

**Art Grade K:**

***Aesthetics, Imagination and Creativity, Basic Art Skills, Critique,***

***Themes/History/Culture***

**1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.**

**1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.**

**1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.**

**1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.**

**1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.**

**1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.**

**1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.**

**1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.**

**1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.**

**1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.**

**1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.**

**1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.**

**1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.**

**1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.**

**1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.**

**1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.**

**1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.**

**1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.**

**1.2.2.Cr1c: Explore form ideas for media art production with support.**

**● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.**

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**Rationale and Transfer Goals:**

Art in Kindergarten provides students with the basic tools to understand and appreciate visual art. They should be able to transfer knowledge of the elements of art to any context within the arts for the K-12 education.

**Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?

- The elements of art are the building blocks of design.
- Materials and techniques influence art.
- Visual arts tell stories with mood and emotion through images and symbols
- Art reflects as well as shapes culture and society
- How do media artists plan, organize, and develop creative ideas?

How are creativity and innovation developed within and through media arts productions?

**Essential Questions:** What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- Why do we need to know the elements of art?
- What materials and techniques do you need to create art?
- How can I communicate my ideas, thoughts, and feelings effectively through art?
- How do visual images communicate ideas?
- How do media artists plan, organize, and develop creative ideas? •

How do media artists work? How do media artists learn from trial and error?

How do media artists use various tools and techniques?

Content/Objectives		Instructional Actions	
Content	Skills	Activities/Strategies	Evidence (Assessments)
<i>What students will know</i>	<i>What students will be able to do</i>	<i>How we teach content and skills</i>	<i>How we know students have learned</i>
<p>Students will know that media artists use imagination, experimentation, and different art materials to create ideas for artwork.</p> <p>Students will understand that media artists can brainstorm, sketch, model, and explore many ideas before choosing one to create.</p> <ul style="list-style-type: none"> <li>•Each art form and the artists who create them have distinct characteristics.</li> <li>•Visual statements in art are derived from the basic elements</li> </ul>	<p>MA:Cr3.1.K Make changes to the content, form, or presentation of media artworks and share results</p> <p>(MA:Pr6.1.K) With guidance, identify and share roles and the situation in presenting media artworks. .</p> <ul style="list-style-type: none"> <li>•1.1.2C.4 Distinguish patterns in nature found in works of art.</li> <li>•1.2.3B(4).1 Create two and three-dimensional works of art utilizing the basic elements of color, line, shape, form, texture,</li> </ul>	<p>Shadow Puppet Theater: Use cut-out paper shapes and a flashlight. Let students physically manipulate the shapes (changing the "form" of the artwork by rotating it) or swap out a figure to change the "content" of their shadow story, then present it to the class.</p> <p>Identifying Components (Deconstruction) Media Arts. Play a small clip of an animated show/movie.While watching, pause and ask students questions like: Is this a real photo or a drawing? Do the</p>	<p>Informal assessment explaining how rotating, moving, or changing figures affected the artwork and story being told.</p> <p>Informal Assessment to demonstrate understanding by identifying and discussing components of animated media such as drawings, movement, voices, sound, and storytelling. Students will explain whether images are animated or real and participate in class discussion</p>

