Unit V: Texture

Content Area: **Art**
Course(s): **Art Experience, Art**
Time Period: **May**
Length: **7 weeks**
Status: **Published**

Enduring Understandings

Many vegetables and fruits can be used to create interesting prints.

There are real connections between visual arts, mathematics and science.

I can strengthen my artwork by showing an interest and respect in my peers artwork.

Content

There are many possibilities for printmaking in the Kindergarten classrooms. Very successful prints can be made using found objects such as buttons, clothes pins, sponges, corks, erasers, bottle caps, cogs, gears, circular tube ends, blocks, wooden spools, etc. Simply paint the object with a brush or sponge using tempura paint and press onto paper. If students are putting too much paint on, have them stamp once on a damp paper towel before the final stamping on paper. Larger objects can be rolled with water-based ink or tempura paint using a Bayer.

Skills

Bloom's Taxonomy

Explore a range of art materials, techniques, and vocabulary to develop art making skills.

Use several images on one page to make a composition.

Explore prints using split mushrooms, peppers, cabbage, apples, pears, etc.

Work for a break-up of space (spreading the design around the page but leaving some open space).

Embellish objects once printed using paint, pastel, or markers.

Create hand made stencils by folding a paper and cutting a design on the fold line.

Understand the meaning of the words pattern and repetition.

Recognize AB patterns in nature and manmade objects.

Construct an AB pattern using small manipulatives.

Participate in a group activity that reinforces the AB pattern

Standards

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.1.3.2.D.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
VPA.1.3.2.D.CS2	Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
VPA.1.3.2.D.CS5	Visual awareness stems from acute observational skills and interest in visual objects,

spaces, and the relationship of objects to the world.