**Kindergarten Unit Organizer**

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

**Focus on Line in Art**

**Tracy Nichols**

**Previous Unit**

Elements of Art: Color

**Next unit**

Elements of Art: Sculpture

**Integrated Units**

Music with Hokusai’s *Tuning the Samisen*

Math Geometry; identify top, bottom, middle

**Core Knowledge Content (Knowledge)**

1. Review the Elements of Art, Line, Shape, Color, Texture, Value, Space, Form
2. Focus on Line and identifying different kinds of lines
3. Introduce works of Art with focus on line: Hokusai’s ***Tuning the Samisen,*** Matisse’s ***Purple Robe,*** andMiro’s ***People and Dog in the Sun***

**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 that lines can be found everywhere; window frames, tree branches, etc.

-identify different kinds of lines and name them

-identify line as an element of art

**Types of Assessment (Creativity)**

Students will –

-make different kinds of lines with their body

-practice making lines indifferent ways; as outlines and patterns