

**Discipline** The Arts

**Grade** K

**Course** Visual Arts

**Topic**

**Strand** Visual Arts

**State Standards** 1041

The Arts Discipline: **Methods and Materials.** Students will demonstrate knowledge of the methods and materials unique to the visual arts

- 1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction
- 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques
- 1.4 Learn to take care of materials and tools and to use them safely

### Student Learning Objectives

Students will:

- handle paper, scissors, and glue.
- use a variety of media and materials.
- create simple 3D forms

### Suggested Instructional Strategies

Instructor will:

- demonstrate methods of using selected materials.
- demonstrate how to use materials responsibly and safely.

### Assessment

Students will:

- Be assessed by rubrics determined by the specific lesson.
- Show improvement in the development of skills and usage of appropriate materials.
- Begin to recognize art vocabulary.
- begin to demonstrate ability to use tools and materials safely.

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The Arts Discipline: **Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.

2.1 For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork

Explore how color can convey mood and emotion

For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

2.2 For line, explore the use of line in 2D and 3D works

Identify a wide variety of types of lines in the environment and in artwork

For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.

2.3 For texture, explore the use of textures in 2D and 3D works

Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork

Create representations of textures in drawings, paintings, rubbings, or relief

2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works

Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork

2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works

Identify patterns and symmetrical forms and shapes in the environment and artwork.

Explain and demonstrate ways in which patterns and symmetrical shapes may be made

For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.

2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance

Demonstrate an understanding of foreground, middle ground, and background

Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis

## Student Learning Objectives

Students will:

- identify and name the primary colors
- experience free color blending
- identify and name shapes in their environment
- explore tactile surfaces and give verbal reactions

## Suggested Instructional Strategies

Instructor will:

- encourage experimentation and exploration through making choices.
- introduce color theory and the color wheel.
- discuss and encourage the use of appropriate art vocabulary.

## Assessment

Students will:

- be able to demonstrate knowledge of art vocabulary.
- demonstrate understanding of 3D forms and surfaces.

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**State Standards** 1043.1

The Arts Discipline: **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.1 Create 2D and 3D artwork from direct observation

For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.

### Student Learning Objectives

Students will:  
--create simple 3D forms  
--use creative thinking to produce original art from imagination, memory, and observation  
--create art using a variety of subject matters, themes, events, or symbols.

### Suggested Instructional Strategies

Instructor will:  
--show examples of abstract art and expressive art.  
--encourage experimentation, exploration, and risk-taking through making choices.  
--show examples of artists who draw and paint from memory, imagination, and observation.  
--demonstrate and discuss ways artists do the above.

### Assessment

Students will:  
demonstrate knowledge of age-appropriate vocabulary.  
demonstrate development of new skills.  
begin to become familiar with 3D forms and variety of art materials.

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**State Standards** 1044

The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion

For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.

4.2 Select works for exhibition and work as a group to create a display

4.3 As a class, develop and use criteria for informal classroom discussions about art

### Student Learning Objectives

Students will:

- distinguish the characteristics that make works of art similar or different.
- use art vocabulary to discuss and respond to art
- describe mood in works of art
- view and discuss reproductions or original works of art
- work on fine motor control and details in work.

### Suggested Instructional Strategies

Instructor will:

- discuss and encourage use of appropriate art vocabulary.
- hold group critiques of student and professional art.
- encourage students to discuss each other's art work.
- show examples of abstract and expressive art.

### Assessment

Students will:

- verbally respond to professional and student works of art.
- use age-appropriate vocabulary when discussing art.
- demonstrate fine motor control (age-appropriate).

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**State Standards** 1045

The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work

5.2 Classify artworks into general categories, such as painting, print-making, collage, sculpture, pottery, textiles, architecture, photography, and film

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks

5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

### Student Learning Objectives

Students will:  
--use art vocabulary to discuss and respond to art  
--view and discuss original works, including the works of others.  
--identify categories of artworks (painting, sculpture, photography, architecture)

### Suggested Instructional Strategies

Instructor will:  
--encourage students to rethink and rework their art.  
--hold group critiques of student and professional art.

### Assessment

Students will:  
be able to discuss and analyze his/her own work.  
be able to appropriately comment on/respond to the artwork of others.  
make a visual inventory of images in a work of art.  
demonstrate the ability to identify categories of artworks.

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**Strand** Connections

**State Standards** 1051

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?" "How does this work make me feel?"

6.2 Investigate uses and meanings of examples of the arts in children's daily lives, homes, and communities  
For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage.

**Student Learning Objectives**

Students will:  
--begin to recognize that art is an important part of daily life.  
--view and discuss reproductions or original works in a gallery or museum.  
--begin to identify the art created by people from different cultures.

**Suggested Instructional Strategies**

Instructor will:  
--discuss the art of various cultures.  
--discuss why artists create art.  
--discuss purpose of functional art.

**Assessment**

Students will:  
identify non-European works of art vs. European.  
verbalize how art works have a function in daily life.

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**Strand** Connections

**State Standards** 1052

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, play-wrights, illustrators, painters, sculptors, craftspeople, or architects  
For example, teachers invite an illustrator of children's books to school to show how she creates her illustrations.

**Student Learning Objectives**

Students will:  
--discover how illustrators are a key element to books.  
--learn how artists play roles in their communities.

**Suggested Instructional Strategies**

Instructor will:  
--introduce illustrators as important artists to children.  
--introduce appropriate vocabulary regarding artists and illustrators  
--discuss roles of artists in communities past and present.

**Assessment**

Students will:  
be able to identify works of grade-specific illustrators.  
demonstrate knowledge of different media in children's book illustrations.

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**Strand** Connections

**State Standards** 1053

The Arts Discipline: Concepts of Style, Stylistic Influence, and Stylistic Change: Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by identifying when and where art works were created and

**Student Learning Objectives**

Students will:  
--begin to recognize the art created by people from different cultures.

**Suggested Instructional Strategies**

Instructor will:  
--discuss and display works of art from various cultures, periods, and genres.

**Assessment**

Students will:  
N/A

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**State Standards** 1054

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as

- “What is this made of?”
- “How does this instrument produce sound?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.

### Student Learning Objectives

Students will:

- begin to recognize that art reflects different periods of history.
- begin to identify media/materials used in works of art.

### Suggested Instructional Strategies

Instructor will:

- begin to connect science and math with art.
- explore the construction of art pieces with students.

### Assessment

Students will:

- begin to verbalize knowledge of materials used in works of art.

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**State Standards** 1055

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Examples of this include:

- using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages;
- memorizing and singing American folk songs to enhance understanding of history and geography;
- using short dance sequences to clarify concepts in mathematics.

### Student Learning Objectives

Students will:

- begin connecting writing words with pictures created.
- learn to identify and write color words.

### Suggested Instructional Strategies

Instructor will:

- use color wheel with words clearly displayed.
- tie in simple words and letters with work completed.

### Assessment

Students will:

- begin to demonstrate ability to make connections between art and other areas (writing, vocabulary, math shapes).