



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Visual Arts

GRADE LEVEL(S): Kindergarten

COURSE: Visual Art - Grade K

TIME FRAME: Weekly (30 minutes)

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

The purpose of the Kindergarten visual art curriculum is to present a developmentally appropriate introduction to visual art that allows for different learning styles and individual creative expression. Students will be taught to use a variety of materials and techniques. Basic art terminology will be introduced. Students will view and discuss styles of art, as well as work from famous and contemporary artists. Students will be taught to recognize and incorporate in their work the basic Elements of Art – line, shape, and color. Students will learn to observe and analyze art all around them, while developing aesthetic perception.

II. Units of Study

Please Note: The order in which the units are taught can be adjusted at the teacher's discretion.

1. Art Media, Tools, and Techniques
2. Identifying and Using Elements of Art - Color, Line & Shape
3. Art History + Artists Around the World
4. Exploring Art Around Me (Social Context) and Analysis

III. Essential Questions

Unit 1: Art Media, Tools, and Techniques (~6 days)

- What tools are used to make art and why?
- How can art materials (media) be combined in artwork?
- How can we care for art materials?
- How can we safely use art materials to create artwork?
- How did you create your work, what was the process?

Unit 2: Identifying and Using Elements of Art - Color, Line & Shape (~20 days)

- What are the Elements of Art?
- Where can we find the Elements of Art around us?
- How can the Elements of Art be used in artwork?

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- How can shapes be combined to create pictures of things we know?

Unit 3: Art History + Artists Around the World (~7 days)

- Where can you find famous artworks?
- What is(are) the subject(s) of the artwork you are viewing?
- Why do artists become famous or well known?
- Why do artists make art today?

Unit 4: Exploring Art Around Me (Social Context) and Analysis (~7 days)

- Explain the meaning of art around you (classroom).
- What art vocabulary can be related to a particular art project?
- What are the differences/similarities between drawing, painting, crafting, sculpting?
- How does artworks make you feel?
- What are some careers I can explore in visual art?

IV. Learning Objectives

NJSLS - Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.3.P.D.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 1.3.P.D.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.
- 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
- 1.3.P.D.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 1.3.P.D.6 Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- 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.
- 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.
- 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.
- 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.
- 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.
- 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.



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- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.B.3 Recognize the making subject or theme in works of visual art.

National Core Arts Standards

- VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.
- VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.
- VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking.
- VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.
- VA:Cr2.3.Ka Create art that represents natural and constructed environments.
- VA:Cr3.1.Ka Explain the process of making art while creating.
- VA:Re.7.1.Ka Identify uses of art within one's personal environment.
- VA:Re.7.2.Ka Describe what an image represents.
- VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.
- VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.
- VA:Cn10.1.Ka Create art that tells a story about a life experience.
- VA:Cn11.1.Ka Identify a purpose of an artwork.

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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence

Interdisciplinary Connections

- Social Studies
 - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
 - 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
 - 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
 - 6.1.P.D.3 Express individuality and cultural diversity.
- Technology
 - 8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.



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Vocabulary	
Center	Zigzag
Left/Right	Straight
Pattern	Curvy
Texture	Short/Long
Thick/Thin	Collage
Up/Down	Portrait
Over/Under	Repeat
Shape	Imagine
Size	Create
Line	Pattern
Wavy	

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
 - Pro Learning
 - NOW Conference
- [The Art Project](#) (Art Careers)
- [Departmental Purpose/Curriculum Foundation](#)
- Teacher computer with Internet access and projector/SmartBoard
- Document Camera
- Chromebooks/Computing Devices (*for research*)

Supplemental/District Created Materials:

- Lesson Resources:
 - Classroom Routines
 - Questions, Prompts & Phrases to Foster Kinder Creativity
 - Art Mediums & Supplies
 - Everyday and Special Art Materials
 - Classroom Material Supply Labels
 - Elements of Art
 - Color Wheel
 - Darker & Lighter Colors
 - Types of Lines
 - Shapes
 - Kindergarten Skillbook (Practice)
 - Impressionism Resources
- Art Supplies:
 - Scissors
 - Masking Tape
 - Glue Sticks
 - Glue Bottles
 - Construction Paper
 - Drawing Paper
 - Oil Pastels

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- Crayons
- Colored Pencils
- Paint (tempera, watercolor)
- Paint Brushes
- Cups (for water)
- Markers
- Paper Towels
- Sharpies
- Tape
- Newspaper

VI. Key Performance and Benchmark Tasks

Unit 1: Art Media, Tools, and Techniques

- Use a variety of media to draw and paint.
- Use scissors and glue with control.
- Use a variety of processes to connect and combine materials.
- Use processes to build vertically and horizontally.
- Use clay processes of pushing, pulling, rolling, rubbing and squeezing.
- Use clay assembly processes.
- Use and care for art tools in the classroom.
- Use and combine techniques of working with paper.
- Discuss the methods and process he or she has used to make art works.
- Use a printmaking process.
- Safely use various tools to create and finish art works.

Unit 2: Identifying and Using Elements of Art - Color, Line & Shape

- Identify and draw different kinds of lines (straight, curvy, zigzag, wavy, short, long, thick, thin).
- Apply and describe lines in works of art.
- Close lines to create shapes.
- Identify basic geometric forms.
- Identify and draw basic geometric shapes (rectangle, square, triangle, circle, oval, star).
- Combine shapes to make larger shapes.
- Identify primary colors (red, blue, yellow) and black and white.
- Identify light and dark colors.
 - If I add white to a color, it will become lighter.
 - If I add black to a color, it will become darker.
- Be aware of various types of patterns (grid, checkerboard, stripes, polka dots).
- Identify patterns in the environment.
- Identify and use repetition to achieve pattern.

