

National:

Kindergarten Scope and Sequence

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Kindergarten Course Overview

Course Description

Kindergarten students will be introduced to, explore, and experiment with a wide variety of art media. Students will respond to and create works of art that emphasize all of the elements of art, as well as principles of design that include pattern, balance, and repetition. Students will begin to connect artmaking to a larger, shared purpose that has existed over time and place. They will work individually as well as collaboratively with peers. Students will consider how artists share their work and they will begin to present their artwork, explain their artistic choices and interests, and provide feedback to others.

Demonstration Time

7 hours

Student Work Time

31 hours

Elements of Art:

Line, Shape, Color, Form, Texture, Space, Value

Principles of Design:

Repetition, Pattern, Emphasis, Contrast, Balance

Media:

Drawing, Painting, Collage, Printmaking, Sculpture, Ceramics, Mixed Media, Fibers, Digital







Course Notes:







UNIT 1: Discovering Line, Shape, and Color

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>	<p>Students will explore the way artists use and discuss the elements of line, shape, and color in artwork. Students will apply their understanding to create three original artworks using a variety of media and approaches to art-making. They will explain the creative process for each artwork.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> • Line • Shape • Color • Space 	<p>Reflect, Refine, Revise</p>	<p>Anticipatory Sets With FLEX</p>
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> • Painting (watercolor) • Drawing (crayons, oil pastel, markers) • Collage • Ceramics 	<ul style="list-style-type: none"> • Line • Shape 	<ul style="list-style-type: none"> • Space • Color
Demonstration Time	Student Work Time		
<p>1 hour</p>	<p>6 hours</p>		
Focus Standards	Unit Essential Questions		
<p>VA:Cr3.1.Ka Explain the process of making art while creating.</p>	<p>How does an artist start creating an artwork? How does an artist add to an artwork? How does an artist complete an artwork?</p>		
<p>VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.</p>	<p>What can be learned by trying out new media?</p>		
Anchor Resource			
<p>VA:Cr3.1.Ka Explain the process of making art while creating.</p>	<p>🔗 First. Then. Next. Finally</p>		

Lessons	Key Resources	Artist Connections	
Line Rugs	Types of Lines	Sol LeWitt	
Shapescapes	Parts of a Landscape	Romare Bearden	
Mondrian and Mishima	Mishima Technique	Piet Mondrian	
Anchor Charts		Videos	Suggested Assessments
Using Oil Pastels	Basic Painting Vocabulary	What is Line? (Beginner)	A Line is a Dot on a Walk
Using Watercolor	Basic Collage Vocabulary	What is Collage?	Stoplight Exit Ticket
The 6 Stages of Clay	Basic Ceramics Vocabulary	What is Color? (Beginner)	Color Wheel Challenge 1
Basic Drawing Vocabulary	Simple Color Wheel		
Notes and Adjustments			
Reflections on Instruction			









UNIT 2: Combining Elements to Create Pattern and Balance

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>		<p>Students will explore and interpret the ways artists can use the same elements of art to create different visual effects. Using imagination and play, students will apply their understanding to create two different artworks using the elements of line, shape, and color to create pattern and balance.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> Combining the elements of art 	Interpret	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Drawing (markers, crayons) Digital 	<ul style="list-style-type: none"> Shape Line Color 	<ul style="list-style-type: none"> Pattern Balance
Demonstration Time	Student Work Time			
1 hour	3 hours			
Focus Standards		Unit Essential Questions		
<p>VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p>		<p>How do details in works of art help to tell a story?</p> <p>How do artists use line, shape, and color to create balance and/or pattern?</p>		
<p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</p>		<p>How do artists use play and imagination to creatively and uniquely solve problems?</p>		
Anchor Resources				
<p>VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p>		<p> Noticing Details</p>		
Lesson	Key Resource	Artist Connection		
<p> Imagination Robots</p>	<p> What is the Story?</p>	<p> What is a Rube Goldberg Machine?</p>		
<p> Symmetrical Animation</p>	<p> Symmetrical vs. Asymmetrical</p>			

