We have endeavored within this document to align the Niagara Falls Pre-k3 through 6th grade Art curriculum with the 2017 New York State Visual Arts Standards. It is within this framework our Art Educators can build successful lessons and learning. Focusing on the Elements and Principles of Art, art history, production, reflection, and criticism, we envision fostering artistic competency, creativity, and a life-long love of the Visual Arts for our students.

**Related Standards and Resources (State/National)**

[**New York State Visual Arts Standards**](https://www.nysed.gov/sites/default/files/programs/standards-instruction/nys-visual-arts-at-a-glance-final-8-2-2017-high-res-v2.pdf)

[**NATIONAL VISUAL ARTS STANDARDS**](https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20rev.pdf)

**City School District of the City of Niagara Falls**

**Learning For All...Whatever It Takes**

***NYS Standards***

***Creating…*** Conceiving and developing new artistic ideas and work

1. Generate and conceptualize artistic ideas and work.

 2. Organize and develop artistic ideas and work.

 3. Refine and complete artistic ideas and work.

***Performing/Presenting/Producing…*** Interpreting and sharing artistic work

4. Analyze, interpret, and select artistic work for presentation.

5. Develop and refine artistic techniques and work for presentation.

6. Convey meaning through the presentation of artistic work.

***Responding…*** Understanding and evaluating how the arts convey meaning

7. Perceive and analyze artistic work.

8. Interpret intent and meaning in artistic work.

9. Apply criteria to evaluate artistic work.

 ***Connecting…*** Relating artistic ideas and work with personal meaning and external context

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

**PreK-Kindergarten**

Art Education at this very early level is designed to foster creativity, imagination, and fine motor skills while giving young artists an opportunity for exploration of different art themes and techniques. The overarching goal is to build positive attitudes towards Art and build confidence in each artist’s abilities both in skill-level and ability to read visual stimulus/communication. Visual literacy is an important life-skill that begins from the first moment babies open their eyes and continues throughout adulthood. As well as artistic performance, student-artists will be encouraged to develop visual awareness and be given the tools to discern/decipher/interpret and describe what they see using a robust vocabulary both in words and images to describe what they see and how they feel about it.

These art units are guidelines and suggestions for Art Educators to use for inspiration and may be introduced in any order at the teaching professional’s discretion. Art Educators will do their best to cover as many of these units during the school year as possible. It is understood and accepted that all units may not be covered in a whole school year. The quality of art, creativity, and learning being demonstrated by the student artist should always be the Art Educator’s overarching focus for the school year, not the quantity of artistic projects.

Beyond these lessons, students will be given predictable routines, procedures, and expectations to provide a consistently comfortable learning environment. All student-artists will learn responsibility by contributing to organization and cleanliness of the art space by participating in after-artmaking care of materials and artwork curation.

The following Pre-K and Kindergarten Art Units have been developed to encompass cognitive thinking and seeing skills, creative problem-solving, multiple artistic skills including materials exploration/mastery and processes that align with the New York State Visual Art Standards. They provide a framework for Art Educators to create and envision quality lessons, fashioned to complement the teacher’s individual strengths and specialties. The actual time frame and order to complete these units and their subject matter can vary and be adapted to the Art Educator’s unique situations.

**Units of Instruction for PreK and Kindergarten**

|  |  |
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| DI=Inventive Drawing | M=Mixed Media  |
| DO=Observational Drawing | G=Graphic Art |
| P=Painting | F=Fabric Art |
| S= Performance (Show) | 3=3-D (Sculptural Art) |

**Introduction to Elements and Principles**

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| **Line** | Seeing, Describing Qualities, Naming, Drawing | **Balance** | Centering on the plane, Equal weight distribution, Larger on bottom |
| **Shape** | Seeing, Describing Qualities, Naming, Drawing  | **Unity/ Harmony** | Working together to create a whole |
| **Form** | Seeing, Describing Qualities, Naming, “Sculptural,” Creating | **Proportion** | Size and scale of parts within a work of art |
| **Space** | Small, Medium, Large, “Foreground” vs “Background” | **Emphasis** | Defining a focal point |
| **Color** | Seeing, Naming, “Primary,” “Secondary,” Rainbow Order | **Variety** | Use of different qualities to create interest |
| **Value** | Lightness or Darkness | **Pattern/ Repetition** | Predictable repetition of elements |
| **Texture** | Seeing, Describing, Naming, "Real” vs “Visual” | **Movement/Rhythm** | Seeing, Describing Qualities, "Real” vs “Visual” |

