

Kindergarten: Art Curriculum

Unit : The Color Wheel and Primary and Secondary Colors

Time: 7 weeks

Standards:

Essential Questions

- What is the Color Wheel?
- How do I use the Color Wheel?
- What does the Color Wheel Tell me about mixing colors?
- What are primary colors?
- What are secondary colors?
- How do I use and understand the color wheel in a way that color that conveys purpose and meaning?
- How can color change how I feel about an artwork?

Enduring Understandings

- I can tell you what the color wheel is.
- I can tell you why we use a color wheel.
- I can figure out how to mix primary colors to get secondary colors.
- I can tell the difference between a primary color and a secondary color.
- I understand that color has important meaning in art.
- I can use art tools safely

- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.
- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Benchmark Assessment(s)

- SWBAT identify the Color Wheel. Students will create their own color wheel using primary and secondary colors. They will first color and identify where the colors go on the color wheel. They will have to mix the primary colors in order to make the secondary colors and fill in their own wheel. Students will also fill in a google slide color wheel and use a media arts website to mix colors. Discuss how you made your colors with a partner. Share artwork with the class. Show artwork that evokes various emotions and meaning through artwork and promote questioning about the use of color. Students will be assessed on the construction of their color wheel. (1.2.2.Cr1c, 1.5.2.R3a)

Other Assessments

- ✓ Teacher Observation and questioning

Materials

- Tempera paint
- Paint brushes
- Paper
- Color wheel

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SUGGESTED ACTIVITIES

- Look at the color wheel. Identify all of the colors that you see. Introduce the three primary colors red, blue and yellow. Ask students what makes these colors primary? They are primary because no other colors can be mixed to create these colors, and with these colors you can make all the other colors of the rainbow. Identify secondary colors. Point out the placement on the wheel. Have students identify the primary colors on either side of the secondary color. These are the colors it takes to make the secondary.
- Paint a landscape using primary and secondary colors. Only give students the primary colors, have them mix to get the secondary colors.
- Look at the work of Vincent Van Gogh and Piet Mondrian. Ask students to point out the primary and secondary colors that they see.
- Use Primary and secondary colors to create a mood or feeling. Draw abstract shapes and fill them in with colors reflecting how you feel.

REINFORCEMENT

- Remind children of the primary colors and secondary colors whenever mixing paint.
- Reference the color wheel while looking at the artist's work.

ENRICHMENT

- Encourage students to look for signs that use only primary or secondary colors. Report back to class with observations.

Suggested Websites

- <http://kidzone.ws/science/colorwheel.htm>
- <http://activitiesforkids.com/printable-color-wheel/>
- <http://d3tt741pwxqwm0.cloudfront.net/KET/evlearnket/Creating-Colors3/index.html>

Suggested Materials

- Color Wheel Chart
- The Usbourne Big Book of Colour
- Google slides

Cross-Curricular Connections

21st Century Skills. CRP6. Demonstrate creativity and innovation.

Career Readiness: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

SEL Relationship Skills- Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

Date of BOE Approval: April 26, 2021

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Language Arts SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit: Form: Clay Aliens

Time: 7 weeks

Standards:

Essential Questions

- Where does clay come from?
- How do I create a 3D form using clay and various techniques?
- What is a coil?
- What is a slab?
- What is mixed media and how do I apply it?
- What is a pinch pot?
- How can critique encourage taking risks through art?
- How can critique support effectiveness of the use of art mediums?
- What is mixed media?

Enduring Understandings

- I can tell you the difference between air dry clay and clay that is fired in a kiln.
- I can tell you where clay comes from?
- I can identify what a clay slab is.
- I can show you what a pinch pot is.
- I can show you what a coil is.
- I can apply mixed media to an artwork.
- I can apply clay techniques to create a 3D form.
- I can use my imagination/creativity to create a piece of artwork?
- I can use art tools safely
- I understand that group art discussions are a supportive way to learn about the creative process
- I can learn about art from a discussion with classmates on their responses to art.

- 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.

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Benchmark Assessment(s)

- SWBAT identify where clay comes from. Demo coil, slab and pinch techniques. Students will be able to create an alien using these clay techniques. They will be provided with various mixed media to add details and expose students to various materials including materials like buttons, scrap paper and string. Discuss the use of a 3D printer and how it works. Have students make connections between the use of technology in art. Students will be assessed on some of the techniques used and their use of mixed media to add details. Students will discuss their aliens with each other once finished. (1.5.2.Cr2c, 1.5.2.Cr2a, 1.5.2.Cr1b, 1.2.2.Pr5c)

Other Assessments

- ✓ Teacher Observation and questioning
- ✓ Critique

Materials

- Clay
- Markers
- Buttons
- Paper strips/scrap paper
- String
- Glue

SUGGESTED ACTIVITIES

- Discuss where clay comes from. Watch a video of clay being dug out of the ground. Create an owl from a slab of clay. Allow students to roll the clay in a ball. They then flatten the ball into a circular slab. The top and sides are folded creating the head and wings of the owl. Eyes, beak and feet will then be added. Markers will be used to create a feather texture. Glaze will be applied to finish the piece.
- Roll a slab of clay with a roller. Have the child press their hand into the clay. Write their name on the top using a pencil. Glaze when fired.