Anchor Charts	Video	Suggested Assessments
<p> <u>Types of Pattern</u></p> <p> <u>Organic vs Geometric Shapes</u></p> <p> <u>Line of Symmetry</u></p>	<p> <u>What is Drawing?</u></p>	<p> <u>Stoplight Exit Ticket</u></p> <p> <u>Mini Artist Statement</u></p>
Notes and Adjustments		
Reflections on Instruction		










UNIT 3: Playing with Repetition

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p>Students will explore the work of several artists and use their observations to identify details that repeat. Then, they will practice creative and innovative thinking while exploring repetition using a variety of materials. Students will apply their knowledge by creating imaginative individual and collaborative artworks.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> Repetition 	Imagine, Make, Plan	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> Printmaking Sculpture Drawing (crayons) 	<ul style="list-style-type: none"> Shape Form Repetition 	
	Demonstration Time	Student Work Time	
	30 minutes	3 hours	
Focus Standards	Unit Essential Questions		
VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.	How can different materials inspire imagination? What different kinds of materials can be used to make art?		
VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.	How can you work with others to solve a problem?		
VA:Re.8.1.Ka Interpret art by identifying subject matter and relevant details.	What clues can a viewer look for to understand artwork?		
Anchor Resources			
VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.	Play, Imagine, and Explore		
VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.	Collaborative Mystery Challenge		
Lesson	Key Resource	Artist Connection	
Seurat and The Dot	Basic Shapes	George Seurat	
From Ordinary to Fantastic	Construction Ideas for Sculptures	Tara Donovan	
Math: Symbols and Shapes	Math Integration Discussion Guide	Artists Who Use Numbers in Their Work	

Anchor Charts	Video	Suggested Assessments
<ul style="list-style-type: none">  Basic Sculpture Vocabulary  Basic Printmaking Vocabulary 	<ul style="list-style-type: none">  What is Printmaking?  What is Shape? (Beginner)  What is Form? (Beginner) 	<ul style="list-style-type: none">  Two Stars and a Wish  Stoplight Exit Ticket  Mini Artist Statement
<h3 data-bbox="100 394 388 423">Notes and Adjustments</h3>		
<h3 data-bbox="100 862 422 891">Reflections on Instruction</h3>		





















UNIT 4: Finding Art in Everyday Objects

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>		<p>Students will explore the artwork of several artists and consider a variety of purposes and approaches to artmaking. Students will apply their understanding as they create three unique works of art that have different purposes.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> • Everyday objects 	Relate	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> • Drawing • Collage • Ceramics 	<ul style="list-style-type: none"> • Value • Texture • Pattern 	
Demonstration Time	Student Work Time			
1 hour	5 hours			
Focus Standards		Unit Essential Questions		
<p>VA:Cn11.1.Ka Identify a purpose of an artwork.</p>		What are some of the purposes of an artwork?		
<p>VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking.</p>		What can artists learn by trying new approaches to artmaking?		
Anchor Resources				
<p>VA:Cn11.1.Ka Identify a purpose of an artwork.</p>		Purpose of an Artwork		
Lesson	Key Resource	Artist Connection		
Nesting Bowls	Pattern Practice	Maria Martinez		
Everyday Object Investigation	10 Subjects for an Interesting Still Life	Wayne Thiebaud		
Layered Collage	Material Testing Grid	Njideka Akunyili Crosby		

Anchor Charts	Video	Suggested Assessments
<ul style="list-style-type: none">  How to Make a Pinch Pot  The 6 Stages of Clay  Creating a Texture Rubbing 	<ul style="list-style-type: none">  Collage Center  Talking About Art 	<ul style="list-style-type: none">  What is Still Life?  What is Collage?  What are Ceramics?  What is Pattern?
Notes and Adjustments		
Reflections on Instruction		








UNIT 5: Investigating Nature

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p>2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>	<p>Students will investigate nature and a variety of approaches, media, and tools that can be used to express artistic ideas relating to the natural world. Students will apply their understanding to create three artworks inspired by nature.</p>		
	Theme	Processes & Skills	Anticipatory Set
	<ul style="list-style-type: none"> Nature 	Investigate	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
	<ul style="list-style-type: none"> Painting (watercolor) Drawing (oil pastel) 	<ul style="list-style-type: none"> Line Color 	<ul style="list-style-type: none"> Emphasis Contrast
Demonstration Time	Student Work Time		
30 minutes	3 hours		
Focus Standards	Unit Essential Question		
VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.	What can we learn about making art when we try new things?		
VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.	What kinds of materials are safe for artmaking?		
VA:Cr2.3.Ka Create art that represents natural and constructed environment	How can art represent nature and imagination?		
Anchor Resources			
VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.	Leaf Printing Techniques		
VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.	Identify Art Tools and Materials		
VA:Cr2.3.Ka Create art that represents natural and constructed environments.	Natural & Human-Made Environments		











