

Art Grade K: Aesthetics, Imagination and Creativity, Basic Art Skills, Critique, Themes/History/Culture

Content Area: **Art**
Course(s): **Art Grade K**
Time Period: **Full Year**
Length: **180**
Status: **Published**

NJSLS Visual & Performing Arts

VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
VA.K-2.1.5.2.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.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

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

- 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

Essential Questions

- 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?

Content - What will students know?

- Each art form and the artists who create them have distinct characteristics.
- Visual statements in art are derived from the basic elements of art regardless of format and medium. (e.g., line, color, shape, form, texture, and space)
- There are a wide variety of art media, each having its own materials, processes, and technical application methods, for exploring solutions to creative problems.
- Each discipline within the visual arts uses various formats, materials, tools and techniques that have their own verbal and visual vocabularies.
- Knowledge of visual mediums necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- Visual awareness stems from acute observational skills and interest in visual objects and spaces, and their relationship to the world.
- The basic elements of art and principles of design govern art creation and composition. (e.g., line, color, shape, form, texture, and space), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)
- Each art form and the artists who create them have distinct characteristics.
- Symbols convey meaning agreed upon by a group or culture.
- Contextual clues are embedded in works of art that provide insight to artistic intent of the work.

Skills - What will students be able to do?

- 1.1.2C.4 Distinguish patterns in nature found in works of art.
- 1.2.3B(4).1 Create two and three-dimensional works of art utilizing the basic elements of color, line, shape, form, texture, and space in a variety of art mediums with and application methods.
- 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.
- 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. (e.g., paint, clay, charcoal, pastels, colored pencils, markers, and printing inks)
- 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.
- 1.3.2A(4).1 Identify the basic elements of art and principles of design in diverse types of artwork. (e.g., line, color, shape, form, texture, and space), (e.g., balance, harmony, unity, emphasis, proportion, and rhythm/movement)
- 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.
- 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. (e.g., family, friends, neighbors, sports, animals)
- 1.4.2C.3 Recognize the main subject or theme in works of visual art.
- 1.5.2C.1 Identify characteristics of themes-based artworks, such as family and community, from various historical periods and world cultures.

Activities - How we teach content and skills.

- 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. (e.g., Relating to patterns in nature)
- Ask the essential questions.
- Introduce examples of art that reflects culture and society.
- Explanation and discussion.
- Students will create a work of art that reflects culture and society.

Assessments - How we know students have learned.

- Informal assessment identifying patterns in nature (e.g., elements in nature).
- Informal assessment identifying the elements of art.
- Read students a story and have them create illustrations inspired by the story.
- Have students illustrate a story based on their home and community.
- Recognizing the main subject or theme in artwork.
- Identify general characteristics of artwork.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activities
<p>Ask the essential questions.</p> <p>Introduce art terminology providing examples throughout the unit.</p> <p>Explanation and discussion.</p>	<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 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</p>	<p>Demonstrate/model techniques related to individual projects.</p> <p>Create a performance task.</p> <p>Display and discuss performance tasks.</p>

	arts components.	
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Career Awareness, Exploration, Preparation, and Training

WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.

21st Century Skills

TECH.9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Interdisciplinary Connections

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).

MA.K.G.A.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.

MA.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

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

MA.K.G.B.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).

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

MA.K.G.B.6 Compose simple shapes to form larger shapes.