.. ● Students will produce artwork that shows texture. ● Students will discuss and describe sensory qualities using texture in art. ● Texture leaf rubbing ● Rubbing plates ● Painting with texture tools ● Turkey art with feathers ● Native American arts ● Folk Arts 	<ul style="list-style-type: none"> ● Artists of interest: Grandma Moses, Remington, Russell, Quick to see Smith, Ringgold ● Folk Arts, Native American Arts ● Books: “Fuzzy, Fuzzy, Fuzzy!” S. Boynton, “Touch the Art: Tickle Tut’s Toes” J. Appel, “More than Moccasins: a kid’s activity guide to traditional North American Indian Life” L.Carlson, “Raven” G.McDermott, ● Supplies: paper various, texture rubbing plates, texture painting tools, printing tools, feathers, collage materials

ELEMENTARY ART CURRICULUM

Course Title: Kindergarten Art Unit Title: “Art of Value” Length of Unit: 4 weeks

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Standards & Benchmarks	Learning Outcomes	Key Concepts Vocabulary	Evidence of Understanding	Resources
<p>ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.I.K.4 Prepare, complete, and sign finished artwork. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.II.K.4 Select subject matter and communicate a personal story in a painting or drawing. ART.VA.III.K.1 Explore and discuss why artists create. ART.VA.III.K.4 Describe a personal artwork. ART.VA.III.K.5 Illustrate a personal experience. ART.VA.V.K.1 Identify and discuss art in the student’s environment. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts.</p>	<p>I can talk about value and use it in my artwork. I can find examples of value in art. I can see value in the colors of my environment. I can create value through painting and use of color in my artwork. I can look at and discuss how artists use value in their artwork.</p>	<p>Value Light Dark Color Bright Dull</p>	<ul style="list-style-type: none"> ● Students will explore the element of value with a variety of materials and tools.. ● Students will be able to explain how artists use value to create art. ● Students will produce artwork that uses value to show self-expression. ● Students will discuss and describe visual qualities using value of color in art. ● Painting with tints and shades ● Color mixing ● Using pattern to show value 	<ul style="list-style-type: none"> ● Artists of interest: Bearden, Lawrence, Ringgold, Hokusai, Japan ● Books: “Pantone: Colors”, “Snowmen at Night: C. Buehner, “Tar Beach” F. Ringgold, “My Hand Sing the Blues: Romare Bearden’s Childhood Journey” J. Walker Harvey, “Llang and the Magic Paintbrush” Demi ● Supplies: Tempera paints, markers, crayons, colored pencils, papers various