Unit 3: Art History + Artists Around the World

- Look at, respond to and care for his or her own art.
- Examine and respond to works of art.
- Discuss subject matter and motifs depicted in works of art (animals, people and shelter).
- Categorize art works by subject matter and style.

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Unit 4: Exploring Art Around Me (Social Context) and Analysis

- Examine and discuss visual images found in the classroom.
- Discuss, define and use art vocabulary appropriate for grade level.
- Compare and contrast differences among art forms.
- Describe how a work of art makes him or her feel.
- Name and describe potential careers in visual art.

Formative:

- Line Practice
- Shape Practice
- Practicing With Different Mediums
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Class Discussions
- Teacher Observations
- Kindergarten Art End of Year Reflection

Summative Assessment:

- Jasper Johns Number Art - Students learn about the Pop Art of Jasper Johns. Students learn how he used everyday subjects like flags, maps, and numbers to create painted compositions. Students learn that numbers can be part of art as they can help apply shape, line, and color.
- Night Skies like Van Gogh - Students learn about Van Gogh's Starry Night and then use his post-impressionistic style to create their own night skies. Students use expressive brushstrokes to create clouds, stars, and moons and then they can get creative with what's on the ground like cities, mountains, and forests.
- Spider in a Web - Students learn about patterns in things we find in nature like spider's webs. Students are given a short demonstration on drawing cartoons like spiders and then they learn to draw a variety of line styles repeated in a pattern to make a web.
- Penguin Paintings - In this lesson students learn about layering painting colors to create a composition of penguins in snow. This lesson does not use pencil or crayon as a starting point, so students must layer different parts of the penguin allowing for what's underneath to dry.
- Self - Portraits - Students are given a brief and simplified lesson on facial proportions, where they learn where to draw features on a face. Afterwards, students apply their new understandings while they create a self portrait focusing on their upper body. Students then think of backgrounds that share something about them. If a student loves the beach, they add this as their background for example.
- Jim Dine Hearts with Warm and Cool Colors - For this project, students focus on symbols like hearts. Students view and discuss heart paintings done by artist Jim Dine who applied contrasting families of warm and cool colors. Students trace heart shapes and then draw overlapping lines to create a variety of shapes. Warm colors are used for shapes within the heart and cool colors for the shapes in the background.



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- Winter Trees - Students discuss bare trees in winter and their appearance. For this project students hand draw trees with black crayon and apply heavy pressure to make trees very dark. Watercolor paint is applied next with the wax crayon tree showing through the paint. Lastly students apply paint using just the tip of the brush to create snow falling.
- Square 1art Keepsakes - For this project students are able to choose their own drawing subject matter and their work can be printed on keepsakes. Students learn to recognize how products in stores all around them feature artwork and designs from artists and illustrators. This project allows them to play this role and also excites them to know that their work can be printed on both 2d and 3d surfaces.
- New Year's Fireworks - For this lesson students paint fireworks using high contrast paints on dark paper. Students watch video clips of fireworks displays and then dialogue about how they might recreate the fireworks with paint. Brushstrokes repeated in dynamic patterns help students to create some very brightly rendered firework artworks.

Alternative Assessment:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Voice to text typing (when appropriate)
- Clear routines (written & verbal).

Specific Examples:

- Jasper Johns Number Art:
 - Use of number tracers to create compositions. Smaller more manageable paper dimensions that cut down on fatigue. One on one time with students to aid in understanding and applying lesson goals.
- Night Skies Like Van Gogh:
 - Use of oil pastels instead of paint. Smaller more manageable paper dimensions that cut down on fatigue. One on one time with students to aid in understanding and applying lesson goals. Use of collage to apply subjects to paper.

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- Spider in a Web:
 - Tracers to create spiders. One on one demonstrations. Modified artwork that has no spider but allows students to focus on drawing line styles to create webs.
- Penguin Paintings:
 - Tracers of penguin body parts so students can overlap traced portions. Modified to use drawing materials rather than paint.
- Self - Portraits:
 - Teacher models the drawing of the face. Mirrors as visual aid. Students may work from printed photographs of themselves, possibly even using tracer paper overlapping.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Voice to text typing
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.

Specific Examples:

- Jasper Johns Number Art
 - Teacher models application of skills. Repeated visual demonstrations of art making steps. Students may be given time to observe work from peers to aid in understanding lessons. If able to, seating student with bi-lingual peer.
- Night Skies like Van Gogh:
 - Teacher models application of skills. Repeated visual demonstrations of art making steps. Students may be given time to observe work from peers to aid in understanding lessons. If able to, seating student with bi-lingual peer.
- Spider in a Web:
 - Teacher models application of skills. Repeated visual demonstrations of art making steps. Students may be given time to observe work from peers to aid in understanding lessons. If able to, seating student with bi-lingual peer.
- Penguin Paintings:
 - Teacher models application of skills. Repeated visual demonstrations of art making steps. Students may be given time to observe work from peers to aid in understanding lessons. If able to, seating student with bi-lingual peer.
- Self - Portraits:
 - Teacher models application of skills. Repeated visual demonstrations of art making steps. Students may be given time to observe work from peers to aid in understanding lessons. If able to, seating student with bi-lingual peer.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Provide choice and extension opportunities.
- Student leadership opportunities.

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- Assisting other students who are struggling.
- Teaching the whole class or small group a learned skill or new content

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Use of the RedCat microphone speaker.
- Provide opportunities for self-reflection and improvement.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific design skills that require them.