Grade K Art Overview

Content Area: **Art**
Course(s): **ART-K**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

The Kindergarten Art Curriculum serves as the foundation for the District's K-12 Art program. The elements of Art (color, line, texture, shape and form) are introduced and reinforced through hands-on projects and other classroom experiences. Students develop fine motor control and eye-hand coordination as they explore art media as a means of creative expression. They become acquainted with the works of various artists and verbalize their ideas. Emphasis is placed on aesthetics, production, art history, criticism, as well as visual literacy, creative problem solving and adherence to the New Jersey Student Learning Standards for Visual and Performing Arts.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSLS/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

Textbooks and other resources

In order to fully implement the art program (curriculum) and to provide a broad, meaningful, safe, positive experience for every child, it is essential to provide a well-equipped art room including:

1. Storage facilities to accommodate materials, equipment, and student work

2. Computers and printers with appropriate software

3. Videocassette recorder, TV, slide projector and screen

4. Adequate materials and supplies

5. Paper cutter and pencil sharpeners

6. Sufficient space and ventilation

7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students

8. Double sink

9. Kiln

10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

Standards and Scope of Sequence

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof Asse
Unit 1: Color Identify, label, and use primary, secondary, and neutral colors	1.1.2.D.1 (I) 1.1.2.D.2 (I) 1.2.2.A.1 (I) 1.2.2.A.2 (I) 1.3.2.D.1 (I) 1.3.2.D.2 (I) 1.3.2.D.3 (I) 1.3.2.D.4 (I) 1.3.2.D.5 (I) 1.4.2.A.1 (I) 1.4.2.A.2 (I) 1.4.2.A.3 (I) 1.4.2.A.4 (I)	1-4	Ongoing	-Pro using rubr -Ver -Crit

	1.4.2.B.1 (I)			
	1.4.2.B.2 (I)			
	1.4.2.B.3 (I)			
	RL.K.7 (I)			
	RI.K.7 (I)			
	SL.K.5 (I)			
	W.K.1 (I)			
	W.K.3 (I)			
	6.1.P.A.1 (I)			
	6.1.P.A.2 (I)			
	6.1.P.A.3 (I)			
	6.1.4.D.17 (I)			
	8.1.2.A.1 (I)			
	8.1.2.A.2 (I)			
	8.1.2.C.1 (I)			
	8.1.5.D.1 (I)			
	8.2.2.A.5 (I)			
	8.2.2.B.1 (1)			
	9.1.4.A.1 (I)			
	9.1.4.A.3 (I)			
	9.1.4.A.4 (I)			
	9.1.4.B.1 (I)			
	9.1.4.C.1 (I)			
	9.1.4.D.1 (I)			
	9.1.4.D.2 (I)			
	9.1.4.D.3 (I)			
	9.1.4.E.1 (I)			

	9.1.4.E.2 (I)			
	9.1.4.E.3 (I)			
	9.1.4.F.1 (I)			
	9.1.4.F.2 (I)			
	9.1.4.F.3 (I)			
	9.3.4.A.4 (I)			
Unit 2: Line/Shape Identify and demonstrate different types of line and line characteristics.	1.1.2.D.1 (I)	1-4	Ongoing	-Pro usin rubr -Ver -Crit
	1.1.2.D.2 (I)			
	1.2.2.A.1 (I)			
	1.2.2.A.2 (I)			
	1.3.2.D.1 (I)			
	1.3.2.D.2 (I)			
	1.3.2.D.3 (I)			
	1.3.2.D.4 (I)			
	1.3.2.D.5 (I)			
	1.4.2.A.1 (I)			
	1.4.2.A.2 (I)			
	1.4.2.A.3 (I)			
	1.4.2.A.4 (I)			
	1.4.2.B.1 (I)			
	1.4.2.B.2 (I)			
	1.4.2.B.3 (I)			
	RL.K.7 (I)			
	RI.K.7 (I)			
	SL.K.5(I)			
	WK.1 (I)			
	WK.3 (I)			
	K.MD.1 (I)			

	K.G.1 (I)			
	K.G.2 (I)			
	K.G.5 (I)			
	6.1.P.A.1 (I)			
	6.1.P.A.2 (I)			
	6.1.P.A.3 (I)			
	6.1.4.D.17 (I)			
	8.1.2.A.1 (I)			
	8.1.2.A.2 (I)			
	8.1.2.C.1 (I)			
	8.1.5.D.1 (I)			
	8.2.2.A.5 (I)			
	8.2.2.B.1 (1			
	9.1.4.A.1 (I)			
	9.1.4.A.3 (I)			
	9.1.4.A.4 (I)			
	9.1.4.B.1 (I)			
	9.1.4.C.1 (I)			
	9.1.4.D.1 (I)			
	9.1.4.D.2 (I)			
	9.1.4.D.3 (I)			
	9.1.4.E.1 (I)			
	9.1.4.E.2 (I)			
	9.1.4.E.3 (I)			
	9.1.4.F.1 (I)			
	9.1.4.F.2 (I)			
	9.1.4.F.3 (I)			
	9.3.4.A.4 (I)			

| Unit 3: Space/Composition

Recognizes form as "not flat."