<p>of art regardless of format and medium. (<i>e.g., line, color, shape, form, texture, and space</i>)</p> <p>There are a wide variety of art media, each having its own materials, processes, and technical application methods, for exploring solutions to creative problems.</p> <ul style="list-style-type: none"> <li>•Each discipline within the visual arts uses various formats, materials, tools and techniques that have their own verbal and visual vocabularies.</li> <li>•Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</li> <li>•Visual awareness stems from acute observational skills and</li> </ul>	<p>and space in a variety of art mediums with and application methods.</p> <ul style="list-style-type: none"> <li>•1.2.3B(4).3 Employ basic verbal and visual art vocabularies and demonstrate knowledge of materials, tools and methodologies used in the creation of visual storytelling.</li> <li>•1.2.3B(4).4 Explore the use of a wide array of materials and select tools appropriate to the production of works of art in varied mediums and formats. (<i>e.g., paint, clay, charcoal, pastels, colored pencils, markers, and printing inks</i>)</li> <li>•1.2.3BB(4).5 Create works of art in a variety of art mediums and disciplines, based on observations from the physical world, that illustrate how art is part of everyday life.</li> </ul>	<p>characters move like animation? What kinds of voices do you hear? What sounds or music help tell the story?How do you think the artists planned these characters?</p> <ul style="list-style-type: none"> <li>•Have students create a 2-D/3-D work of art inspired by the introduction of the elements of art using a wide variety of materials and techniques. (<i>e.g., Relating to patterns in nature</i>)</li> <li>•Ask the essential questions.</li> <li>•Introduce examples of art that reflects culture and society.</li> </ul>	<p>about how artists plan media artwork before creating it.</p> <ul style="list-style-type: none"> <li>•Informal assessment identifying patterns in nature (<i>e.g., elements in nature</i>).</li> <li>•Informal assessment identifying the elements of art.</li> <li>•Read students a story and have them create illustrations inspired by the story.</li> <li>•Have students illustrate a story based on their home and community.</li> <li>•Recognizing the main subject or theme in artwork.</li> <li>•Identify general characteristics of artwork.</li> </ul>
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<p>interest in visual objects and spaces, and their relationship to the world.</p> <ul style="list-style-type: none"> <li>•The basic elements of art and principles of design govern art creation and composition. <i>(e.g., line, color, shape, form, texture, and space), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)</i></li> <li>•Each art form and the artists who create them have distinct characteristics.</li> <li>•Symbols convey meaning agreed upon by a group or culture.</li> <li>•Contextual clues are embedded in works of art that provide</li> </ul>	<ul style="list-style-type: none"> <li>•1.3.2A(4).1 Identify the basic elements of art and principles of design in diverse types of artwork. <i>(e.g., line, color, shape, form, texture, and space), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)</i></li> <li>•1.1.2C.3 Use imagination to create a story based on an arts experience that communicates an emotion or feeling in each of the art forms.</li> <li>•1.2.3B(4).2 Utilize symbols to create works of art based on selected age appropriate themes drawn from oral stories as a basis for pictorial representation in personal works of art. <i>(e.g., family, friends, neighbors, sports, animals)</i></li> </ul>	<ul style="list-style-type: none"> <li>•Explanation and discussion.</li> <li>•Students will create a work of art that reflects culture and society.</li> </ul>	
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<p>insight to artistic intent of the work.</p>	<ul style="list-style-type: none"> <li>•1.4.2C.3 Recognize the main subject or theme in works of visual art.</li>   <li>•1.5.2C.1 Identify characteristics of themes-based artworks, such as family and community, from various historical periods and world cultures.</li>   <li>• 1.2.2.Cr2a: Explore form ideas for media art production with support.</li>   <li>1.2.2.Cr2b: Connect and apply ideas for media art production.</li> </ul>		
<b><u>Spiraling for Mastery</u></b>			
<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>	
<ul style="list-style-type: none"> <li>•Ask the essential questions.</li> </ul>	<p>An age-appropriate lesson varied but not limited to 2 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the</p>	<ul style="list-style-type: none"> <li>•Demonstrate/model techniques related to individual projects.</li> </ul>	

<ul style="list-style-type: none"> <li>•Introduce art terminology providing examples throughout the unit.</li> <li>•Explanation and discussion.</li> </ul>	<p>nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means appropriate to the subject. Considering a set of interrelated conditions in the visual arts that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis-, generate unique, complex, or elaborate ideas. Express elements evoking affects or verbal form. Express underlying characteristics in the visual art, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operations involving a number of methods or techniques such as the addition and subtraction processes in sculpture.Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger processes, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.</p>	<ul style="list-style-type: none"> <li>•Create a performance task.</li> <li>•Display and discuss performance tasks.</li> </ul>
<p><b><u>21<sup>st</sup> Century Life and Career Standards:</u></b></p> <ol style="list-style-type: none"> <li>1. 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</li> </ol>		

2. 9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
3. 9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
4. 9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.
5. 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
6. 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
7. 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
8. 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

**Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?

- Piet Mondrian lesson: teaching primary colors, cutting, gluing, painting
- Pattern lessons: using drawn shapes, beads, or other materials
- Texture rubbings
- Lessons based on literature: books by Eric Carle and other authors
- Symmetry: Germs, Monarch Butterflies, etc.
- Landscape lessons: poppy fields, Autumn trees, Van Gogh or Monet inspired landscapes
- Positive and negative space lesson: ghosts, shapes, colors, etc.
- Color mixing lessons: Ice Cream Cones
- Still Life drawings: referencing Cezanne or other artists
- Basic paper sculpture

<http://www.incredibleart.org/>

<http://www.deepspaceparkle.com/>

<https://www.theartofed.com/>

<https://www.artsonia.com/>

<http://www.crayola.com/>

<http://www.metmuseum.org/>

<http://www.philamuseum.org/>

### **Interdisciplinary Connections**

ELA: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).

Math: K.G.A.1.. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Science: PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.