

# GRADE K ART

## **Description:**

All students in kindergarten art will learn to use tools and materials safely. All students will be able to identify colors and shapes in their world. They will understand how line is used to create shapes and forms. Students will be able to differentiate between two-dimensional and three-dimensional art.

## COURSE OVERVIEW

### **Course Goals**

Students will be able to:

- Understand how to use scissors safely.
- Identify the correct scissor grip.
- Recognize cutting various lines.
- Understand how to use glue neatly and effectively.
- Identify the different methods of gluing, as it pertains to the specific material.

### **Artistic Processes**

- Create
- Present
- Respond
- Connect

### **Anchor Standards**

**Anchor Standard #1. Generate and conceptualize artistic ideas and work.**

**Anchor Standard #2. Organize and develop artistic ideas and work.**

**Anchor Standard #3. Refine and complete artistic work.**

**Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**

**Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

**Anchor Standard #6. Convey meaning through the presentation of artistic work**

### **Course Skill Objectives**

Students will:

- Hold scissors, at a correct angle with the appropriate grip.
- Cut a variety of lines, including straight, curvy, and/or zigzag.
- Apply glue neatly while maintaining clean hands.
- Select and use the appropriate glue for specific materials
- Adhere materials securely.

	<p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	
<p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Identifying Colors</a></p> <p>Unit 2 - <a href="#">Cutting and Assembling</a></p> <p>Unit 3 - <a href="#">Drawing</a></p> <p>Unit 4 - <a href="#">Form</a></p> <p>Unit 5 - <a href="#">Painting</a></p>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How does one determine criteria to evaluate a work of art?</li> <li>● How and why might criteria vary?</li> <li>● How is a personal preference different from an evaluation?</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Paper Collage and/or Mobiles</li> <li>● Paper Construction</li> <li>● Paper Mosaics and Molas</li> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Classdojo</li> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Cutting Assessment</li> <li>● Assembling/Gluing Assessment</li> <li>● Drawing that including a variety of lines and shapes.</li> <li>● Drawing that includes real objects, made from various lines and shapes.</li> <li>● Implementing the Pinch Pot Method</li> <li>● Sculpting Project such as Animals and/or Dinosaurs</li> </ul>

		<ul style="list-style-type: none"><li>● Clay Beads</li><li>● Paper Sculptures</li><li>● Real-life Objects, made from various forms.</li><li>● Applying color to an imaginative work of Art, based on choice.</li><li>● Applying color to a realistic work of Art, with a limited palette.</li><li>● Applying color to a work of art, with light and dark colors only.</li></ul>
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## Unit 1 – Identifying Colors

### Unit Objectives

Students will be able to:

- Identify and recognize colors in their world.
- Recognize the basic colors of the Rainbow and their order.
- Identify light and dark colors.
- Recognize and identify the Primary Colors.

### Skill Objectives

Students will:

- Students Select and apply a variety of colors.
- Select and apply Rainbow colors in the correct rainbow color order.
- Select and apply the Primary Colors.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p><b><u>Essential Questions</u></b>  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?  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><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Pr4.1.Ka  Select art objects for personal portfolio and display, explaining why they were chosen</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Re9.1.Ka  Explain reasons for selecting a preferred artwork.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.Ka  Create art that tells a story about a life experience.</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p>			
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Applying color to an imaginative work of Art, based on choice.</li> <li>● Applying color to a realistic work of Art, with a limited palette.</li> <li>● Applying color to a work of art, with light and dark colors only.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Clasdojo</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Color Identification Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Exemplar Artists to consider including are Kandinsky, Henri Matisse, Piet Mondrian, and Joan Miro.</li> <li>● Implementing Children’s Picture Books such as Color Zoo by Lois Ehlert, Mix It Up by Herve Tullet, or Mouse Paint by Ellen Stoll Walsh.</li> </ul>

## Unit 2 – Cutting and Assembling

### Unit Objectives: Cutting and Assembling

Students will be able to:

- Understand how to use scissors safely.
- Using the correct scissor grip.
- Hold scissors, at a correct angle with the appropriate grip.
- Using glue effectively.
- Identify the different methods of gluing, as it pertains to the specific material.

