
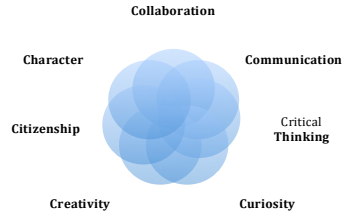


Content Area: Art	Course: Kindergarten Art	Grade Level: Kindergarten
		
Unit Titles	Length of Unit	
• Shape	• Ongoing	
• Line	• Ongoing	
• Color	• Ongoing	
• Form	• Ongoing	
• Value	• Ongoing	
• Texture	• Ongoing	
• Space	• Ongoing	
• The Etiquette of Art	• Ongoing	
• Art History	• Ongoing	



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

<b>Unit Title</b>	Shape	<b>Length of Unit</b>	Ongoing
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What are shapes in our world?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment? Why is it important to follow the correct safety procedures?</li> <li>• How do objects, places, and design shape lives and communities?</li> <li>• How do artists use works of art to communicate?</li> </ul>
<b>Standards*</b>	<b>Create:</b> Investigate: VA:Cr2.2Ka Investigate: VA:Cr2.3Ka <b>Respond:</b> Perceive: VA:Re7.1.2.Ka Perceive: VA:Re7.2.K.a
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Portraits</li> <li>• Shapes</li> <li>• Collaborative Quilt</li> <li>• Crayon Resist Landscapes</li> <li>• Lines Make Shapes</li> </ul>
<b>Key Vocabulary</b>	shape, portrait, circle, triangle, square, rectangle, Mondrian

\*Standards based on *National Core Arts Standards*

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

<b>Unit Title</b>	Shape	<b>Length of Unit</b>	
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• lines are used to create shapes and forms</li> <li>• the role shapes play in creating artwork</li> <li>• proper use of scissors and all art tools safely and correctly</li> <li>• a single shape can be used to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>• understand the difference between a line and a shape</li> <li>• recognize, draw, and cut geometric shapes and invented shapes</li> <li>• identify safe and non-toxic art materials, tools, and equipment</li> <li>• create art that represents natural and constructed environments</li> <li>• describe what an image represents</li> <li>• use glue to adhere cut shapes to paper</li> <li>• explain how and where shapes are found in our surroundings</li> <li>• recognize and identify basic shapes in the surrounding world</li> <li>• create a portrait of a friend</li> <li>• create triangles from squares</li> <li>• use shapes within a composition</li> <li>• use shapes to create recognizable objects</li> <li>• examine the relationship between shape and line</li> <li>• use scissors to cut paper into shapes</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Line	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What lines can you identify in the world?</li> <li>• What are straight, zigzag, wavy, and dotted lines?</li> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• How does knowing traditions help us create works of art?</li> <li>• How do artists care for and maintain materials, tools, and equipment?</li> <li>• Why are safety procedures important to follow?</li> <li>• How do objects shape our lives and communities?</li> <li>• What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate, Plan, Make: VA:Cr1.1.Ka Investigate, Plan, Make: VA:Cr1.2.Ka Investigate: VA:Cr2.2.Ka Investigate: VA:Cr2.3.Ka</p> <p><b>Respond:</b> Perceive: VA:Cr7.2.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Lines Make Shapes</li> <li>• 2D &amp; 3D artwork</li> <li>• Controlling Line to Create Desired Shapes</li> </ul>		
<b>Key Vocabulary</b>	2D, 3D, Sculpture, Horizontal, Vertical		

<b>Unit Title</b>	Line	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• various kinds of lines</li> <li>• techniques to control lines using various mediums</li> </ul>	<ul style="list-style-type: none"> <li>• identify various types of lines</li> <li>• engage in self-directed play with materials</li> <li>• understand how lines can create shapes and forms</li> <li>• draw a variety of lines</li> <li>• use lines to create shapes</li> <li>• use lines to create a pattern</li> <li>• draw thin and thick lines</li> <li>• create and tell about art that communicates a story about a familiar place or object</li> <li>• recognize lines in one's environment</li> <li>• distinguish between images and real objects</li> <li>• compare and contrast various kinds of lines and the shapes they create</li> <li>• create a sculpture using different kinds of lines</li> <li>• demonstrate the ability to control lines to create the desired shape</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Color	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is color?</li> <li>• Where do you see colors in the world?</li> <li>• What are the colors around us?</li> <li>• How does working together help us experience art differently?</li> <li>• What is the process for preparing artwork to be presented?</li> <li>• What are primary colors?</li> <li>• What are secondary colors?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA: CR2.2.Ka Reflect-Refine-Continue:VA:Cr3.1.Ka</p> <p><b>Present:</b> Select: VA: Pr4.1.Ka Analyze: VA: Pr5.1.Ka</p> <p><b>Respond:</b> Perceive: VA: Re7.2.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• tempera painting</li> <li>• collage</li> </ul>		
<b>Key Vocabulary</b>	primary colors, secondary colors		

