



VALWOOD

GO BEYOND

Kindergarten Art Curriculum

Kindergarten Art Overview

<p><u>Course Description</u></p> <p>Students begin to learn and react to basic skills like cutting, holding a pencil, paintbrush. Projects refer back to things in the academic classroom such as the alphabet, numbers, colors, animals, etc. Begin to identify different shapes and distinguish different sizes of the shapes. Students learn to listen for instructions through guided or directed drawing. Coloring skills, tracing skills, and gluing skills are introduced slowly throughout the year.</p> <p>K—Students learn correct procedures and advance further in skills for using paint and holding a paintbrush. Art History is introduced through stories about famous artists and pictures of famous works of art. The alphabet is reviewed throughout the year as it is introduced in the academic classroom to serve as a subject for projects in art. The use and identification of line and shape is introduced. Picture and story books are used along with various materials, clay, paint, paper, and glue to introduce proper use in the classroom.</p>	<p><u>Topics at a Glance</u></p> <p>All information taught builds off of previous grade and advances the techniques already learned.</p> <ul style="list-style-type: none"> • Reflect on similarities and differences • Personal experience as the source for invention and creation • Use beginner and basic materials 															
<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Pre-Assessments • Check for Understanding • Observations • Student questions/comments 																
<p><u>Grade Level Expectations</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;"><u>Standard</u></th> <th style="width: 50%;"><u>Big Ideas</u></th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td>Comprehend</td> <td>1. Works of art express feelings 2. Art tells a story, relates to what is seen everyday</td> <td></td> </tr> <tr> <td>Reflect</td> <td>1. Responding to mistakes, erasing, trying again.</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Invent/Create</td> <td>1. Use basic media to express ideas through the art-making process. 2. Demonstrates beginner studio skills</td> <td></td> </tr> <tr> <td>Relate/Connect</td> <td>1. Art of individual cultures and art movements can describe life and interest of a specific time.</td> <td></td> </tr> </tbody> </table>	<u>Standard</u>	<u>Big Ideas</u>		Comprehend	1. Works of art express feelings 2. Art tells a story, relates to what is seen everyday		Reflect	1. Responding to mistakes, erasing, trying again.	_____	Invent/Create	1. Use basic media to express ideas through the art-making process. 2. Demonstrates beginner studio skills		Relate/Connect	1. Art of individual cultures and art movements can describe life and interest of a specific time.		<p><u>Literacy Connections</u></p> <p>Listening- Responding to the teachers instructions and following them to the best of ability.</p> <p>Speaking- engage in oral communication with the teacher. Ask questions to better improve artistic skills.</p> <p>Reading- Understand, process, and evaluate written language in story books to create a unique piece of artwork.</p> <p>Writing- Be able to write their name and recognize numbers, shapes, and letters (Kindergarten)</p>
<u>Standard</u>	<u>Big Ideas</u>															
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Content Area: Visual Arts - Kindergarten	
Standard: 1. Observe and Learn to Comprehend	
Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation Concepts and skills students master: 1. Artists and viewers recognize characteristics and expressive features within works of art.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Recognize characteristics and expressive features of art and design in works of art b. Name sensory qualities using age appropriate art vocabulary c. Use a variety of methods to reproduce basic sensory qualities and expressive features 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do expressive features and sensory qualities convey feelings in works of art? 2. How are characteristics and expressive features used in works of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art-making relates characteristics and expressive features of art and design to everyday objects such as common toys and video games. 2. Digital software is used to identify characteristics and expressive features of art. 3. Relate patterns and components of art to everyday objects.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Humankind is a possible subject matter of art. 2. Art is a personal rendering tool.

Content Area: Visual Arts - Kindergarten	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: Recognize, demonstrate, and debate the place of art and design in history and culture	
Grade Level Expectation Concepts and skills students master: 2. Artists interpret connections to the stories told in and by works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Express how works of art are similar and different b. Articulate personal opinions about works of art c. Formulate age appropriate questions about works of art d. Articulate how works of art communicate ideas 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does art make people feel? 2. Why does art create questions? 3. How does a person think in pictures?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art connects individuals, families, and communities. 2. Art connects familiar ideas with unfamiliar ideas. 3. Digital media communicates various ideas through art.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art is as different and unique as our humanity.

Content Area: Visual Arts - Kindergarten	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research. Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.	
Grade Level Expectation Concepts and skills students master: 1. Create two- and three-dimensional works of art based on personal relevance	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use trial and error and reorganize materials and processes to create works of art b. Make plans to create works of art c. Explain the outcomes of the art making process d. Use materials safely e. Demonstrate motor skills in drawing, painting, gluing, folding, cutting, bending, tearing, and sculpting materials. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can art tell your story? 2. Why do artists choose certain art materials over others?
	Relevance and Application: <ol style="list-style-type: none"> 1. Art interprets the visual qualities of media through traditional and new technological approaches. 2. The art process demonstrates a variety of planning strategies.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Personal stories live through art and can communicate intent.

Content Area: Visual Arts - Kindergarten	
Standard: 4. Relate and Connect to Transfer	
Prepared Graduates: Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas. Transfer the value of visual arts to lifelong learning and the human experience.	
Grade Level Expectation Concepts and skills students master: 1. Artists and viewers contribute and connect to their communities	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify the activities in which artists participate in everyday life b. Locate where art is displayed in schools and homes c. Role-play an artist's place in a community d. Recognize ways art is captured in everyday life	Inquiry Questions: 1. How are artists part of familiar culture? 2. What are artists like in other parts of the world? 3. What is it like to be an artist?
	Relevance and Application: 1. Artists are important members of our communities. 2. Art is used in mass media, industry, and other art forms such as cartoons, picture books, magazines, t-shirt designs, movies, and clothes. 3. Photography and communication devices are contemporary tools for documenting art.
	Nature of Discipline: 1. Art tells the story of the place we live in.

