

Curriculum Map

Visual Art Kindergarten

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Procedures	Demonstrate developmentally appropriate care for tools, media and workspaces.	Demonstrate procedures consistently.	State of Tennessee Visual Arts Curriculum Standards, Partnership for 21 st Century Skills Common Core Toolkit
Line Recognition/Line Use <ul style="list-style-type: none"> Types of Lines/Line Recognition Tools Closing Lines to Make Shapes 	Identify lines that make shapes. Create lines and shapes with bodies, say the line names. Identify lines in the classroom and in art examples.	Pre instruction: sketch of simple lines, minimum 4. Post instruction: drawing using lines, minimum 4. Students will demonstrate knowledge of: <ul style="list-style-type: none"> Thick/ thin Wavy/ curvy Zig zag Horizontal/ vertical Interrupted or dotted Parallel/ converging Contour Types (curved, straight, curved, wavy, dotted, zig-zag, dotted) Characteristics (thick, thin, short, etc.) Directions (diagonal, vertical, horizontal, spiral) Identify tools (markers, pencils, crayons, brushes) that make various lines.	Literary Link: An assortment of element related story books such as: <i>Lines That Wiggle</i> by Candace Whitman <i>The Dot</i> by Peter H. Reynolds Prints: <i>Still Life with Cherries</i> , Picasso <i>Tranquility</i> , Gasser <i>The Camel</i> , Picasso Websites: K-12 Art Screener - http://pinterest.com/pin/191403052886056529/ All About Lines-Video http://10000pages.blogspot.com/2009_07_01_archive.html <i>Curious Corner</i> http://www.artic.edu/aic/education/CC/ interactive website (click on 'match up') to match sounds, shapes and textures to art.

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			<p>Getty Museum overview of the elements of art with art examples of each</p> <p>http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</p>
<p>Feelings, Moods and Shapes</p> <ul style="list-style-type: none"> • Line Closure • Geometric Shapes in Objects • Square • Triangle • Oval • Circle • Free-form 	<p>Practice drawing and cutting shapes.</p> <p>Create a line drawing while listening to music to show a feeling, mood or emotion with direction, types, movement, and shapes etc.</p>	<p>Post-instructional composition using lines and shapes.</p> <p>Photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.</p>	<p>Prints:</p> <p><i>Carnival</i>, Miro</p> <p><i>Untitled – Dancing Yellow</i>, Haring</p> <p><i>Chelsea IV</i>, Olsen</p> <p>Literary Link:</p> <p><i>Where A Line Bends A Shape Begins</i> by Rhonda Gowler Greene</p> <p><i>The Cat and the Bird</i>(Inspired by Paul Klee) by Geraldine Elschner</p> <p>Book:</p> <p><i>Thinking With A Line</i>, Cathy Weisman Topal</p>
<p>Objects and Shapes</p> <ul style="list-style-type: none"> • Shape-to-Form • Shape Identification 	<p>Using a marker/crayon, create a composition that demonstrates the understanding that line closure creates simple geometric shapes:</p> <ul style="list-style-type: none"> • Circle • Oval • Square • Rectangle • Triangle 	<p>Post-instructional composition(s) using shapes and/or forms.</p>	<p>Prints:</p> <p><i>Desserts</i>, Wayne Thiebaud</p> <p><i>Lyle</i>, Close</p>

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	<p>Create a composition that demonstrates the understanding that line closure creates free form and organic shapes (clouds, leaves, trees, flowers).</p> <p>Identify simple shapes in forms of objects:</p> <ul style="list-style-type: none"> • Cookie/circle • Face/oval • House/square • Book/rectangle • Ice cream cone/triangle <p>Use body to create lines and shapes</p> <p>Classify shapes and forms into categories:</p> <ul style="list-style-type: none"> • Geometric vs. Free Form • 3-D vs. 2-D 		
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
<p>Construct</p> <p>Compositional planning</p>	<p>Create a landscape drawing by transforming simple shapes into forms.</p> <p>Learn how to use a variety of tools (paint brushes, scissors, glue sticks, etc.)</p>	<p>Post/post drawn evidence that demonstrates circles, squares, rectangles, triangles, and ovals transformed into forms like houses, trees, animals, dinosaurs and people.</p>	<p>Website:</p> <p>Art for Kids http://kids.usa.gov/grown-ups/art/index.shtml</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Explore contexts of exemplary artwork.	Retell how viewing a piece of art in person is different from seeing a reproduction.	
Historical Connections	Know that often there is a connection between the subject of a work art and the process/materials used to create it. Express how/where we live affects the art we make. Express how/when we live affects the art we make.	Pre/Post or Post/Post discussions or teacher selected art from different times, cultures, and places.	
Elements of Critique	Reflect on learning experiences. Share thoughts and listen to the thoughts of others.	Participate in a Group critique, self-critique/reflection OR making historical/cultural references such as a Gallery Walk critique.	Exemplary artworks
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP4 Model with mathematics.	Identify and describe shapes. Analyze, compare, create, and compose shapes.	Drawn evidence that demonstrates circles, squares, rectangles, triangles, and ovals transformed into forms like houses, trees, animals, dinosaurs and people.	
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Recorded evidence of students identifying the name and purpose of an author and illustrator.	