**Pre-K**

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| CRCREATING | **VA:Cr1.1.PK** DI,P,3a. Engage in self-directed **imaginative play** with materials | **VA:Cr1.2.PK** DI,P,F,3,Ma. Engage in self-directed, creative making.  | **VA:Cr2.1.PK** DI,DO,P,F,3,G,Ma. Use a variety of artmaking tools  | **VA:Cr2.2.PK**DI,DO,P,F,Ma. Share **materials**with others. | **VA:Cr2.3.PK** DI,Pa. **Create** and tellabout art thatcommunicates a story about a familiar place or object. | **VA:Cr3.1.PK** DI,DO,P,Sa. Share and talk about personal artwork. |
| PRPROCESSING | **VA:Pr4.1.PK** Sa. Select art objects for saving and display, explaining why they are chosen. | **VA:Pr5.1.PK** Sa. Identify places where art may be displayed or saved. | **VA:Pr6.1.PK** Sa. Identify where art is displayed both inside and outside of school |  |  |  |
| RERESPONDING | **VA:Re7.1.PK** DO,F,G,a. Recognize art in one’s environment. | **VA:Re7.2.PK** DO, P, 3a. Distinguish between **images** and real objects | **VA:Re8.1.PK**DO,P,Sa. With guidance, share reactions to artwork. | **VA:Re9.1.PK** Sa. Select a preferred artwork. |  |  |
| CNCONECTING | **VA:Cn10.1.PK** DIa. **Create** art that tells a story about a life experience | **VA:Cn11.1.PK** DO,P,S,F,3,Ga. Recognize that people make works of art and design. | **VA:Cr11.2.PK**DI,P,Ma. Imagine and **invent** through guided **play**. |  |  |  |

