**Unit of Study 1**  
Elements of Art - **LINE**  

**Key Concepts:**  
- The student can understand and use a variety of lines in creating an artwork

**Skills:**  
- Use pencil, crayon, scissors, and glue  
- Control pencil in various directions

**Standards:**  
- **CREATE (K.V.CR)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards K.V.CR.1–3).
- **PRESENT (K.V.P.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards K.V.P.1–3).
- **RESPOND (K.V.R.)** Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (Standards K.V.R.1–3).
- **CONNECT (K.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).

### Visual Art Content Objectives

**Vocabulary students should use:**  
- line  
- straight  
- zigzag  
- scribble  
- curved  
- curled  
- thick  
- thin  
- vertical  
- smooth  
- rough  
- diagonal  

**Lessons (Activities):**  
- Identify straight and curved **lines** in picture books or artworks.  
  - **Scribble** freely with pencils, pens, markers or crayons
- Doodles - Make lines that are **horizontal** (asleep), **vertical** (standing up), and **diagonal** (falling) Visual thinking/Emotional lines – communicate happy, sad...
- Arrange different objects in a line, going from small to big
- Draw a story using stick figures. Show and tell your story to someone else.
- Watch *Harold and the Purple Crayon* or read the book by Crocket Johnson
- While listening to music, spontaneously draw what is heard.

### Visual Art/Common Core Language Objectives

**Description of the relationship between illustrations and the story of *Harold and the Purple Crayon***.

**Describe how the images of Hans Hartung or Franz Kline make them feel.** Describe what the artist was trying to say, promoting perceptual discrimination and judgment.

**For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.**

### Additional Resources

- Elementary Visual Arts  
  GSD books & videos available for checkout
- Kinderart.com
- Artprojectsforkids.org
- Arttoremember.com
- https://www.dickblick.com/
- Kindergarten art lessons – Deep Space Sparkle
- Springville Museum of Art Lessons
- Mrs. Brown’s Kindergarten Art Lesson Plans
- Art Work for Kids Lesson Plans
- www.yahoo.com click on images: Hans Hartung, Franz Kline

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.
### Unit of Study 2
**Elements of Art – SHAPE**

**KINDERGARTEN**

**Quarter 2**

**VISUAL ART**  
2018

### Key Concepts:
- The student understands that artworks can contain organic shapes and geometric shapes.

### Skills:
- Identify the 3 basic shapes
- Draw organic shapes
- Use scissors to cut out shapes and glue on to paper

### Standards:
- **CREATE (K.V.CR)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards K.V.CR.1–3).
- **PRESENT (K.V.P.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards K.V.P.1–3).
- **RESPOND (K.V.R.)** Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards K.V.R.1–3).
- **CONNECT (K.V.CO.)** Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).

### Visual Art Content Objectives

<table>
<thead>
<tr>
<th>Vocabulary students should use</th>
<th>Lessons (Activities)</th>
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</thead>
</table>
| shape angle organic folding design abstract connect | - Discover that when a line angles a shape begins. Draw bending lines to make a variety of shapes.  
- Kindergarten lessons on organic and geometric shapes.  
- Experiment with random circles and connect lines together to form simple shapes. Composition by Joan Miro  
- Practice folding paper and using scissors to cut out shapes and then glue them on a paper to create a design  
- Create abstract drawings and/or paintings from imagination. |

### Visual Art / Common Core Language Objectives

- I can draw shapes
- I can cut out shapes
- I can make organic shapes
- I can make geometric shapes

- Engage in a collaborative discussion about the shapes in student works. How they are alike and different.
- Have the students tell a story (pair/share) to develop skills in social interactions about their abstract drawing or painting.
- For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.

### Additional Resources
- Elementary Visual Arts GSD books & videos available for check out.
- Kinderart.com
- Artprojectsforkids.org
- Arttoremember.com
- [https://www.dickblick.com/](https://www.dickblick.com/)
- Kindergarten art lessons – Deep Space Sparkle
- Springville Museum of Art, Lessons
- Mrs. Brown’s Kindergarten Art Lesson Plans
- Art Work for Kids Lesson Plans
- Springville Art Print Chelsea IV by Don Olsen
- Alexander Calder’s art

### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.
<table>
<thead>
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<th>Visual Art Content Objectives</th>
<th>Vocabulary students should use</th>
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<tbody>
<tr>
<td>I can feel differences (smooth and rough)</td>
<td>texture smooth rough collage rubbings</td>
<td>Find actual textures (sand, cloth, plastic, rocks, metal, water, and food textures</td>
</tr>
<tr>
<td>I can identify textures</td>
<td></td>
<td>Play with smooth and rough textures, talk about the difference. Recognize the difference between smooth and rough textures.</td>
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<tr>
<td>I can make texture “rubbings”</td>
<td></td>
<td>Group objects by texture and tell why.</td>
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<tr>
<td></td>
<td></td>
<td>Feel the texture of paint while finger painting.</td>
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<tr>
<td></td>
<td></td>
<td>Participate in making a group collage of different textures</td>
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</tbody>
</table>

**Visual Art / Common Core Language Objectives**

- Describe the relationship between difference smooth and rough textures. Speak audibly and express thoughts, feelings, and ideas clearly.
- Engage in a collaborative discussion about the group collage.
- For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.

**Additional Resources**

- Elementary Visual Arts GSD books & videos available for check out
  - [Henri Matisse: Pattern & Paper](https://kinderart.com)
  - [Artprojectsforkids.org](https://www.artprojectsforkids.org)
  - [Arttoremember.com](https://www.arttoremember.com)
  - [https://www.dickblick.com](https://www.dickblick.com)
  - [Mrs. Brown’s Kindergarten Art Lesson Plans](https://www.dickblick.com)
  - [Kindergarten art lessons](https://www.dickblick.com)
  - Springville Art Posters; each school has a set in their Media Center
  - [Springville Museum of Art, Lessons](https://www.dickblick.com)
  - Collage example: [Merzbild Rossfett by Kurt Schwitters](https://www.dickblick.com)

**Assessment Options:** The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.
### Visual Art / Common Core Language Objectives
- Describe the relationship between students’ self-portraits. Students should speak audibly and express thoughts, feelings, and ideas clearly.
- For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding.

### Additional Resources
- Elementary Visual Arts GSD books & videos available for check out
- Kinderart.com
- Artprojectsforkids.org
- Arttoremember.com
- https://www.dickblick.com
- Kindergarten art lessons
- Mrs. Brown’s Kindergarten Art Lesson Plans
- Springville Museum of Art, Lessons
- Warm and Cool Sun:
- “Manganese in Deep Violet” by Patrick Heron Abstract art

### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.