<b>Unit Title</b>	Color	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• a picture can tell a story</li> <li>• the meaning of a portrait</li> <li>• primary colors</li> <li>• ways to express their thinking</li> </ul>	<ul style="list-style-type: none"> <li>• select colors that express an idea</li> <li>• use light and dark colors</li> <li>• overlap colors</li> <li>• create artwork with primary colors</li> <li>• share materials with other students</li> <li>• share and talk about personal work</li> <li>• identify reasons for saving and displaying objects, artifacts, and artwork</li> <li>• investigate and discuss primary colors in their work and the work of others</li> <li>• identify places where art may be displayed or saved</li> <li>• distinguish between images and real objects</li> <li>• express themselves through selecting images that describe them</li> <li>• describe something special in a peer through a portrait</li> <li>• compare and contrast primary and secondary colors</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources



<b>Unit Title</b>	Form	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do artists work and what is form in art ?</li> <li>• Where do you see forms in the world?</li> <li>• What is the difference between a circle and a sphere, a square and a box?</li> <li>• How can we be innovative thinkers as artists?</li> <li>• How does our own experience influence our artwork?</li> <li>• What is equipment care and safety important?</li> <li>• How does talking with others about our art help us to improve as artists?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate- Plan- Make: VA:Cr1.1.Ka  Investigate- Plan- Make: VA Cr1.2.Ka  Investigate: VA: Cr2.1.Ka  Investigate: VA: Cr2.2.Ka  Reflect- Refine- Continue: VA: Cr3.1.Ka</p> <p><b>Respond:</b>  Perceive: VA: Re7.1.Ka  Perceive: VA: Re7.2.Ka  Analyze: VA:8.1.Ka  Interpret: VA: Re9.1.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• paper mache</li> <li>• combining and attaching materials to create a form</li> <li>• pinch pots</li> </ul>		
<b>Key Vocabulary</b>	form, sphere, clay pinch method		

<b>Unit Title</b>	Form	<b>Length of Unit</b>	
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● 2D vs. 3D</li> <li>● ways to engage in art</li> <li>● ways to explain their art and thinking</li> <li>● people make art</li> </ul>	<ul style="list-style-type: none"> <li>● combine and attach materials to create a form</li> <li>● use tools to build and enhance forms</li> <li>● manipulate materials to build a representational</li> <li>● engage in self-directed play with materials</li> <li>● engage in self-directed, creative making</li> <li>● use a variety of art-making tools</li> <li>● share materials with others</li> <li>● share and talk about personal artwork</li> <li>● recognize art in one's environment</li> <li>● distinguish between images and real objects</li> <li>● interpret art by identifying and describing subject matter</li> <li>● select a preferred artwork</li> <li>● explore the world using descriptive and expressive works and art-making</li> <li>● create 3D animals with a teacher-selected medium</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

Unit Title	Value	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is value?</li> <li>• What can you add to a color to make it lighter?</li> <li>• What can you add to a color to make it darker?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA:Cr2.2.Ka</p> <p><b>Respond:</b> Perceive: VA: Re7.1.Ka Perceive: VA: Re7.2.Ka Analyze: VA:8.1.Ka Interpret: VA: Re9.1.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Lightness and Darkness of a Color</li> <li>• Tempers paint</li> <li>• Oil Pastels</li> </ul>		
<b>Key Vocabulary</b>	value, shade,		

<b>Unit Title</b>	Value	<b>Length of Unit</b>	
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Adding white to a color creates a lighter value of the color</li> <li>• Adding black to a color creates a darker value of the color</li> </ul>	<ul style="list-style-type: none"> <li>• Use white to create a lighter value of a color</li> <li>• Use black to create a darker value of a color</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

<b>Unit Title</b>	Texture	<b>Length of Unit</b>	Ongoing
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<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What is texture in art?</li> <li>• How can you use texture to add to your art?</li> </ul>
<b>Standards*</b>	<b>Create:</b> Investigate: VA: Cr2.1.Ka Investigate: VA: Cr2.2.Ka <b>Respond:</b> Perceive:VA: Re7.1.Ka Interpret: VA: Re9.1.Ka
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Collaborative Quilt</li> <li>• Texture Rubbings</li> <li>• Painted Texture Paper</li> </ul>
<b>Key Vocabulary</b>	texture, collage, collaborate

