

ART CURRICULUM MAP

Kindergarten Art	Content	Skills	Assessment	Common Core Standards and/ or New Visual Art Standards	Essential Question(s)
<p>August-September</p>	<p>Begin Color Theory - COLOR Relationships- ALSO- ART and CHILDREN'S LITERATURE</p>	<p>Color Mixing (Primary colors into Secondary Colors) Painting Visual Composing</p> <p>Listening</p> <p>Proper, Civilized, and Safe Use of Materials and Tools</p> <p>Collaborative Clean up Routine</p>	<p>Teacher Observation of both Process and Product-- (use of class time and result)</p> <p>Students will tell the class their own simple 2 minute story about colors.</p>	<p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>VA:Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.</p>	<p>Where do colors come from? How do artists increase their palette? What can we learn when we read stories about ART? How can a color become a character in a story? How can a fantasy or make-believe story teach us about the real world? How do we know when we have mixed the right amount of one color in relation to another?</p>

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<p>October-November</p>	<p>Combined Techniques and Multi-Media- Explore/Expand Possibilities- Example: Mosaic Also-SHAPE as a Visual Element also-FALL THEMED ART- LEAVES as Inspiration</p>	<p>Painting/Cutting/ Gluing/ Placing Collaboration decision-making</p> <p>Printmaking</p>	<p>Teacher Observation of both Process and Product-- CRITERIA: (productive use of class time, correct use of materials, understanding of techniques and vocabulary as well as overall evidence of growth)</p>	<p>VA:Cr3.1.K Explain the process of making art while creating.</p> <p>VA:Re7.2.K Describe what an image represents.</p> <p>VA:Re7.1.K Identify uses of Art within one's personal environment.</p> <p>CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>How can small and seemingly insignificant pieces contribute to the beautiful whole?</p> <p>How can collaborative painting enrich the outcome and generate more ideas/ colors than working individually?</p>

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<p>December-January</p>	<p>Relief/Texture -Also Aesthetics of Winter</p> <p>The Powerful Contrast of Black and White</p>	<p>Artistic Tearing with a plan/</p> <p>Painting Collage</p>	<p>Teacher Observation of both Process and Product--</p> <p>CRITERIA: (productive use of class time, correct use of materials, understanding of techniques and vocabulary as well as overall evidence of growth)</p>	<p>VA:Cr3.1.K Explain the process of making art while creating.</p> <p>VA:Cr1.1.K Engage in exploration and imaginative play with materials.</p> <p>CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>How can I express the sensual (the 5 senses) experiences of Winter in my artwork? How have other artists done this? How can I include the formal elements of space, texture color, line and shape in my visual description?</p>

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February- March	Clay and Other 3 Dimensional Work	<p>Finding Our way with Clay</p> <p>Attaching pieces and Forming 3 Dimensional Shapes/ slab technique/ coil technique/ creating textures with our hands and also with tools, found objects</p>	<p>Teacher Observation of both Process and Product--</p> <p>CRITERIA: (productive use of class time, correct use of materials, understanding of techniques and vocabulary as well as overall evidence of growth)</p>	<p>CCSS.ELA-LITERACY.SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>VA:Cr1.1.K Engage in exploration and imaginative play with materials.</p>	<p>How is working with clay to make a 3 dimensional object different from a drawing or a painting of the same object?</p> <p>How is a sculpture different from other works of art?</p> <p>Why is art that is created with found objects interesting or not?</p>

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<p>April</p>	<p>Kinesthetic Art Abstract Art Mondrian Pollack</p>	<p>Making art with the movement of our bodies. Recognizing and being able to discuss some well known works of art and how the artist created them. Example: Jackson Pollack's Action Painting and Abstract Art</p>	<p>Teacher Observation of both Process and Product-- CRITERIA: (productive use of class time, correct use of materials, understanding of techniques and vocabulary as well as overall evidence of growth)</p>	<p>VA:Cr3.1.K Explain the process of making art while creating.</p>	<p>Why might an artist paint in such a different way than other traditional artists?</p> <p>Does art have to look like something with which we are familiar?</p> <p>Does Jackson Pollack's Art make you think about anything or make you feel a certain way?</p>

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<p>May</p>	<p>Creatures We Know: Some Examples might be: Polar Bears, Fish Chameleons</p>	<p>Painting Applying what we have learned about Shape, Texture, Space, Line, and Color to create our creatures.</p>	<p>Teacher Observation of both Process and Product-- CRITERIA: (productive use of class time, correct use of materials, understanding of techniques and vocabulary as well as overall evidence of growth)</p>	<p>VA:Re7.2.K Describe what an image represents.</p>	<p>How do certain materials and processes lend themselves to expressing how something looks and also makes you feel?</p>