

Kindergarten Art Curriculum Map 2022

<b>Pacing Guide</b>	<b>Standard Code &amp; Indicator</b>	<b>Sample Learning Activities</b>	<b>Sample Assessments</b>	<b>Additional Standards</b>
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<p><b>August - September</b></p>	<p><b>Creating</b></p> <p>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.</p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>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.</p> <p><b>Responding</b></p> <p>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.</p> <p>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<ul style="list-style-type: none"> <li>- Review art room rules and procedures.</li> <li>- Review safety in the classroom</li> <li>- Students will create self-portraits and/or family portraits.</li> <li>- Learn about facial proportions- observing placement of features</li> <li>- Still Life- Drawing simple objects from direct observation</li> <li>-Apply skills to complete: Fruit painting</li> <li>- Simple landscape showing horizon line, foreground, middle ground and background</li> </ul> <p><b>Instructional Resources:</b> Teacher created flipcharts Artist prints various art books</p> <p><b>Student Technology:</b> iPads “PictoBoldo” app</p> <p><b>Teacher Technology:</b> ActiView ActivPanel/Smart Board</p>	<p><b>Formative Assessments:</b> Class participation Completed classwork</p> <p><b>Summative Assessments:</b> Portrait Drawing Still life Drawing Landscape Drawing</p> <p><b>Benchmark Assessments:</b> BOY Benchmark Assessment</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:Math K.G.A.2</b> Students will learn about shapes in art; draw and name different shapes and learn how to overlap different shapes.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p><b>Technology Standard:</b> 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p><b>October- November</b></p>	<p><b>Creating</b></p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p><b>Responding</b></p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p><b>Media Arts</b></p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>1.2.2.Cr1c: Explore form ideas for media art production with support.</p>	<ul style="list-style-type: none"> <li>- Students will begin to understand elements of visual art</li> <li>- Students will be able to identify elements of art in various works of art</li> <li>- Create artwork focusing on the elements of line, shape, and texture</li> <li>-Understand the difference between realism and abstract</li> <li>-Learn to make marks on paper with nontraditional tools</li> </ul> <p><b>Instructional Resources:</b> Brainpop video on elements of art Elements of art books Google slides Art prints</p> <p><b>Student Technology:</b> iPads</p> <p><b>Teacher Technology:</b> ActiView ActivPanel/Smartboard</p>	<p><b>Formative Assessments:</b> Class participation Completed classwork</p> <p><b>Summative Assessments:</b> Graded assignments that show knowledge of drawing different types of lines, drawing and overlapping shapes, and texture.</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard Speaking and Listening .K.1.A &amp; B</b> Students will learn how to participate in discussions.</p> <p><b>Technology Standard:</b> 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p><b>December - January</b></p>	<p><b>Responding</b></p> <p>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p><b>Connecting</b></p> <p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p> <p>1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.</p> <p>1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.</p>	<ul style="list-style-type: none"> <li>- Analyze how artists use color and how it affects a work of art.</li> <li>- Understand that color can: <ul style="list-style-type: none"> <li>Affect emotions</li> <li>Influence size and distance</li> <li>Express movement</li> <li>Gain attention</li> </ul> </li> <li>- Recognize a color wheel</li> <li>- Recognize and name primary and secondary colors</li> <li>- Demonstrate ability to produce secondary colors</li> <li>- Naming colors of the rainbow ROY G. BIV</li> <li>- Understand difference between warm and cool colors</li> <li>- Create artworks: <ul style="list-style-type: none"> <li>using specific color schemes</li> <li>using color to create a certain mood</li> </ul> </li> <li>-Students will participate in activities such as: <ul style="list-style-type: none"> <li>- Primary to secondary ladybugs</li> <li>- Hand Prints</li> <li>- BW photo portrait with painted background and text</li> </ul> </li> </ul>	<p><b>Formative Assessments:</b> Class participation Completed classwork</p> <p><b>Summative Assessments:</b> Primary to secondary project</p> <p>Warm/Cool Color project</p> <p>Warhol Hands project</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b> <b>Language K.1.B</b> Use nouns to name things that are warm/cool colors.</p> <p><b>Technology Standard:</b> 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p><b>February-March</b></p>	<p><b>Creative Process</b></p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p><b>Presenting</b></p> <p>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.</p> <p><b>Connecting</b></p> <p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <p><b>Media Art</b></p> <p>1.2.2.Cr1d: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr1e: Choose ideas to create plans for media art production.</p> <p>1.2.2.Cr2b: Connect and apply ideas for media art production.</p> <p>1.2.2.Cr2c: Choose ideas to create plans for media art production.</p>	<p>- Write a story or verbally explain their own artwork</p> <p>- Manipulate and create with clay to produce desired forms and understand its characteristics.</p> <p>- Explore Love as a theme in art- create a painting that expresses Love and present to the class</p> <p>- Artist Study: - Jim Dine</p> <p>-Apply skills and knowledge to create a clay heart project</p> <p><b>Instructional Resources:</b></p> <p>-Teacher created google slides presentation on LOVE as a theme in famous works of art-</p> <p>-Robert Indiana, Gustave Klimt, Jim Dine artist prints</p> <p><b>Student Technology:</b></p> <p>iPads</p> <p><b>Teacher Technology:</b></p> <p>ActiView</p> <p>ActivPanel/Smartboard</p>	<p><b>Formative Assessments:</b></p> <p>Class participation</p> <p>Completed classwork</p> <p><b>Summative Assessments:</b></p> <p>Graded theme project- tell a story through art and explain</p> <p>Graded clay project</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard:</b></p> <p><b>RI.K.9</b> Students will create artwork based on a theme and present the art to the class.</p> <p>Students will explain how their artwork fits the theme</p> <p>Students will discuss one another's art work</p> <p><b>Technology Standard:</b></p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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<p><b>April - June</b></p>	<p><b>Creating</b></p> <p>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.</p> <p>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.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>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.</p> <p><b>Connecting</b></p> <p>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p> <p><b>Media Art</b></p> <p>1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.</p>	<p>- Discuss and identify the characteristics of a sculpture</p> <p>- Learn how are sculptures created (what materials)</p> <p>-List places we can see sculptures</p> <p>-Identify and discuss famous sculptures that we know</p> <p>-Discuss and identify the similarities and differences between abstract and realistic art</p> <p>-Discuss and identify: statues</p> <p>-Clay, wire and foam shape sculpture or clay, wire and bead sculptures</p> <p><b>Instructional Resources:</b>  Google slides  Book “What is Sculpture”  Brainpop video on sculpture</p> <p><b>Student Technology:</b>  iPads</p> <p><b>Teacher Technology:</b>  ActiView  ActivPanel/Smartboard</p>	<p><b>Formative Assessments:</b>  Class participation  Completed classwork</p> <p><b>Summative Assessments:</b>  Create Your Own Sculpture</p> <p><b>Benchmark Assessment:</b>  EOY Benchmark</p> <p><a href="#"><u>Accommodations and Modifications</u></a></p>	<p><b>Interdisciplinary Standard Math K.G.1-G.5</b>  Students will work with various shapes to create abstract sculptures</p> <p><b>Technology Standard:</b>  8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
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**Alternate Assessments:** Performance assessments, class critiques

**21st Century Standards:** 9.1.4.A.1 & 9.1.4.F.2

**21st Century Skills:** Critical thinking, Creativity, Collaboration, Communication, Technology literacy, Social skills

**Career Ready Practices:** CRP1, CRP42, CRP4, CRP6