Identify spatial relationships: left, right, top, bottom, center, front, back, over and under. | 1.1.2.D.1 (I)

1.1.2.D.2 (I)

1.2.2.A.1 (I)

1.2.2.A.2 (I)

1.3.2.D.1 (I)

1.3.2.D.2 (I)

1.3.2.D.3 (I)

1.3.2.D.4 (I)

1.3.2.D.5 (I)

1.4.2.A.1 (I)

1.4.2.A.2 (I)

1.4.2.A.3 (I)

1.4.2.A.4 (I)

1.4.2.B.1 (I)

1.4.2.B.2 (I)

1.4.2.B.3 (I)

5.1.P.B.1 (I)

5.2.P.A.1 (I)

5.2.2.A.1 (I)

6.1.P.A.1 (I)

6.1.P.A.2 (I)

6.1.P.A.3 (I)

6.1.4.D.17 (I)

8.1.2.A.1 (I)

8.1.2.A.2 (I)

8.1.2.C.1 (I)

8.1.5.D.1 (I) | 1-4 | Ongoing | -Pro
usin
rubr

-Ver

-Crit |

	Standards			Assessment
	8.2.2.A.5 (I)			
	8.2.2.B.1 (1			
	9.1.4.A.1 (I)			
	9.1.4.A.3 (I)			
	9.1.4.A.4 (I)			
	9.1.4.B.1 (I)			
	9.1.4.C.1 (I)			
	9.1.4.D.1 (I)			
	9.1.4.D.2 (I)			
	9.1.4.D.3 (I)			
	9.1.4.E.1 (I)			
	9.1.4.E.2 (I)			
	9.1.4.E.3 (I)			
	9.1.4.F.1 (I)			
	9.1.4.F.2 (I)			
	9.1.4.F.3 (I)			
	9.3.4.A.4 (I)			
Unit 4 Pattern/Texture Identify patterns in artworks and in nature; repeating and alternating Explore and name texture, such as smooth and rough.	1.1.2.D.1 (I) 1.1.2.D.2 (I) 1.2.2.A.1 (I) 1.2.2.A.2 (I) 1.3.2.D.1 (I) 1.3.2.D.2 (I) 1.3.2.D.3 (I) 1.3.2.D.4 (I) 1.3.2.D.5 (I) 1.4.2.A.1 (I) 1.4.2.A.2 (I)	1-4	Ongoing	-Pro usin rubr -Ver -Crit

	1.4.2.A.3 (I)			
	1.4.2.A.4 (I)			
	1.4.2.B.1 (I)			
	1.4.2.B.2 (I)			
	1.4.2.B.3 (I)			
	RL.K.7 (I)			
	RI.K.7 (I)			
	SL.K.5(I)			
	WK.1 (I)			
	WK.3 (I)			
	K.MD.1 (I)			
	K.G.1 (I)			
	K.G.2 (I)			
	K.G.5 (I)			
	6.1.P.A.1 (I)			
	6.1.P.A.2 (I)			
	6.1.P.A.3 (I)			
	6.1.4.D.17 (I)			
	8.1.2.A.1 (I)			
	8.1.2.A.2 (I)			
	8.1.2.C.1 (I)			
	8.1.5.D.1 (I)			
	8.2.2.A.5 (I)			
	8.2.2.B.1 (1)			
	9.1.4.A.1 (I)			
	9.1.4.A.3 (I)			
	9.1.4.A.4 (I)			

	9.1.4.B.1 (I)			
	9.1.4.C.1 (I)			
	9.1.4.D.1 (I)			
	9.1.4.D.2 (I)			
	9.1.4.D.3 (I)			
	9.1.4.E.1 (I)			
	9.1.4.E.2 (I)			
	9.1.4.E.3 (I)			
	9.1.4.F.1 (I)			
	9.1.4.F.2 (I)			
	9.1.4.F.3 (I)			
	9.3.4.A.4 (I)			
Unit 5: Balance/Emphasis Identify the relation of shape and size.	1.1.2.D.1 (I)	1-4	Ongoing	-Pro usin rubr -Ver -Crit
	1.1.2.D.2 (I)			
	1.2.2.A.1 (I)			
	1.2.2.A.2 (I)			
	1.3.2.D.1 (I)			
	1.3.2.D.2 (I)			
	1.3.2.D.3 (I)			
	1.3.2.D.4 (I)			
	1.3.2.D.5 (I)			
	1.4.2.A.1 (I)			
	1.4.2.A.2 (I)			
	1.4.2.A.3 (I)			
	1.4.2.A.4 (I)			
	1.4.2.B.1 (I)			
	1.4.2.B.2 (I)			
	1.4.2.B.3 (I)			