### Skill Objectives:

Students will:

- Cut a variety of lines, including straight, curvy, and/or zigzag.
- Apply glue neatly while maintaining clean hands.
- Select and use the appropriate glue for specific materials
- Adhere materials securely.

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b><u>Essential Questions</u></b>  How do artist and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  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?</p>	<p><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  How art 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><b><u>Process Components</u></b>  <b>Analyze, Select, Share</b></p> <p>VA:Pr4.1.Ka  Select art objects for personal portfolio and display, explaining why they were chosen.</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>VA:Re9.1.Ka  Explain reasons for selecting a preferred artwork.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.Ka  Create art that tells a story about a life experience.</p>



<p>What responsibilities come with the freedom to create?  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><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr2.1.Ka  Through experimentation, build skills in various media and approaches to art-making.</p> <p>VA:Cr2.2.Ka  Identify safe and non-toxic art, materials, tools, and equipment.</p> <p>VA:Cr2.3.Ka  Create art that represents natural and constructed environments.</p> <p>VA:Cr2.2.Ka  Identify safe and non-toxic art, materials, tools, and equipment.</p> <p>VA:Cr2.3.Ka  Create art that represents natural and constructed environments.</p>			
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>● Paper Collage and/or Mobiles</li> <li>● Paper Construction</li> <li>● Paper Mosaics and Molas</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Classdojo</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Cutting Assessment</li> <li>● Assembling/Gluing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Cutting Assessment</li> <li>● Assembling/Gluing Assessment</li> </ul>

## Unit 3 – Drawing

### Unit Objectives

Students will be able to:

- Identify various basic lines and shapes.
- Recognize lines and shapes in their environment.
- Understand how lines can create shapes.
- Understand the difference between a line and a shape.

### Skill Objectives

Students will:

- Students will: Hold a pencil, at a correct angle with the appropriate grip.
- Draw a variety of basic lines (straight, diagonal, and zigzag) and shapes (circle, square, and triangle).
- Use lines to create a variety of shapes.
- Use lines and shapes to draw real objects in their environment.
- Use a tracer effectively to draw shapes.

<p><b>Creating</b> <b>Anchor Standard 3:</b> Refine and complete artistic work.</p>	<p><b>Presenting</b> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b> <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p>	<p><b>Connecting</b> <b>Anchor Standard 11:</b> Relate artistic ideas and work with societal, culture, and history through their interactions with and analysis of art.</p>
<p><b><u>Enduring Understandings</u></b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>VA:Cr3.1.Ka Explain the process of making art while creating.</p>	<p><b><u>Enduring Understandings</u></b> 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><b><u>Essential Questions</u></b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork effect it’s meaning to the viewer? What criteria are considered when selecting work for a presentation, a portfolio, or a collection?</p> <p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>VA:Pr5.1.Ka Explain the purpose of a portfolio or a collection.</p>	<p><b><u>Enduring Understandings</u></b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p>	<p><b><u>Enduring Understandings</u></b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> Synthesize, Relate</p> <p>VA:Cn11.1.Ka Identify a purpose of an artwork.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>● Drawing that including a variety of lines and shapes.</li> <li>● Drawing that includes real objects, made from various lines and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Classdojo</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Line and Shape Identification Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Exemplar Artists to consider including are Keith Haring, Joan Miro, Alexander Calder, and Piet Mondrian.</li> <li>● Implementing Children’s Picture Books such as Mouse Shapes by Ellen Walsh, When a Line Bends a Shape begins by Rhonda Greene, Taking a Line for a Walk by Robin Landa, and Harold and the Purple Crayon by Crockett Johnson.</li> </ul>

## Unit 4 – Form

### Unit Objectives

Students will be able to:

- Identify various basic forms and sculptures.
- Recognize forms in their environment.
- Understand the difference between a shape and a form.

### Skill Objectives

Students will:

- Combine and attach materials to create a form and sculptures.
- Build forms using a variety of materials.
- Combine and attach materials to create real-life forms in their environment.

