

Kindergarten

1. Art Appreciation
2. Color
3. Line
4. Shape
5. Form
6. Texture

COURSE: Art	GRADE(S): Kindergarten
UNIT: Art Appreciation	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Identify who can be an Artist (B) Gain an understanding of the importance of Art (C) Identify Art Careers
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Identify that anyone who creates Art, including the students, is an Artist. (B) Identify different styles of Art made through personal expression. (C) Identify common subjects in art. (ex. landscape, still-life, portrait, narrative, etc.) (D) Introduce an artist or style of art and ask leading questions to open discussion. <p>HAVE STUDENTS:</p> <ol style="list-style-type: none"> (A) Apply the concept of an artist to themselves as they develop. (B) Create their own personal expression through art. (C) Create works of art with varying subjects. (ex. landscape, still-life, portrait, narrative, etc.) (D) Apply use of discovery by asking questions and seeking answers about artworks and the artists who created them. <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Prints of artworks made by famous, amateur, and student artists (B) Websites (artist's websites, museum websites, etc.) (C) Videos (famous artists, art careers, etc.) 	<p>ASSESSMENTS: PERFORMANCE BASED</p> <ol style="list-style-type: none"> (A) Teacher observation and questioning (B) Self or group critique <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Teacher one-on-one assistance - Guided practice <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Have students visit a mock museum with art displayed from both famous artists and themselves. - Have students explore a particular career in art and share their findings with the class. - Visit an art museum as part of a class trip, a virtual fieldtrip or on their own
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COURSE: Art	GRADE(S): Kindergarten
UNIT: Color	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Point out and name colors. (B) Observe and name a variety of colors in their environment, indoors and out (C) Learn how the primary colors can be mixed to make secondary colors.
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Introduce the colors of the primary and secondary color wheel. (B) Introduce the importance of the three primary colors. (C) Demonstrate color mixing and the creation of secondary colors. <p>HAVE STUDENTS:</p> <ol style="list-style-type: none"> (A) Observe and identify colors in their environment. (B) Explore primary and secondary colors using various media and techniques. (C) Create an artwork that incorporates the primary and secondary colors. <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Artists (slides, art prints) (ex. Piet Mondrian, Jim Dine) (B) Color Wheels (C) <i>Mouse Paint</i> by Ellen Stoll Walsh (Book) 	<p>ASSESSMENTS: PERFORMANCE BASED</p> <ol style="list-style-type: none"> (A) Teacher observation and questioning (B) Self or group critique. <p>REMEDIATION:</p> <ul style="list-style-type: none"> -Peer tutoring. -Teacher one-on-one assistance. -The use of color transparencies to demonstrate color mixing. -Personalize the activity by asking students who are wearing a certain color to stand. Point out the variety of lights and darks. Repeat this with other colors. <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Obtain simple images and have students sort them by color. -Opportunity to look at art books or to draw more -color collage -color mixing with various materials
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COURSE: Art	GRADE(S): Kindergarten
UNIT: Line	

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<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Recognize and name various kinds of line by observing and drawing them. (B) Identify lines in works of art and in the environment noticing their connections, patterns, and uses. (C) Use line in 2-D and 3-D applications with various art media.
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Demonstrate the various types of line both visually and kinesthetically. (B) Lead questioning and search for many kinds of lines (C) Make connections on how lines are used to create shapes and symbols. (D) Show examples of art and architecture where line is stressed. <p>HAVE STUDENTS:</p> <ol style="list-style-type: none"> (A) Point out and describe lines they see in the classroom or out the window. (B) Discuss the qualities of line (thick, thin, curved, etc.) found in examples of artwork. (C) Create projects (2-D and 3-D) using different types and styles of line; give attention to shapes that may occur. (D) Observe and recall symbols and objects which use simple linear designs: alphabets, numbers, etc. <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Artists (ex. Mondrian, Miro, Klee, Picasso) (B) Photographs and slides from the environment (ex. mountain, waves, cloud) (C) Architectural works in which line is emphasized (ex. skylines, house contours) 	<p>ASSESSMENTS: PERFORMANCE-BASED:</p> <ol style="list-style-type: none"> (A) Teacher observation and listening (B) Oral questioning (C) Self or group critique (D) Student demonstration <p>REMEDIATION:</p> <ul style="list-style-type: none"> -Guided practice -Teacher one-on-one assistance -Tracing dotted line templates <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Learning centers offering various materials or guided lessons -Walk outside of the classroom to have students identify different types of lines they notice -body movement to music identifying lines (and use of fingers, objects like ribbons) - Have students use kinesthetic movements to represent lines (ex. walking in a straight line)
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UNIT: Shape	

