









Unit of Study 1 Elements of Art - <b>LINE</b>	<b>KINDERGARTEN</b>	Quarter 1	<b>VISUAL ART</b> 2018
<b>Key Concepts:</b>		<b>Skills:</b>	
<ul style="list-style-type: none"> <li>□ The student can understand and use a variety of lines in creating an artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Use pencil, crayon, scissors, and glue</li> <li>• Control pencil in various directions</li> </ul>		
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>CREATE (K.V.CR)</b> 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).</li> <li>➤ <b>PRESENT (K.V.P.)</b> 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).</li> <li>➤ <b>RESPOND (K.V.R.)</b> 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).</li> <li>➤ <b>CONNECT (K.V.CO.)</b> Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).</li> </ul>			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can scribble freely</li> <li>• I can group marks and play with line motion</li> <li>• I can make and identify the characteristics of line</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <span>Hans Hartung</span> <span>Franz Kline</span> <span>Hans Hartung</span> </div>	line straight zigzag scribble curved curled thick thin vertical smooth rough horizontal vertical diagonal	<ul style="list-style-type: none"> <li>• Identify straight and curved <b>lines</b> in picture books or artworks. <b>Scribble</b> freely with pencils, pens, markers or crayons</li> <li>• Doodles - Make lines that are <b>horizontal</b> (asleep), <b>vertical</b> (standing up), and <b>diagonal</b> (falling) Visual thinking/Emotional lines – communicate happy, sad...</li> <li>• <a href="http://www.kinderart.com/drawing/drawex.shtml">http://www.kinderart.com/drawing/drawex.shtml</a></li> <li>• Arrange different objects in a line, going from small to big</li> <li>• Draw a story using stick figures. Show and tell your story to someone else.</li> <li>• <a href="#">Watch Harold and the Purple Crayon</a> or read the book by Crocket Johnson</li> <li>• While listening to music, spontaneously draw what is heard.</li> </ul>	
Visual Art/Common Core Language Objectives	<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story of <i>Harold and the Purple Crayon</i>.</li> <li>• Describe how the images of Hans Hartung or Franz Kline makes them feel. Describe what the artist was trying to say, promoting perceptual discrimination and judgment.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Visual Arts GSD books &amp; videos available for check out</li> <li>• <a href="http://Kinderart.com">Kinderart.com</a></li> <li>• <a href="http://Artprojectsforkids.org">Artprojectsforkids.org</a></li> <li>• <a href="http://Arttoremember.com">Arttoremember.com</a></li> <li>• <a href="https://www.dickblick.com/">https://www.dickblick.com/</a></li> <li>• <a href="#">Kindergarten art lessons – Deep Space Sparkle</a></li> <li>• <a href="#">Springville Museum of Art Lessons</a></li> <li>• <a href="#">Mrs. Brown’s Kindergarten Art Lesson Plans</a></li> <li>• <a href="#">Art Work for Kids Lesson Plans</a></li> <li>• <a href="http://www.yahoo.com">www.yahoo.com</a> click on images: Hans Hartung, Franz Kline</li> </ul>		
<b>Assessment Options:</b> 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
<b>Key Concepts:</b>		<b>Skills:</b>	
<ul style="list-style-type: none"> <li>□ The student understands that artworks can contain organic shapes and geometric shapes.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the 3 basic shapes</li> <li>• Draw organic shapes</li> <li>• Use scissors to cut out shapes and glue on to paper</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>CREATE (K.V.CR)</b> 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).</li> <li>➤ <b>PRESENT (K.V.P.)</b> 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).</li> <li>➤ <b>RESPOND (K.V.R.)</b> 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).</li> <li>➤ <b>CONNECT (K.V.CO.)</b> Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).