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Texture <ul style="list-style-type: none"> Texture qualities and textural rubbings Textures in the environment 	Touch and compare textures of items found in the classroom and in nature.	Verbal evidence that demonstrates understanding and identification/description of textures in art prints, nature, and/or man-made environments.	Prints: <i>Still Life and Blossoming Almond Trees</i> , Diego Rivera <i>Untitled Box Number 3</i> , Samara <i>Violin and Candlestick</i> , Braque Websites: Getty Museum overview of the elements of art with art examples of each http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html A collection of objects showing texture such as seashells, feathers, yarn, sandpaper, pinecones, driftwood, keys, etc.
Pattern, Motif and Rhythm	Identify ordered/random patterns in selected fabrics, wallpaper or wrapping paper designs; rhythm, movement and harmony in patterns. Listen to music during discussion and identify rhythms. (e.g. clap rhythms) Identify types of patterns. Understand the meaning of the terms print and printing as they are used in art. Create ordered (sequential) and random patterns.	Participate in clapping rhythms. Identify types of patterns. Understand the meaning of the terms print and printing as they are used in art. Use audio recordings, in conjunction with the hands-on assignment, to assess students understanding of the design principles through interview/guided questioning.	Prints: <i>Green Coca-Cola Bottles</i> , Warhol Literary Link: <i>Pattern Fish</i> by Trudy Harris <i>The Pottery Place</i> by Gail Gibbons Websites: http://www.zefrank.com/snowflake an interactive website for creating 2-D, 3-D and rotating snowflake patterns.

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Construct Compositional Planning	Create patterns using: <ul style="list-style-type: none"> • Stamps • Gadgets to create repeated patterns • Different types of patterns to create a collage 	Pre/post instructional evidence of ordered and/or random patterns.	Websites: Eric Carle Museum http://www.carlemuseum.org/studioblog/?tag=printmaking-with-kds
Investigate/Reflect Compositional Planning	Create art using inspiration from another source.	Pre/post or post/post verbal identification of connection between created art and inspiration.	Websites: Goshen College http://www.goshen.edu/art/ed/quest4o.htm#meaning
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Discuss textures and patterns, subject matter, symbols and ideas in exemplary artwork.	Create a pre and post instructional graphic organizer that identifies the following in work by historic and/or contemporary artists. <ul style="list-style-type: none"> • Design elements and principles • Function/purpose 	Exemplary works such as Adire Elenka prints, Images of Yoruba Adire cloth.
Historical Connections	Define history as the story of the past.	Verbal evidence of students defining history as a story of the past (e.g. give reason to support why a work of art works like it came from the past).	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	Verbal or illustrated evidence of students relating how an illustration is related to the action of a story (e.g. identify what action is; Identify how elements and principles describe the action.)	

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Primary and Secondary Colors	Identify the Primary Colors. Identify the Secondary Colors and demonstrate how to mix them. Learn how to write, say and spell color names. Identify your favorite color and tell how it makes you feel.	Written and/or drawn list of primary and secondary colors. Art created with a variety of material (crayons, markers, watercolor, tempera, etc.) that demonstrates use of primary and secondary colors. Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.	Literary Links: <i>Mouse Paint</i> by Ellen Stoll Walsh <i>Eating the Alphabet</i> , Lois Elhert <i>In the Ocean</i> , Claire Henley <i>Oceans</i> , Christine Ward <i>Smokey Night</i> , Eve Bunting Book: <i>Children and Painting</i> , Topal
Tints and Shades	Practice mixing tints and shades. Create a composition using tints and shades.	Art created with a variety of material (crayons, markers, watercolor, tempera, etc.) that demonstrates use of tints and shades.	Print: <i>Capriccio Musicale</i> , Baranoff-Rossine, <i>Le Gourmet</i> , Picasso
Processes	Experiment with processes (mono-print, mixed media, multi-step directions, etc.).	KWL chart to assess what students know, want to know and learned about processes.	
CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.			
Investigate Compositional Planning	Select colors for a work of art.	Pre/post or post/post drawing, painting, collage, etc. that demonstrates color selections.	Website: Eric Carle http://www.eric-carle.com/bb-HRFnotes.html