**Pre-K Curriculum**

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 1Drawing4-6 Weeks | **VA:Cr1.1.PK** **VA:Cr1.2.PK****VA:Cr2.1.PK****VA:Cr2.2.PK** **VA:Cr2.3.PK** **VA:Cr3.1.PK** **VA:Cn10.1.PK****VA:Cr11.2.PK** | Use imagination to create original drawings.Develop fine motor skills through manipulation of different drawing tools (crayons, markers, pencils, chalk and oil pastels), using pinch-grip with increasing control & precisionUnderstand the concept of lines; being able to name, describe, and practice drawing straight, curved, and zigzag lines.Identify, name, and use basic shapes (circles, squares, triangles) in drawings. Recognize and use different colors in their artwork. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through drawing which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Student namesSimple Lines:Straight, Curved, Zig-ZagStudent names Simple Shapes:Circle, Square, TriangleStudent names Simple Forms: Sphere, Cube, Cone |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 2Observational Drawing4-6 Weeks | **VA:Cr2.1.PK** **VA:Cr2.2.PK** **VA:Cr3.1.PK****VA:Re7.1.PK****VA:Re7.2.PK** **VA:Re8.1.PK** **VA:Cn11.1.PK** | Observation and Representation:Draw from observation, such as drawing simple objects from their environment (e.g., a ball, a tree).Recognize, name, and use basic shapes (circles, squares, triangles) in drawings.Motor Skills Development:Improve hand-eye coordination through drawing activities.Follow simple instructions/directions related to drawing activities: Up, Down, Over, Under, Inside, Outside, AroundDevelop fine motor skills by using different drawing tools (crayons, markers, pencils, chalk and oil pastels).Share and discuss their drawings with peers and teachers, enhancing communication skills.Build confidence by displaying and explaining their artwork. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage skillful and creative expression through drawing which represents a visual interpretation of what is seen.Emphasize eye-hand coordination.Promote the realization that things are made from lines & shapes and that texture can be seen and be created using lines and shapesSelect visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art.**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**PhysEd:**Create works that represent observations of physical movement.Incorporating perceived visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art.**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking). | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Drawing what you SeeConcept of Representation: RealVSAbstractForegroundVSBackgroundFine-motor skillsAbility to follow directions |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 3Painting4-6 Weeks | **VA:Cr1.1.PK****VA:Cr1.2.PK****VA:Cr2.1.PK****VA:Cr2.2.PK****VA:Cr2.3.PK****VA:Cr3.1.PK****VA:Re7.2.PK****VA:Re8.1.PK****VA:Cn11.1.PK****VA:Cn11.2.PK** | Uses various manipulatives to apply paint to various surfacesFollows painting procedures and techniques like holding a brush using pinch-gripWashes the brush between colorsUnderstanding the concept of Portrait (vertical)VSLandscape(Horizontal)Can discern between ForegroundVSBackgroundTakes responsibility to follow proper clean-up proceedures | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through painting which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Explore how light effects color and observe the rainbow spectrum’s specific order.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/Literacy/Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Painting Simple Shapes.Any part of creating that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art.**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows.**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Color Recognition & Names(R,O,Y,G,B,V/P)UnderstandsPortraitVS LandscapeCan distinguishForegroundVSBackgroundFollows painting procedures, demonstrates proper technique, and responsible clean-up |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 4Mixed Media4-6 Weeks | **VA:Cr1.2.PK****VA:Cr2.1.PK****VA:Cr2.2.PK****VA:Cr11.2.PK** | Strength and skill tearing using “Pinch & Rip” method ScissorsSafety and proper techniqueNeatly applying tapeGlueing neatly with a glue stickCreate a collage using overlap/ layering. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through the manipulation and layering of a variety of materials combined into an artwork which serves as an expression of thoughts and ideas.Provide various materials and promote how they can be combined using the techniques of overlap and layering to enhance art expression, offering experimentation and exploration.Emphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworks with vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing, Painting or otherwise adding Simple Shapes. Any part of creating an artwork requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Completion of Collage incorporating several various media and techniques demonstrating use of overlap / layering with good craftsmanship.Demonstrated strength and coordination when tearingUnderstands the difference betweenStickerVS StampProperly and safely handles scissors |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 53-D(Sculptural Art)4-6 Weeks | **VA:Cr1.1.PK****VA:Cr1.2.PK****VA:Re7.2.PK****VA:Cr2.1.PK****VA:Cn11.1.PK** | Combining forms to create a balanced work that can stand aloneSkillfull creation of coil, slab, and sphereUse of additive and subtractive techniques to create textures and add visual interest. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through sculpting which is the expression of thoughts and ideas.Provide blocks and other various manipulatives for manipulation and experimentation with balancePromote the realization that things are made from a variety of forms like slabs, coils, and spheres, and that texture, created by adding or subtracting forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Creating Simple Forms.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art.**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Using real-world materials for creative expression.**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Understanding Shapes and Forms are different thingsName Simple Forms:Slab, Coil, Sphere Understands simple properties of Balance:Sculpture Creation is free-standing. |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 6Graphic Art4-6 Weeks | **VA:Cr2.1.PK** **VA:Re7.1.PK****VA:Cn11.1.PK** | Create artwork that uses color and patternDuplicate design using printing techniques to create a bi-symmetrical artworkSkillfully use ink pads, rollers, stamps and stencils to create artwork | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through Graphic Art and the printing processPromote the realization that Graphic Artists use pattern and color to create a graphic artwork and Prints are seen all around usSelect visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple patterns.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Demonstrated skill using stampsInk padrollers, and stencilsSuccessful creation of a bi-symmetric design |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 7Fabric Art4-6 Weeks | **VA:Cr1.2.PK****VA:Cr2.1.PK****VA:Cr2.2.PK****VA:Re7.1.PK****VA:Cn11.1.PK**  | Development and awareness of eye-hand coordination to thread pipe-cleaner or yarn through hole/sDevelopment of fine-motor strength and skill to twist two pipe-cleaners or wires togetherFinger dexterity and sequential knowledge to create a simple 2-strand weaving.Knowledge and ability to tie a simple knotAbility to manipulate yarn and/or felt while creating a work of art or craft | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression using fabric to create art or craftPromote the realization that fabric art is used for function and artistic communication and is cross-culturally seen in the world all around us. Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing and following simple sequential patterns.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Demonstrated skillful ability with: ThreadingBeading TwistingKnottingWeaving |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 8Art Curation, Performance, & Critique4-6 Weeks | **VA:Cr3.1.PK** **VA:Pr4.1.PK****VA:Pr5.1.PK****VA:Pr6.1.PK****VA:Re8.1.PK****VA:Re9.1.PK****VA:Cn11.1.PK** | Describe what is seenDescribe how a work of art makes them feelCritique Can discern if work followed criteria Choosing a work of art for displayPrepare work for display | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | MattingVS Framingtaping Encourage creativity and self-expression through drawing which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Critique- Seeing, describing, interpretingDisplayGalleryArt Show |