</li> </ul>			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can draw shapes</li> <li>• I can cut out shapes</li> <li>• I can make organic shapes</li> <li>• I can make geometric shapes</li> </ul> 	<p>shape angle organic folding design abstract connect</p> 	<ul style="list-style-type: none"> <li>• Discover that when a line <b>angles</b> a shape begins. Draw bending lines to make a variety of shapes.</li> <li>• <a href="#">Kindergarten lessons on organic and geometric shapes.</a></li> <li>• Experiment with random circles and connect lines together to form simple shapes. <a href="#">Composition by Joan Miro</a></li> <li>• Practice <b>folding</b> paper and using scissors to cut out shapes and then glue them on a paper to create a <b>design</b></li> <li>• Create <b>abstract</b> drawings and/or paintings from imagination.</li> </ul>	
Visual Art / Common Core Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>• Engage in a collaborative discussion about the shapes in student works. How they are alike and different.</li> <li>• Have the students tell a story (pair/share) to develop skills in social interactions about their abstract drawing or painting.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>	<p>“Chelsea IV” Don Olsen Springville Museum of Art</p>		<ul style="list-style-type: none"> <li>• Elementary Visual Arts GSD books &amp; videos available for check out.</li> <li>• <a href="#">Kinderart.com</a></li> <li>• <a href="#">Artprojectsforkids.org</a></li> <li>• <a href="#">Arttoremember.com</a></li> <li>• <a href="https://www.dickblick.com/">https://www.dickblick.com/</a></li> <li>• <a href="#">Kindergarten art lessons – Deep Space Sparkle</a></li> <li>• <a href="#">Springville Museum of Art, Lessons</a></li> <li>• <a href="#">Mrs. Brown’s Kindergarten Art Lesson Plans</a></li> <li>• <a href="#">Art Work for Kids Lesson Plans</a></li> <li>• <a href="#">Springville Art Print Chelsea IV by Don Olsen</a></li> <li>• <a href="#">Alexander Calder’s art</a></li> </ul>
<b>Assessment Options:</b> 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 3 Elements of Art - Texture	KINDERGARTEN	Quarter 3	VISUAL ART 2018
<b>Key Concepts:</b>		<b>Skills:</b>	
<ul style="list-style-type: none"> <li>□ The student understands that visual textures look and feel different from real textures.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize and classify textures (smooth or rough)</li> <li>• Control scribbles using a pencil or crayon to create “rubbings”</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li>➤ <b>CREATE (K.V.CR)</b> 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).</li> <li>➤ <b>PRESENT (K.V.P.)</b> 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).</li> <li>➤ <b>RESPOND (K.V.R.)</b> 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).</li> <li>➤ <b>CONNECT (K.V.CO.)</b> Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).</li> </ul>			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can feel differences (smooth and rough)</li> <li>• I can identify textures</li> <li>• I can make texture “rubbings”</li> </ul>  	<p>texture smooth rough collage rubbings</p>  <p>“Violin and Candlestick” George Braque</p>	<ul style="list-style-type: none"> <li>• Find actual textures (sand, cloth, plastic, rocks, metal, water, and food textures)</li> <li>• Play with smooth and rough textures, talk about the difference. Recognize the difference between <b>smooth</b> and <b>rough textures</b>.</li> <li>• Group objects by texture and tell why.</li> <li>• Feel the texture of paint while finger painting.</li> <li>• Make texture “<b>rubbings</b>” in pencil, crayon or charcoal of actual texture. Construct a <b>collage</b> of torn “rubbing” textures. <a href="https://kinderart.com/art-lessons/drawing/shoe-rubbings/">https://kinderart.com/art-lessons/drawing/shoe-rubbings/</a></li> <li>• Participate in making a group collage of different textures</li> </ul>	