Lesson	Key Resource	Artist Connection	
 The Four Seasons of Color	 Using Oil Pastels	 Georgia O'Keeffe	
 Under the Sea Scape	 Using Watercolor	 Hokusai	
 How Do Plants and Flowers Grow?	 Why Do We Need Plants and Flowers?	 Flowers in Art History	
Anchor Charts		Video	Suggested Assessments
 Simple Color Wheel	 Basic Painting Vocabulary	 What is Line?	 Mini Artist Statement
 Basic Drawing Vocabulary	 Tempera Plus	 (Beginner)	 Exit Slip 3 2 1
 Basic Watercolor Techniques		 What is Color?	
		 (Beginner)	
Notes and Adjustments			
Reflections on Instruction			








UNIT 6: Incorporating Stories and Surroundings

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>		<p>Students will investigate ways that art can represent stories and their surroundings. Using their life experiences as inspiration, students will apply their understanding by creating two original artworks.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> Stories and Surroundings 	Synthesize Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> Sculpture Printmaking 	<ul style="list-style-type: none"> Form Color
		Demonstration Time	Student Work Time
		30 minutes	2 hours
Focus Standards		Unit Essential Question	
<p>VA:Cn10.1.Ka Create art that tells a story about a life experience.</p>		How can art tell stories about life?	
<p>VA:Cr2.3.Ka Create art that represents natural and constructed environments.</p>		How can artists use their surroundings as inspiration?	
Anchor Resources			
<p>VA:Cn10.1.Ka Create art that tells a story about a life experience.</p>		🔗 Art Can Tell a Story	
Lesson	Key Resource	Artist Connection	
🔗 Sculpting a Community 🔗 Let's Play with Monoprinting	🔗 All About Community 🔗 The Emotion of Color	🔗 Alexander Calder 🔗 Hervé Tullet	

Anchor Charts	Video	Suggested Assessments
<ul style="list-style-type: none">  Basic Drawing Vocabulary  Basic Sculpture Vocabulary 	<ul style="list-style-type: none">  Paper Building & Folding Techniques  Types of Lines 	<ul style="list-style-type: none">  Two Stars and a Wish  Stoplight Exit Ticket  A Line is a Dot on a Walk
<h3 data-bbox="100 402 388 427">Notes and Adjustments</h3>		
<h3 data-bbox="100 868 424 893">Reflections on Instruction</h3>		





UNIT 7: Exploring Preferences

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description	
<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: People evaluate art based on various criteria.</p> <p>Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>		<p>Students will investigate their preferences in works of art and explore how artists use their preferences to decide what to include in a work of art. Students will apply their understanding to create and reflect on three unique works of art.</p>	
		Theme	Processes and Skills
		<ul style="list-style-type: none"> • Preferences 	Evaluate Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design
		<ul style="list-style-type: none"> • Collage • Mixed Media 	<ul style="list-style-type: none"> • Shape • Form
		Demonstration Time	Student Work Time
		1 hour	4 hours
Focus Standards		Unit Essential Question	
<p>VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.</p> <p>VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p>		<p>How do artists decide what to include in their works of art?</p> <p>How do artists work together to generate ideas and/or create artwork?</p>	
Anchor Resources			
<p>VA:Re9.1.Ka Explain reasons for selecting a preferred artwork.</p>		<p> Choosing a Favorite Artwork</p>	
Lesson	Key Resource	Artist Connection	
 Simple Face Expression	 Feelings, Moods, and Emotions	 Christian Robinson	
 Make-Believe Masks	 Reality vs. Fantasy	 Paul Klee	
 Building Block Still Life	 Still Life Practice Sheet	 Paul Cezanne	