Kindergarten

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| CRCREATING | **VA:Cr1.1.K** D,Pa. Engage in exploration and **imaginative play** with materials.  | **VA:Cr1.2.K** Sa. Engage **collaboratively** in creative art-making in response to an artistic problem.  | **VA:Cr2.1.K** P,M,3,G,Fa. Through experimentation, build skills in various **media** and **artmaking approaches.**  | **VA:Cr2.2.K** M,Fa. Identify safe art**materials**, tools, and equipment. | **VA:Cr2.3.K** D,P,3a. Note similaritiesand differences ofobjects throughdrawings, diagrams,sculptures, or other visual means. | **VA:Cr3.1.K** D,P,M,G,Sa. Reflect on and explain the process of making art. |
| PRPROCESSING | **VA:Pr4.1.K** Sa. Identify reasons for saving and displaying objects, artifacts, and artwork. | **VA:Pr5.1.K** Sa. Explain the purpose of a portfolio or collection | **VA:Pr6.1.K** Sa. Explain what an art museum is and distinguish how an art museum is different from other buildings |  |  |  |
| RERESPONDING | **VA:Re7.1.K** 3,G,Fa. Identify uses of art within one’s personal environment. | **VA:Re7.2.K** D,P,3a. Describe what an image represents. | **VA:Re8.1.K** D,P,3a. With guidance, share observations comparing artworks. | **VA:Re9.1.K** Sa. Explain reasons for selecting a preferred artwork. |  |  |
| CNCONNECTING | **VA:Cn10.1.K** D,P,Ga. Explore the world using descriptive words and artistic work. | **VA:Cn11.1.K** D,P,Ma. Identify a variety of forms of art and design. | **VA:Cn11.2.K** D,P,3,Ga. Describe what it means to invent and imagine an invention. |  |  |  |
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Kindergarten Curriculum