Visual Art / Common Core Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>• Describe the relationship between difference smooth and rough textures. Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• Engage in a collaborative discussion about the group collage.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>			<ul style="list-style-type: none"> <li>• Elementary Visual Arts GSD books &amp; videos available for check out <i>Henri Matisse: Pattern &amp; Paper</i></li> <li>• <a href="http://Kinderart.com">Kinderart.com</a></li> <li>• <a href="http://Artprojectsforkids.org">Artprojectsforkids.org</a></li> <li>• <a href="http://Arttoremember.com">Arttoremember.com</a></li> <li>• <a href="https://www.dickblick.com">https://www.dickblick.com</a></li> <li>• <a href="#">Mrs. Brown’s Kindergarten Art Lesson Plans</a></li> <li>• <a href="#">Kindergarten art lessons</a></li> <li>• *Springville Art Posters; each school has a set in their Media Center</li> <li>• <a href="#">Springville Museum of Art, Lessons</a></li> <li>• Collage example: <a href="#">Merzbild Rossfett by Kurt Schwitters</a></li> </ul>
<b>Assessment Options:</b> 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 4 Elements of Art - Color	KINDERGARTEN	Quarter 4	VISUAL ART 2018
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<b>Key Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>□ Art works are organized by elements and principles; color is one of the elements. Color helps us to identify things.</li> </ul>	<ul style="list-style-type: none"> <li>• Name basic colors</li> <li>• Understand which colors are warm and cool</li> <li>• Associate colors with emotion</li> <li>• Share ideas and personal meaning in artwork</li> </ul>

<b>Standards:</b>
<ul style="list-style-type: none"> <li>➤ <b>CREATE (K.V.CR)</b> 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).</li> <li>➤ <b>PRESENT (K.V.P.)</b> 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).</li> <li>➤ <b>RESPOND (K.V.R.)</b> 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).</li> <li>➤ <b>CONNECT (K.V.CO.)</b> Students will relate artistic skills, ideas, and work with personal meaning and external context (Standards K.V.CO.1–2).</li> </ul>

Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
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<ul style="list-style-type: none"> <li>• I can recognize and name colors</li> <li>• I can mix colors</li> </ul> <div style="text-align: center;"> <p>PRIMARY COLORS</p>  <p>SECONDARY COLORS</p>  </div>	<p>Color</p> <p>Primary</p> <p>Red</p> <p>Yellow</p> <p>Blue</p> <p>Secondary</p> <p>Green</p> <p>Orange</p> <p>Purple</p> <p>Abstract :</p> <p>Art made from the imagination or choosing to depict the world in a distorted or unrealistic manner.</p>	<ul style="list-style-type: none"> <li>• Recognize basic <b>colors</b> around the room and in picture books</li> <li>• Point to an object; name its color</li> <li>• Instruct students how to mix colors with a finger or paint brush. Have students wash out brush in between each color</li> <li>• Paint a <b>self-portrait</b>, using more than one color Read <i>My Many Colored Days</i> by Dr. Seuss or <i>The Dot</i> by Irma S. &amp; James H. Black</li> </ul>
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Visual Art / Common Core Language Objectives	Additional Resources
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<ul style="list-style-type: none"> <li>• Describe the relationship between students’ self-portraits. Students should speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>	 <p>Warm is the Sun, Cool in the Moon.</p>	<ul style="list-style-type: none"> <li>• Elementary Visual Arts GSD books &amp; videos available for check out</li> <li>• <a href="http://Kinderart.com">Kinderart.com</a></li> <li>• <a href="http://Artprojectsforkids.org">Artprojectsforkids.org</a></li> <li>• <a href="http://Arttoremember.com">Arttoremember.com</a></li> <li>• <a href="https://www.dickblick.com">https://www.dickblick.com</a></li> <li>• <a href="#">Kindergarten art lessons</a></li> <li>• <a href="#">Mrs. Brown’s Kindergarten Art Lesson Plans</a></li> <li>• <a href="#">Springville Museum of Art, Lessons</a></li> <li>• <a href="#">Warm and Cool Sun:</a></li> <li>• <a href="#">“Manganese in Deep Violet” by Patrick Heron Abstract art</a></li> </ul>
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