Anchor Charts	Video	Suggested Assessments
 Basic Shapes  Dialogue Planning Sheet	 Paper Building & Folding Techniques  Creative Thinking Skills	 Stoplight Exit Ticket  Mini Artist Statement  Before & After: Self Assessment Checklist
Notes and Adjustments		
Reflections on Instruction		

UNIT 8: Analyzing Digital Art

NCAS Anchor Standards, Enduring Understandings, and Essential Questions		Description		
<p>Anchor Standard 7: Perceive and analyze artistic work.</p> <p>7.1 Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Questions: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		<p>Students will consider the role and uses of art in their lives and explore some of the uses of digital art. Students will apply their understanding as they create two unique digital works of art.</p>		
		Theme	Processes and Skills	Anticipatory Set
		<ul style="list-style-type: none"> Digital art 	Perceive and Analyze	Anticipatory Sets With FLEX
		Media	Elements of Art and Principles of Design	
		<ul style="list-style-type: none"> Digital 	<ul style="list-style-type: none"> Line Shape 	<ul style="list-style-type: none"> Color
		Demonstration Time	Student Work Time	
		30 minutes	2 hours	
Focus Standards		Unit Essential Questions		
<p>VA:Re.7.1.Ka Identify uses of art within one’s personal environment.</p>		How can technology be used to make art?		
<p>VA:Re.7.2.Ka Describe what an image represents.</p>		What does a portrait represent and what can it tell us about its subject?		
<p>VA:Cr.2.1.Ka Through experimentation, build skills in various media and approaches to art-making.</p>		What can be learned by experimenting in digital media?		
Anchor Resources				
<p>VA:Re.7.1.Ka Identify uses of art within one’s personal environment.</p>		Take an Art Walk		
<p>VA:Re.7.2.Ka Describe what an image represents.</p>		Representing Through Art		
Lesson	Key Resource	Artist Connection		
Digitally Transforming Art	Tips for Using Apps to Manipulate Artwork	Rafael López		
A Portrait of Many Colors	Facial Expressions Examples	Kadir Nelson		

Anchor Charts	Video	Suggested Assessments
 <u>Complexion Color Wheel</u>	 <u>What is Digital Art?</u>	 <u>Stoplight Exit Ticket</u>  <u>Mini Artist Statement</u>
Notes and Adjustments		
Reflections on Instruction		

UNIT 9: Artists and Viewers

NCAS Anchor Standards, Enduring Understandings, and Essential Questions	Description		
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>	<p>Students will explore how artists interact with viewers and present artwork through portfolios, displays, collections, and museums. They will apply their understanding to create a collaborative collection and an art show easel.</p>		
	Theme	Processes and Skills	Anticipatory Set
	<ul style="list-style-type: none"> Artists and Viewers 	Select, Analyze, Prepare, and Present	Anticipatory Sets With FLEX
	Media	Elements of Art and Principles of Design	
<ul style="list-style-type: none"> Mixed Media Sculpture 	<ul style="list-style-type: none"> Form Shape Texture 		
Demonstration Time	Student Work Time		
30 minutes	3 hours		

Focus Standards		Unit Essential Questions	
VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.		Why do artists display their artwork? What are different ways to display artworks?	
VA:Pr5.1.Ka Explain the purpose of a portfolio or collection.		Why are artworks sometimes grouped or presented in a collection?	
VA:Pr6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.		What is the purpose of an art museum? What makes it special or unique? What are some other spaces to display artwork?	
Anchor Resources			
VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.		🔗 My Art Show Masterpiece	
VA:Pr5.1.Ka Explain the purpose of a portfolio or collection.		🔗 Art Portfolios	
VA:Pr6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.		🔗 How Are Art Museums Special?	
Lesson	Key Resource	Artist Connection	
🔗 Art Show Easel	🔗 Preparing Art for Presentation	🔗 30 Art Museums to Explore Online	
🔗 Neighborhood Squares	🔗 Sculpture Art Talk	🔗 Rafael López	
Anchor Charts		Video	Suggested Assessments
🔗 Museum Label Reflection		🔗 What is Sculpture?	🔗 Gallery Walk Guide 🔗 Two Stars and a Wish
Notes and Adjustments			
Reflections on Instruction			