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 1Drawing4-6 Weeks | **VA:Cr1.1.K****VA:Cr2.3.K****VA:Cr3.1.K****VA:Re7.1.K****VA:Re8.1.K****VA:Re8.1.K****VA:Cn11.1.K** | Use imagination to create original drawings.Develop fine motor skills through manipulation of different drawing tools (crayons, markers, pencils, chalk and oil pastels), using pinch-grip with increasing control & precisionBasic Art Concepts: Identify and use both geometric and organic shapes in drawings.Recognize and use different colors in their artwork.Understand the concept of lines and practice drawing straight, curved, and zigzag, vertical, horizontal, and diagonal lines.Build confidence by displaying and explaining their artwork. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through drawing which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:** Describing & naming different types of linesIdentification & Names of ShapesCombines shapes to make thingsUnderstanding GeometricVSOrganicIdentification & Names of Textures  |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 2Observational Drawing4-6 Weeks |  | Observation and Representation:Draw from observation, such as drawing simple objects from their environment (e.g., a ball, a tree).Motor Skills Development:Improve hand-eye coordination through drawing activities.Develop fine motor skills by using different drawing tools (crayons, markers, pencils, chalk & oil pastels).Know the difference between pencil vs crayon, water-based marker vs indelible marker, chalk vs oil pastels.Develop Listening and seeing skills along with eye-hand coordination bycompleting step-by-step drawing tasks.Share and discuss their drawings with peers and teachers, enhancing communication skills.Build confidence by displaying and explaining their artwork.Art Appreciation:Recognize and discuss different types of artwork and styles. | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage skillful and creative expression through drawing which represents a visual interpretation of what is seen.Emphasize eye-hand coordination.Promote the realization that things are made from lines & shapes and that texture can be seen and be created using lines and shapesSelect visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:** |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 3Painting4-6 Weeks | **VA:Cr1.1.K****VA:Cr2.1.K****VA:Cr2.3.K****VA:Cr3.1.K** **VA:Re7.2.K****VA:Re8.1.K** | Uses various manipulatives to apply paint to various surfacesHolds a brush using pinch-gripWashes the brush between colorsCan use paint resist methodKnow the difference between watercolor and acrylic paint | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression through painting which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Explore how light effects color and observe the rainbow spectrum’s specific order.Introduce the exploration and experimentation of color mixing through an understanding of Primary & Secondary colors. Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:** Names & Order of Colors(R,O,Y,G,B,V/P)Primary Colors(R,Y,B)Secondary Colors(O,G,V/P)PortraitVSLandscapeForegroundVSBackground |
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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 4Mixed Media4-6 Weeks | **VA:Cr2.1.K** **VA:Cr2.2.K****VA:Cr3.1.K****VA:Cn11.1.K**  | Combining parts to make a whole Tearing properly in a straight lineScissor safety and proper cutting techniqueUnderstand the difference between stamps and stickersAbility to incorporate doodads and found objects into artworkSkillful Attachment with Tape, Glue Stick,Wet Glue StaplingArm/hand strength and coordination to operate a hole-punch | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Presenting how materials can be combined to enhance art expression and offering the opportunity for experimentation and exploration.Emphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Encourage creativity and self-expression through the manipulation and layering of a variety of materials combined into an artwork which serves as an expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Skilled CraftsmanshipOverlapping Collage Technique Adherence of Combined MaterialsLayering & Run-off |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 53-D4-6 Weeks | **VA:Cr2.1.K****VA:Cr2.3.K****VA:Re7.1.K****VA:Re7.2.K****VA:Re8.1.K****VA:Cn11.2.K** | Manipulate materials to create free-standing or relief artworkClay techniques(coil, slab, sphere, additive, subtractive)Ability to fold and otherwise manipulate paperBlocks manipulation and balance | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Emphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Reiterate how important Craftsmanship is when attaching partsReinforce howBalance keeps the work free-standingEncourage creativity and self-expression through creating and combining Forms to make sculpture Promote both additive and subtractive methods for creating texture that can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Understanding of Shape VS FormKnows names of forms(Coil, Sphere, Cube, Pyramid)Knows the difference betweenSculpture VS ReliefUse ofAdditive VS SubtractiveTechniques.Skillful Balance |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 6Graphic Art4-6 Weeks | **VA:Cr2.1.K** **VA:Cr3.1.K** **VA:Re7.1.K****VA:Cn10.1.K** **VA:Cn11.2.K** | Create art that includes line, shape, and color to create repeating pattern and visual textureDuplicate design using printing techniquesUnderstand the use of stamps vs stencil | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Printing techniques are used in objects seen everydayPattern and color are used to create a graphic artworkEmphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Encourage creativity and self-expression through drawing which is the expression of thoughts and ideas.Promote the realization that things are made from lines & shapes and that texture, created by lines, shapes, & forms, can be felt and/or seen.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Printmaking successUnderstandingStamp VS MonoprintSuccessful Pattern CreationUnderstandingBisymmetryVSRadial symmetry |