REINFORCEMENT

- I will use the term slab often to work it into their vocabulary.
- In future years the slab technique will also be used in more complex building with clay projects.

ENRICHMENT

- Go to a stream or river and dig to see if you can find clay.

Suggested Websites

- <https://youtu.be/jOoVoVllo5I>

Suggested Materials

- Clay Modeling for Beginners by Charlotte Morrison

Cross-Curricular Connections

21st Century Skills. CRP6. Demonstrate creativity and innovation. (Creativity with their clay pieces.)

Career Readiness: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

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SEL Relationship Skills- Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

Language Arts SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit: Patterns

Time: 7 weeks

Standards:

Essential Questions

- What is a Pattern?
- Why do artists use patterns?
- Who are some artists that use patterns in their Art?
- What materials can you use to create a pattern? How can critique encourage taking risks through art?
- How can critique support effectiveness of the use of art mediums?
- How do patterns help us understand art from the past?

Enduring Understandings

- I can tell you what a pattern is.
- I can tell you why people use patterns in art.
- I can recognize patterns in art works.
- I can tell you the native American used patterns in their work.
- I can see that any material can be used to make a pattern.
- I can use my pattern to create a piece of artwork.
- I can use art tools safely.
- I can analyze patterns throughout art history and improve my awareness.
- I can gain an understanding of how patterns are a part of culture.
- I understand that some artworks tell a story.
- I understand that pattern can be a way an artist can communicate .
- I can learn about art from a discussion with classmates on their responses to art.

- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.

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Benchmark Assessment(s)

- SWBAT identify what a pattern is. As a class we will discuss and recognize that any material can be utilized to create a pattern. Students will be assessed on their knowledge of patterns based on the completion of a piece of art that utilizes pattern. We also will be working with a website that utilizes colors and patterns. students will be able to choose a coloring page to fill in with various colors and patterns of their choice. We will also take a look at various patterns in art from native americans to identifying patterns we see today. We will critique the work of other artists as well as our own to justify our knowledge of patterns. If they can talk about it, the concept is understood. (1.5.2.Cn11a, 1.5.2.Re7b, 1.2.2.Cr1c)

Other Assessments

- ✓ Finished artwork.
- ✓ Critique.

Materials

- Native American references
- Yarn
- Beads
- Pencil
- Paper
- Markers

SUGGESTED ACTIVITIES

- Create a fishbowl drawing inspired by Henri Matisse's Goldfish from 1912. Discuss the reason for Matisse's use of pattern. Was he successful? Why?
- Look at the work of Andy Warhol. How does he use patterns? Take pictures of the kids. Print and copy 4 for each child. Have them glue these on another paper. Add markers to make them like a pop art piece.
- Make paper cut out eggs at Easter. Decorate the eggs using patterns.
- Make a Lakota Sioux bag out of brown construction paper. Have students draw patterns on them like the ones they have seen as a reference.

REINFORCEMENT

- Look around the Art room and have the kids find patterns.
- Start a pattern and make them finish it.

ENRICHMENT

- Challenge the students to create a pattern with 5 different elements and colors.

Suggested Websites

- <https://youtu.be/GISVu6QA4YY>
- <http://makingartfun.com/htm/f-maf-art-library/henri-matisse-biography.htm>
- <http://mrnussbaum.com/andy-warhol/>

Suggested Materials

- Uncle Andy's: A Faabbbulous Visit with Andy Warhol (Picture Puffin Books) Paperback – August 4, 2005
- Henri Matisse: Drawing with Scissors (Smart About Art) Paperback – March 18, 2002 by Jane O'Connor

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- <http://scrapcoloring.com/texts/coloring-pages>

Cross-Curricular Connections

21st Century Skills. CRP6. Demonstrate creativity and innovation. (When creating patterns in art.)

Computer Science and Design Thinking 8.1.2.CS.1. Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (Exploring patterns from digital art.)

Career Readiness: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

SEL Relationship Skills- Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

Language Arts SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit: Lines

Time: 7 weeks

Standards:

Essential Questions

- What is a line?
- Why do artists use lines?
- Who are some artists that use lines in their Art?
- What materials can you use to create lines?
- How can lines make you feel an emotion?
- How can I investigate how lines are used through different artworks?

Enduring Understandings

- I can tell you what a line is.
- I can tell you why people use lines in art.
- I can recognize lines in artworks.
- I can tell you how Jackson Pollock and Wassily Kandisky used lines in their artwork.
- I can see there are many mediums and materials I can use to make lines.
- Lines can present a feeling.
- I can use lines to create a piece of artwork.
- I can use art tools safely.
- I can analyze lines throughout art history and improve my awareness.
- I can gain an understanding of how lines are a part of culture.
- I understand that some artworks tell a story.
- I understand that pattern can be a way an artist can communicate .

- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

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- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

Benchmark Assessment(s)

- SWBAT identify “Line” through art. As a class we will discuss that a line starts with a dot that moves. We will study various artworks that show lines and ask students how they feel when they look at them. Then I will draw a few types of lines on the board and have students identify some different emotions they think each line represents. Students will be assessed on their knowledge of lines based on the completion of a piece of art that utilizes lines. Discuss each other's artwork when finished. We will also discuss the importance of how artists communicate their feelings and emotions through the use of lines. We will use Van Gogh as our artist. Students will identify lines in his work. We will recreate those lines using an outline of *Starry Night* and their choice of colors through Nearpod. They will have to fill in *Starry Night* with as many lines as possible using the information they learned. Share our pieces of artwork. Discuss why you created the lines you used and why you chose your colors. If they can talk about it, the concept is understood. (1.5.2.Cr2a, 1.2.2.Cn10b, 1.2.2.Re7a,, 1.2.2.Re8a)

Other Assessments

- ✓ Finished artwork.
- ✓ Teacher Observation
- ✓ Teacher students discussion on various artists

Materials

- Jackson Pollock and Wassiliy Kandinsky references
- Yarn
- Paper
- Markers

SUGGESTED ACTIVITIES

- Create a collage using various materials line yarn, toothpicks, sliced pieces of paper, markers to create a mixed media collage of lines.
- Draw 4 different lines that create different feelings. Have students outline them in glue. Sprinkle the glue with salt and paint them with watercolor.

REINFORCEMENT

- Look around the Art room and identify Lines
- Identify lines in art projects.

ENRICHMENT

- Challenge students to draw 4 different lines and identify the feeling they have when you drew them.

Suggested Websites

- <http://www.jacksonpollock.org/>
- <https://www.tate.org.uk/kids/make/make-jackson-pollock>

Suggested Materials

- The works of Wassily Kandinsky
- Jackson Pollock examples

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Cross-Curricular Connections

21st Century Skills. CRP6. Demonstrate creativity and innovation. (When creating patterns in art.)

Computer Science and Design Thinking: 8.1.2.CS.1.Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (Exploring patterns from digital art.)

Career Readiness: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

SEL Relationship Skills- Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

Language Arts SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Unit: Art Journaling

Time: 10 weeks

Standards:

Essential Questions

- What is art journaling?
- How can art journaling help me as an artist and help me understand art?
- How can art journaling be used as a sense of calm?
- How can we use art journaling to tell a story?
- How can I use critique to help me become a better artist?

Enduring Understandings

- I can use art tools safely.
- I can evaluate my artwork with the help of my peers.
- I have an understanding of balance in my artwork in order to consider it complete.
- Art can be used to illustrate my story.

● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

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

● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness..

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

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Benchmark Assessment(s)

- SWBAT form their own art journal. We will use various prompts such as Illustrated stories, Emotions, Recycling/Reusing, Patterns and Shapes, Color, Family, Happiness, Technology and so on. Using Michael Bell as a spotlight artist/art teacher, we will discuss the importance of art journaling. Some of the important topics addressed will be art and reusing recyclable materials, the use of technology in art and how we can incorporate it, and how art journaling can be used as a portfolio. With each weekly prompt we will discuss an artist, a world issue, address an element or principle of design, emotions in our art as well as other topics. Once we have had a discussion, students will have various art materials to explore and use in their journals how they see fit. Students will discuss their work afterwards. We will address how we can use different art mediums effectively and the importance of improvement. Students will be assessed on their completion of each journal “entry.” (1.2.2.Cn11b, 1.5.2.R3a, 1.5.2.Re7b)

Other Assessments

- Completed journal pages
- Art criticism of famous works
- Teacher observation
- Critique

Materials

- Famous works references
- Color wheel
- Watercolor
- Paint brushes
- paper
- tissue paper
- tempera
- string

SUGGESTED ACTIVITIES

- Using the prompt “Family” asking students to bring in photographs of important family members. In their journal, start a collage using various art mediums.
- Ask students to bring in a picture of their favorite artwork from a famous artist. Ask them to try and recreate it. The purpose is to try something new and learn a different art style.

REINFORCEMENT

- Use the concept of art journaling to create your own journal at home.

ENRICHMENT

- Have students bring in various materials from home that have significant meaning to them. Discuss their meaning in class and how you can use that meaning in their art journals.

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Suggested Websites

- <https://www.youtube.com/watch?v=SmdpA5ZmB4Y&t=211s>
- <https://www.youtube.com/watch?v=NDoeRGw3Rpo>
- <https://www.youtube.com/watch?v=SmdpA5ZmB4Y&t=211s>
- <https://www.youtube.com/watch?v=ap9NFCiz4HI>

Suggested Materials

- *Color Theory: Learn Color Theory for Beginners* Kindle Edition
by Maura Craig (Author)

Cross-Curricular Connections

21st Century Skills: CRP6. Demonstrate creativity and innovation.

Computer Science and Design Thinking: 8.1.2.CS.1. Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

SEL: Recognize one's feelings and thoughts.

Language Arts SL1.1. Participate in collaborative conversations with diverse partners about kdg topics and texts with peers and adults in small and larger groups.