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 6:</b>  Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><b><u>Essential Questions</u></b>  How do artist and designers determine whether a particular direction in their work is effective?  How do artists and designers learn from trial and error?  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?</p>	<p><b><u>Enduring Understandings</u></b>  Objects, artifacts, and artworks collected, preserved, or presented by other 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><b><u>Essential Questions</u></b>  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 appreciate and understanding?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Pr6.1.Ka  Explain an art museum is and distinguish how an art museum is different from other buildings.</p>	<p><b><u>Enduring Understandings</u></b>  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>Visual imagery influences understanding of and responses to the world.</p> <p><b><u>Essential Questions</u></b>  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?  What is an image?  Where and how do we encounter images?  How do images influence our views of the world?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn10.1.Ka  Create art that tells a story about a life experience.</p>

<p>What responsibilities come with the freedom to create?  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><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>VA:Cr2.1.Ka  Through experimentation, build skills in various media and approaches to art-making.  VA:Cr2.2.Ka  Identify safe and non-toxic art, materials, tools, and equipment.  VA:Cr2.3.Ka  Create art that represents natural and constructed environments.</p>		<p>VA:Re7.1.Ka  Identify uses of art within one’s personal environment.  VA:Re7.2.Ka  Describe what an image represents.</p>	
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>● Implementing the Pinch Pot Method</li> <li>● Sculpting Project such as Animals and/or Dinosaurs</li> <li>● Clay Beads</li> <li>● Paper Sculptures</li> <li>● Real-life Objects, made from various forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Classdojo</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Sculpting Forms Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Implementing Children’s Picture Books such as Look! At that Sculpture by Nancy Elizabeth Wallace.</li> <li>● Structural elements from various cultures.</li> </ul>

## Unit 5 – Painting

### Unit Objectives

Students will be able to:

- Understand how to use a paint brush effectively.
- Identify the correct paint brush grip.
- Understand how to multiple colors neatly and effectively.
- Identify the different techniques of painting.

### Skill Objectives

Students will:

- Hold a paint brush, at a correct angle with the appropriate grip.
- Select and retrieve paint neatly, by wiping excess paint.
- Wash and dry paint brush effectively.
- Create a painting using a variety of colors.

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and work with societal, culture, and history through their interactions with and analysis of art.</p>
<p><b><u>Enduring Understandings</u></b>  Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p><b><u>Essential Questions</u></b>  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?  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</p>	<p><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  What methods and processes are considered when preparing artwork for presentation or preservation?  How does refining artwork effect it’s meaning to the viewer?  What criteria are considered when selecting work for a presentation, a portfolio, or a collection</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>VA:Pr5.1.Ka  Explain the purpose of a portfolio or a collection.</p>	<p><b><u>Enduring Understandings</u></b>  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>Visual imagery influences understanding of and responses to the world</p> <p><b><u>Essential Questions</u></b>  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?  What is an image?  Where and how do we encounter images?  How do images influence our views of the world?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>VA:Cn11.1.Ka  Identify a purpose of an artwork.</p>

<p>to formulate artistic investigations?</p> <p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem</p>		<p>VA:Re7.1.Ka Identify uses of art within one’s personal environment.</p> <p>VA:Re7.2.Ka Describe what an image represents.</p>	
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Applying paint to an imaginative work of Art, based on choice.</li> <li>● Applying paint to a realistic work of Art, with a limited palette.</li> <li>● Applying paint to a work of art, with light and dark colors only.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Share, Oral Presentation</li> <li>● Group Critique</li> <li>● Online Portfolio, via Artsonia or Classdojo</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● Rubric Assessment</li> <li>● Paint Brush Assessment</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Exemplar Artists to consider including are Vincent Van Gogh, Monet, Pablo Picasso, and Jackson Pollock.</li> <li>● Implementing Children’s Picture Books such as The Dot by Peter Reynolds and the Beautiful Oops by Barney Saltzberg.</li> <li>● Mati and Dada videos about professional painters</li> </ul>