**Kindergarten Unit Organizer**

**Core Knowledge Topic: Elements of Art;**

**Focus on Sculpture in Art**

**Tracy Nichols**

**Previous Unit**

Sculpture

**Next unit**

Elements of Art: Looking and Talking About Art

**Integrated Units**

1. American: Native American Peoples,

Past and present – Pacific Northwest

1. Symbols and Figures

***The Statue of Liberty***and ***Mt. Rushmore***

**Core Knowledge Content (Knowledge)**

1. Review the Elements of Art, Line, Shape, Color, Texture, Value, Space, Form
2. Focus on Sculpture
3. Recognize and discuss as sculptures: Northwest Coast Native American Totem Poles***,*** Bartholdi’s ***Statue of Liberty,*** andAlexander Calder’s ***Lobster Trap and Fish Tail***

**Colorado Academic Common Core Standards** <https://www.cde.state.co.us/coarts/StateStandards.asp#Visual>

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| 1. Observe and Learn to **Comprehend** | 1. | Artists and viewers recognize characteristics and expressive features within works of art |
| 2. | Personal feelings are described in and through works of art  **Students can:**   1. Recognize characteristics and expressive features of art and design in works of art (DOK 1-2) 2. Use age-appropriate vocabulary to describe works of art (DOK 1-2) 3. Tell a story to explain works of art (DOK 1-4) 4. Interpret and express works of art through multiple modalities |
| 2. Envision and Critique to **Reflect** | 1. | Identify that art represents and tells the stories of people, places, or things |
| 2. | Artists interpret connections to the stories told in and by works of art |
| 3. Invent and Discover to **Create** | 1. | Create two- and three-dimensional work of art based on person relevance |
| 4. Relate and Connect to **Transfer** | 1. | Artists and viewers contribute and connect to their communities |

**K-4th Common Core State Visual Arts Standards**

**Content Standard #1:** Understanding and applying media, techniques, and processes Achievement Standard:

• Students know the differences between materials, techniques, and processes

• Students describe how different materials, techniques, and processes cause different responses

• Students use different media, techniques, and processes to communicate ideas, experiences, and stories

• Students use art materials and tools in a safe and responsible manner

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas Achievement Standard:

• Students explore and understand prospective content for works of art

• Students select and use subject matter, symbols, and ideas to communicate meaning

**Content Standard #4:** Understanding the visual arts in relation to history and cultures Achievement Standard:

• Students know that the visual arts have both a history and specific relationships to various cultures

• Students identify specific works of art as belonging to particular cultures, times, and places

• Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

**Content Standard #5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others Achievement Standard:

• Students understand there are various purposes for creating works of visual art

• Students describe how people’s experiences influence the development of specific artworks

• Students understand there are different responses to specific artworks

**Content Standard #6:** Making connections between visual arts and other disciplines Achievement Standard:

• Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines

• Students identify connections between the visual arts and other disciplines in the curriculum

**Comprehension and Collaboration:**

**Standards for Achievement and performance (Mental Modeling)**

Students will –

-identify the three sculptures listed above

-identify free standing and relief sculptures

**Types of Assessment (Creativity)**

Students will –

-make a free standing sculpture inspired by looking at the Statue of Liberty

- make a family totem pole of images or objects that are important to them.

-experiment with assembling a sculpture using assorted material, such as cotton balls, pipe cleaners, aluminum foil, foam cups, tape, yarn, paper clips, rubber bands, etc. Focus is on exploring the process of attaching items to one another rather than a finished piece