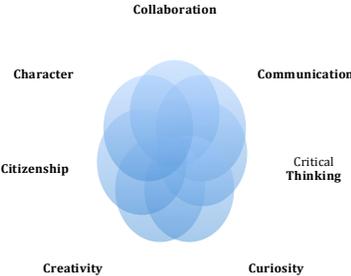


Content Area: Art	Course: Pre Kindergarten Art	Grade Level: Pre Kindergarten
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> ● Art as a Communication 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Living and Learning as a Pre-School Artist 	<ul style="list-style-type: none"> ● Ongoing 	
<ul style="list-style-type: none"> ● Supporting the Emergent Artist 	<ul style="list-style-type: none"> ● Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Present	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation • 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
Respond	<ul style="list-style-type: none"> • Visual imagery influences understanding of and responses to the world. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Connect	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Title	Art as a Communication	Length of Unit	Ongoing
-------------------	-------------------------------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do objects, places, and design shape lives and communities? • How do you tell a story through art? • Where can you find art in your world?
Standards*	<p>Create: Investigate: VA:Cr2.3.PKa Reflect-Refine-Continue: VA:Cr3.1.PKa</p> <p>Present: Select: VA:Pr4.1.PKa Analyze: VA:Pr5.1.PKa Share: VA:6.1.PKa</p> <p>Respond: Analyze: VA:Re8.1.PKa</p>
Unit Strands & Concepts	Communicating through Art
Key Vocabulary	story, book, community, museum, gallery, display

*Standards based on *National Core Arts Standards*

For more information visit: [National Standards for Art](#)

Unit Title	Art as a Communication	Length of Unit	
-------------------	-------------------------------	-----------------------	--

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● art as a form of communication ● where art can be found in their world 	<ul style="list-style-type: none"> ● create and tell about art that communicates a story about a familiar place or object ● share and talk about personal artwork ● identify reasons for saving and displaying objects, artifacts, and artwork ● identify places where art may be saved or displayed ● identify where art is displayed both inside and outside of school ● interpret art by identifying and describing subject matter ● explore the world using descriptive and expressive words and art-making

Assessments:	Projects, observation, questioning
Teacher Resources:	Teacher created resources

Unit Title	Living and Learning as a Pre-School Artist	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can we work together to create art? • How do we decide which materials to use for our artwork? • How do artists work? • How does our environment impact our artwork? 		
Standards*	<p>Create: Investigate-Plan-Make- VA:Cr1.1.PKa Investigate- Plan- Make: VA:Cr1.2.PKa Investigate: VA:Cr2.1.PKa Investigate: VA:Cr2.2.PKa</p> <p>Respond: Perceive: VA:Re7.1.PKa Perceive: VA:Re7.2.PKa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Exploring Art Materials • Art Safety 		
Key Vocabulary	scissors, glue, construction paper, paint, crayons, colored pencil, markers, clay, playdoh, eraser, paint brush, smock		

Unit Title	Living and Learning as a Pre-School Artist	Length of Unit	Ongoing
-------------------	---	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • various materials available to be creative 	<ul style="list-style-type: none"> • engage in self-directed play with materials • engage in self-directed, creative making • use a variety of art-making tools • share materials with others • recognize art in one's environment • distinguish between images and real objects

Assessments:	Projects, observation, questioning
Teacher Resources:	Teacher created resources

Unit Title	Supporting the Emergent Artist	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we care for our artwork? • What is a museum? • How do we decide which artwork to display? • How mistakes help us improve as artists? 		
Standards*	<p>Create: Investigate: VA:Cr2.3.PKa Reflect-Refine-Continue: VA:Cr3.1.PKa</p> <p>Present: Select: VA:Pr4.1.PKa Analyze: VA:Pr5.1.PKa Share: VA:6.1.PKa</p> <p>Respond: Interpret: VA:Re9.1.PKa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Displaying Artwork 		
Key Vocabulary	artwork, museum, display, art show, scissors, paint, crayons, colored pencils, construction paper, canvas		

Unit Title	Supporting the Emergent Artist	Length of Unit	Ongoing
-------------------	---------------------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • appropriate artwork for display • purpose of art museums and art shows 	<ul style="list-style-type: none"> • create and tell about art that tells a story about a familiar place or object • share and talk about personal artwork • identify reasons for saving and displaying artwork • identify places where art may be displayed or saved • create a piece of art for specific purpose • select a piece of art from their own collection to display in an art show

Assessments:	Projects, observation, questioning
Teacher Resources:	Teacher created resources