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<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Discover how line becomes shape. (B) Point out and name basic geometric shapes. (C) Identify shapes made from both straight and curved lines. (D) Create individual artwork in various media using shapes.
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Question and discover many shapes, naming them and classifying as geometric or free-form. (B) Explain and demonstrate that, when lines meet and cross, 2-dimensional shapes are formed. (C) Demonstrate how combining shapes creates a new image. (D) Introduce pattern incorporating basic shapes. <p>HAVE STUDENTS:</p> <ol style="list-style-type: none"> (A) Name different basic geometric shapes (ex. circle, square, triangle, etc.). (B) Identify examples of basic geometric shapes in the room or in common everyday objects. (C) Use various media to create artworks involving shape (ex. drawings, collage, mobiles, etc.) <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Cultural themes (ex. African Art, Folk art, etc.) (B) Artists (ex. Matisse, Picasso, Miro, Kelly, Carle, etc.) (C) Art Movements (ex. Abstract Expressionism, Cubism, etc.) 	<p>ASSESSMENTS: PERFORMANCE BASED</p> <ol style="list-style-type: none"> (A) Teacher observation and questioning (B) Self or group critique <p>REMEDIATION:</p> <ul style="list-style-type: none"> -Teacher one-on-one assistance -Learning center -Peer tutoring -Guided practice -Independent practice - Tracing dotted line templates <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Encourage the class to search for shapes in abstract art that resemble real or imaginary things -Use shapes to create a pattern -Compare geometric shapes to organic/freeform shapes -Use geometric blocks to creates mosaic images (ex. tangram)
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UNIT: Form	

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<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <p>(A) Gain an understanding of 3-Dimensional art (B) Examine and discuss examples of sculpture created by various artists (C) Identify shape as being "flat"/2D and form as being "fat"/3D. (D) Differentiate between shape and form in a sculpture experience (ex. transform paper into origami etc.)</p>
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Introduce the class to the concept of sculpture as 3-D Art (B) Demonstrate how materials can be manipulated to create a 3-D form. (ex. rolled, pinched, joined, etc.) <p>HAVE STUDENTS :</p> <ol style="list-style-type: none"> (A) Differentiate between "flat" shapes (2D) and "fat" forms (3D). (B) Use a variety of techniques (ex. rolled, pinched, joined, etc.) to manipulate materials (clay, pipe cleaners, origami paper, etc.) into 3-D forms. (C) View and discuss examples of sculpture created by various artists. <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Cultural themes (ex. world art, architecture etc.) (B) Artists (ex. Calder, Rodin, Oldenburg, Thiebaud, etc.) 	<p>ASSESSMENTS: PERFORMANCE BASED</p> <ol style="list-style-type: none"> (A) Teacher observation and questioning (B) Self or group critique <p>REMEDIATION:</p> <ul style="list-style-type: none"> -Teacher hand-over-hand assistance -Peer tutoring -Finger exercise through manipulation of clay or similar materials -Guided instruction -Paper folding, tearing, modeling <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Learning center for individual activities in clay Free exploration with modeling clay -Have students invent stories based on their sculptural creations -Make mini replicas of the larger sculptures already completed
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COURSE: Art	GRADE(S): Kindergarten
UNIT: Texture	

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<p>State Standards:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Identify various textures by sight, touch, and verbally description. (B) Define texture as the way a surface feels or looks like it would feel. (C) Explore different techniques for creating textures in their art.
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<p>ACTIVITIES:</p> <p>TEACHER WILL:</p> <ol style="list-style-type: none"> (A) Define texture as the way something feels when you touch it. (B) Explain that textures can also look rough or smooth even if we can't touch them: <i>Visual/Implied</i> texture. (C) Relate texture information to other art projects. (ex. surface treatment of clay, etc.) <p>HAVE STUDENTS:</p> <ol style="list-style-type: none"> (A) Volunteer adjectives to describe textures by touching various objects (ex. hard, soft, rough, smooth, etc.) (B) Identify other textured surfaces in things that are a part of nature. (ex. tree bark, stone, etc.) (C) Move around the room to find various textured surfaces and create texture rubbings. (D) Incorporate texture into their artwork. (ex. texture rubbings, applied materials, etc.) <p>RESOURCES: (Books, Art Prints, Slides, Websites, etc.)</p> <ol style="list-style-type: none"> (A) Natural and manmade objects having definite and unique textures. (C) Cultural themes (ex. world art, architecture etc.) (D) Artists (ex. Thiebaud, Carle, Rauschenberg, Bearden, etc.) 	<p>ASSESSMENTS: PERFORMANCE BASED</p> <ol style="list-style-type: none"> (A) Oral questioning (B) Teacher observation (C) Self or group critiques <p>REMEDIATION:</p> <ul style="list-style-type: none"> -Guided practice -Teacher one on one assistance -Peer tutoring -compare textures of objects in a box <p>ENRICHMENT:</p> <ul style="list-style-type: none"> -Use fabric and textured found-objects to create artworks -press clay onto textural surfaces to make a print of the design
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