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| **UNIT/TIMELINE** | **STANDARD** | **STUDENT LEARNING OBJECTIVE** | **ELEMENTS & PRINCIPLES**  | **ARTISTIC PROCESS** | **CROSS CURRICULAR** | **ASSESSMENT** |
| Unit 7Fabric Art4-6 Weeks | **VA:Cr2.1.K** **VA:Cr2.2.K** **VA:Re7.1.K** | Development and awareness of eye-hand coordination to thread pipe-cleaner or yarn through hole/sDevelopment of dexterity and fine-motor hand strength and skill to cut yarn/string.Finger dexterity and sequential knowledge to create a simple weaving using warp and weft.Eye/hand coordination, sequential understanding and ability to tie a knot and bow.Ability to manipulate yarn and/or felt while creating a work of art or craft | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Encourage creativity and self-expression using fabric to create art or craftPromote the realization that fabric art is used for function and artistic communication and is cross-culturally seen in the world all around us.Emphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes.Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:**Demonstrated skillful ability with: Threading / BeadingKnotting / Bow-tyingEven Weaving using warp and weftBasic understanding of Art VS CraftandYarn VS Fabric |

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| Unit 8Art Curation & Performance 4-6 Weeks | **VA:Cr2.1.K** **VA:Cr2.2.K** **VA:Re7.1.K**  | Prepare artwork for displayPractice Procedures for a Gallery WalkIntro to Critique:See, Know, Think, WonderExpress opinion about an artwork and tell whyIntroduction to experiences in Gallery/ Museum, Art Shows, Art Opening | **Line****Shape****Form****Space****Color** **Texture** **Value****Balance****Unity/Harmony****Proportion****Emphasis****Variety****Pattern/Repetition****Rhythm/Movement** | Explain how Artists create artwork to tell Viewers things.Provide examples to show how Art communication is in every culture and throughout all time.Emphasize how craftsmanship enhances presentation and makes artwork easier for the viewer to read.Select visually appealing, age-appropriate artworkswith vibrant and engaging subjects by famous artists who use child-friendly themes to practice Critique method and talking about art using rich art vocabulary (SmartArt words)Incorporate storytelling with hands-on, interactive activities to captivate attention and stimulate retention of art themes so that student-artists can better synthesize & re-apply content within their own work.Connect art history with multi-cultural stories and celebrations from various time periods to explore a variety of different art forms from diverse cultures to broaden student’s understanding of the world.Using simple terms, introduce art vocabulary to enhance language skills and encourage artists to use it when expressing their thoughts about what they see and feel as they experiment and explore their artistic awareness and abilities.Utilize technology to create and display artwork and attend virtual field trips to age-appropriate exhibits in real-life museums and galleries providing close-up views of artworks to explore.Build confidence and excitement by letting students explain their artwork then celebrating and displaying it. | **Reading/ Literacy/ Language Arts:**Seeing, Recognizing, Naming, and Describing the Elements within Artwork.The integration of visual & verbal expression.**Math:**Recognizing, Naming, and Drawing Simple Shapes.Any part of creating an artwork that requires calculating and deciding placement of elements within its composition.Mounting, matting, or framing a work of art for display.Incorporating balance, proportion, emphasis or pattern/repetition in a work of art**Science:**Exploring the scientific methods of inquisition and experimentation.Fostering an appreciation for the natural world.Exploring how light effects colors and experimenting with shadows**Music:**Incorporating rhythm using pattern/ repetition, emphasis, variety, and movement in artistic composition.Artwork inspired by shapes and sounds of instruments. Creates visual representations of sounds.Any part of creating an artwork that requires calculating and deciding for placement of elements within its composition.**Social Studies:**Exploring traditional artforms from around the world.Creating artwork inspired by cultural diversity and folklore.Observing and studying artwork that represents historical figures or events (also encourages research and critical thinking).**PhysEd:**Create works that represent observations of physical movement.Incorporating visual movement / rhythm within an artwork through the placement of elements.Using imagery relating to health and personal well-being.Exploring the kinestheticuse of adding or subtracting materials from a work of art. | **Formative Assessment:**Completed through observation, individualized instruction and personal conferencing**Summative Assessment:**Can be made upon completion of the task or artistic challenge with the artwork as **artifact** demonstrating student skill and learning.The combination of the above is evidence of student-artist's accomplished objectives.**Examples to look for:** Gallery Walk confidence, attitude and behaviorMuseumArt ShowOpening |