	RL.K.7 (I)			
	RI.K.7 (I)			
	SL.K.5(I)			
	WK.1 (I)			
	WK.3 (I)			
	5.1.P.B.1 (I)			
	6.1.P.A.1 (I)			
	6.1.P.A.2 (I)			
	6.1.P.A.3 (I)			
	6.1.4.D.17 (I)			
	8.1.2.A.1 (I)			
	8.1.2.A.2 (I)			
	8.1.2.C.1 (I)			
	8.1.5.D.1 (I)			
	8.2.2.A.5 (I)			
	8.2.2.B.1 (1			
	9.1.4.A.1 (I)			
	9.1.4.A.3 (I)			
	9.1.4.A.4 (I)			
	9.1.4.B.1 (I)			
	9.1.4.C.1 (I)			
	9.1.4.D.1 (I)			
	9.1.4.D.2 (I)			
	9.1.4.D.3 (I)			
	9.1.4.E.1 (I)			
	9.1.4.E.2 (I)			
	9.1.4.E.3 (I)			

	9.1.4.F.1 (I)			
	9.1.4.F.2 (I)			
	9.1.4.F.3 (I)			
	9.3.4.A.4 (I)			
Unit 6: Rhythm/Movement Demonstrate understanding of how different physical movements cause varied outcomes in artworks.	1.1.2.D.1 (I)	1-4	Ongoing	-Pro usin rubr -Ver -Crit
	1.1.2.D.2 (I)			
	1.2.2.A.1 (I)			
	1.2.2.A.2 (I)			
	1.3.2.D.1 (I)			
	1.3.2.D.2 (I)			
	1.3.2.D.3 (I)			
	1.3.2.D.4 (I)			
	1.3.2.D.5 (I)			
	1.4.2.A.1 (I)			
	1.4.2.A.2 (I)			
	1.4.2.A.3 (I)			
	1.4.2.A.4 (I)			
	1.4.2.B.1 (I)			
	1.4.2.B.2 (I)			
	1.4.2.B.3 (I)			
	RL.K.7 (I)			
	RI.K.7 (I)			
	SL.K.5 (I)			
	W.K.1 (I)			
	W.K.3 (I)			
	6.1.P.A.1 (I)			
	6.1.P.A.2 (I)			
	6.1.P.A.3 (I)			

		6.1.4.D.17 (I)		
		8.1.2.A.1 (I)		
		8.1.2.A.2 (I)		
		8.1.2.C.1 (I)		
		8.1.5.D.1 (I)		
		8.2.2.A.5 (I)		
		8.2.2.B.1 (1		
		9.1.4.A.1 (I)		
		9.1.4.A.3 (I)		
		9.1.4.A.4 (I)		
		9.1.4.B.1 (I)		
		9.1.4.C.1 (I)		
		9.1.4.D.1 (I)		
		9.1.4.D.2 (I)		
		9.1.4.D.3 (I)		
		9.1.4.E.1 (I)		
		9.1.4.E.2 (I)		
		9.1.4.E.3 (I)		
		9.1.4.F.1 (I)		
		9.1.4.F.2 (I)		
		9.1.4.F.3 (I)		
		9.3.4.A.4 (I)		

LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.K.7	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).
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
SOC.6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**

- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Visual Art skills are outlined and assessed both informally in verbal and written form.

COURSE EVALUATION

The Kindergarten Art Curriculum serves as the foundation for the District's K-12 Art program. The elements of Art (color, line, texture, shape and form) are introduced and reinforced through hands-on projects and other classroom experiences. Students develop fine motor control and eye-hand coordination as they explore art media as a means of creative expression. They become acquainted with the works of various artists and verbalize their ideas. Emphasis is placed on aesthetics, production, art history, criticism, as well as visual literacy, creative problem solving and adherence to the New Jersey Student Learning Standards for Visual and Performing Arts.

East Brunswick Elementary Visual Arts Program is designed to fulfill the NJSLS/CPI's requirements. The program promotes visual literacy and creative thinking through studies in aesthetics, art history, and art criticism as well as through studio experience/production.

Other Details

#4280 Elementary Kindergarten Art Course (All Elementary Schools)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	1	5.00	60	R	