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QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Recognize that art comes from different cultures, times and places through introduction of exemplary artworks.	Participation in a Visual Thinking Strategies (VTS) discussion of selected artwork.	Exemplary artworks
Historical Connections	Understand that artists worldwide have expressed their subject matter, symbols and ideas in others artwork for thousands of years.	Use of communication to: <ul style="list-style-type: none"> ● identify subject matter ● identify symbols ● decipher meaning in a work of art 	Exemplary artworks
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
Line Types and Shapes	Identify and discuss line types and shapes made from closing lines in classroom, our bodies, and the outside world.	Recorded evidence of students discussing line types and shapes.	Interdisciplinary Connections: <u>Science:</u> observing lines and shapes in our natural and human made environments (i.e., weather, plant and animal life), parts-to-whole, structures in human anatomy <u>Math:</u> geometric shapes, directional words: diagonal, vertical, horizontal, parallel lines, line closure to create shapes, parts to whole
Subject Matter	Identify and discuss aspects of subject matter, like weather, lines and shapes in the environment.	Graphic organizer of weather, lines and shapes.	<u>Science:</u> observing lines and shapes in our natural and human made environments (i.e., weather, plant and animal life), parts-to-whole, structures in human anatomy

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QUARTER 3			
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Civilizations	Identify exemplary artwork from different cultures, times, and places.	Verbal or written evidence of students' identification of art.	<u>Social Studies</u> : line used by early civilizations as tools of communication (i.e. Lascaux)
Movement	Identify connections between visual art and physical education.	Participate in game "Follow Me." Follow teacher on a masking tape path around the room that has curved, straight, zigzag, and broken/ dotted lines. Volunteer to come to the board to draw lines from the path. Draw the lines in the air with fingers.	
CCSS.Math.Practice.MP6 Attend to precision.	CCSS.Math.Content.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	Demonstrate mixing secondary colors, tints, and shades using appropriate quantities of selected media (paint, markers, etc.).	

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1 Students will understand and apply media, techniques, and processes. Standard 2 Students will use knowledge of structures and functions.			
Space	Create a landscape using overlapping and shrinking (diminishing size).	Pre and post instructional drawing demonstrating use of overlapping shapes, foreground/background, and horizon line in an artwork. Take photos of emerging, proficient, and advanced examples of final product. Provide pre and post-instructional assessments.	Prints: <i>The Starry Night</i> , Vincent Van Gogh <i>American Gothic</i> , Grant Wood Websites: Getty Museum overview of the elements of art with art examples of each http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html Getty Museum overview of the principals of design with art examples of each http://www.getty.edu/education/teachers/building_lessons/formal_analysis2.html

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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Form 3-Dimensional Forms	<p>Explore the idea of 'in the round' by building a sculpture out of found objects with something on all sides</p> <p>Create a mask (recognize differences between 2D shapes and 3D forms by making a mask out of paper that starts out flat but becomes 3D by cutting, folding and adding more pieces of paper).</p> <p>Create a clay pot with pattern</p>	<p>Verbal evidence and photos of correct identification of 2-dimensional and 3-dimensional images and objects in classroom. Provide pre/post-instructional assessments</p> <p>Demonstrate an understanding that clay pots and other containers were used in households around the world.</p> <p>Demonstrate an understanding of form recognition:</p> <ul style="list-style-type: none"> • Basic shapes in sculptures and "in the round" concept • 2-D vs. 3-D • Clay objects 	<p>Prints: <i>Painted Storage Jar</i>, Yangshou Culture <i>Plant</i>, Louise Nevelson <i>Little Dancer aged 14</i>, Edgar Degas</p>
		<p>Photos of emerging, proficient, and advanced ex. of final product. Provide pre/post-instructional assessments.</p>	
<p>CREATE: Standard 3 Students will choose and evaluate a range of subject matter, symbols, and ideas.</p>			
Compositional Planning	<p>Create a simple imaginative landscape that shows overlapping shapes, foreground, background, and horizon line.</p>	<p>Pre-instruction: landscape drawing.</p> <p>Post-instruction: drawn, collaged, and/or painted evidence of correct placement of foreground, background, and horizon line, and use of overlapping shapes.</p>	<p>Websites: National Gallery of Art-Kids http://www.nga.gov/kids/ Jerry's Artarama http://www.jerrysartarama.com/art-lessons/Medium/Watercolors/Watercolors-How-to-Paint-a-Desert-Landscape-Art-Projects-for-Kids.html</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 4 Students will understand the visual arts in relation to history and cultures. Standard 5 The student will reflect upon and assess the characteristics and merits of their work and the work of others.			
Historical Connections	Recognize that artists create the illusion of space and form.	Verbal evidence of the identification of ways artists create the illusion of space and form: <ul style="list-style-type: none"> • size • overlapping • placement of objects on the page 	Prints: <i>Domino Players</i> , Horace Pippin <i>Fruit Displayed on a Stand</i> , Gustave Caillebotte <i>Refrigerator Pies</i> , Wayne Thiebaud <i>Obsession</i> , Julian Stanczak
Elements of Critique	Discuss the use of space in a 3-D object	Verbal evidence of the identification of ways space is used in a 3-D object +/-.	
CONNECT: Standard 6 Students will make connections between visual arts and other disciplines.			
CCSS.Math.Practice.MP4 Model with mathematics.	CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Verbal evidence of correct identification of 2-dimensional and 3-dimensional images and objects in classroom.	
	Identify connections with science. (e.g. explain how clay is made in nature, etc.).	Verbal, illustrated or written evidence of a connection between art and science.	