<b>Unit Title</b>	Texture	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>characteristics of texture in artwork</li> <li>texture is the way something feels or how it looks like it would feel</li> </ul>	<ul style="list-style-type: none"> <li>examine the work of textile artists and create a block for a collaborative quilt</li> <li>appropriately use scissors to cut paper into shapes</li> <li>use found objects to create texture rubbings</li> <li>create texture animals using tempura paint</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources

<b>Unit Title</b>	Space	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is space and why does it matter?</li> <li>• How do you use space when arranging artwork on a paper?</li> </ul>		
<b>Standards*</b>	<p><b>Create:</b> Investigate: VA: Cr2.1.Ka Investigate: VA: Cr2.2.Ka</p> <p><b>Present:</b> Select: VA: Pr4.1.Ka Analyze: VA: Pr5.1.Ka Share: VA: Pr6.1.Ka</p> <p><b>Respond:</b> Perceive: VA: Re7.1.Ka Perceive: VA: Re7.2.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Portraits</li> <li>• Spacing in Artwork</li> </ul>		
<b>Key Vocabulary</b>	portrait, peer, placement, spacing		

<b>Unit Title</b>	Space	<b>Length of Unit</b>	
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• ways to plan for creating</li> <li>• ways to present</li> </ul>	<ul style="list-style-type: none"> <li>• create a portrait of a peer with appropriate placement of facial features</li> <li>• plan for and create a spring landscape with awareness of spacing on the paper</li> </ul>

<b>Assessments:</b>	Teacher observation, student performance, regular and formative assessments
<b>Teacher Resources:</b>	Teacher generated resources



<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>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? What responsibilities come with the freedom to create?  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? 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>		
<b>Standards*</b>	<p><b>Create:</b>  Investigate: VA:Cr2.2.Ka  Reflect- Refine- Continue: VA: Cr3.1.Ka  <b>Present:</b>  Select: VA:Pr4.1.Ka  Analyze: VA:Pr5.1.Ka  Share: VA:Pr6.1.Ka  <b>Respond:</b>  Perceive:VA:Re7.2.Ka  Analyze: VA:Re8.1.Ka  Interpret: VA:Re9.1.Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Art Critique (peer, self, and teacher)</li> <li>• Art Show (preparation, set up, striking)</li> <li>• Art Room Etiquette</li> </ul>		
<b>Key Vocabulary</b>	<p>Elements of art, principles of design  Four steps of art criticism: description, analysis, interpretation, judgment</p>		

<b>Unit Title</b>	<b>The Etiquette of Art</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• art is a vehicle to express emotions, values, attitudes, and ideas</li> <li>• the process of critique</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate responsibility and care in the use of art facilities, tools, and materials</li> <li>• respond to the formal and sensory qualities in a work of art and define their personal preferences</li> <li>• communicate constructive criticism through peer and self class critiques.</li> <li>• participate in various art exhibits</li> <li>• work independently and respect the work of others</li> <li>• select a body of work that contains the essence of one's creative efforts</li> <li>• maintain a portfolio understanding it is an ongoing process and should become a lifetime commitment</li> <li>• formulate a working visual arts vocabulary</li> <li>• develop critical assessment skills as they relate to the evaluation of their own work and the work of others including the use of correct language and attitude (openness and tolerance)</li> <li>• understand other world cultures as they related to the experience and variety of different art forms</li> <li>• appropriate vocabulary to describe and evaluate their own work and the work of others</li> <li>• evaluate, interpret and make personal statements about works of art</li> </ul>

<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources, Former student work

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<p>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does art help us understand the lives of people of different times, place, and cultures? How is art used to impact the view of a society? How does art preserve aspects of life?</p>		
<b>Standards*</b>	<p><b>Present:</b> Share: VA:Pr6.1Ka</p> <p><b>Connect:</b> Relate: VA:Cn11.1Ka</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Technique</li> <li>• Cultural Concepts</li> <li>• The evolution of art</li> </ul>		
<b>Key Vocabulary</b>	movement, the elements of art and principles of design, critique, appreciation, relevance		

<b>Unit Title</b>	<b>Art History</b>	<b>Length of Unit</b>	ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● movements and styles</li> <li>● an understanding of how individual artists work</li> <li>● art as a basic and universal language</li> </ul>	<ul style="list-style-type: none"> <li>● incorporate historical reference into studio activities</li> <li>● make connections between their understanding of their heritage, social experience, and environment</li> <li>● make connections between art and culture</li> </ul>

<b>Assessments:</b>	Formative-teacher and peer feedback, exploring medium exercise , Interim-artist files and critiques, Progress/Benchmarks, Summative-rubric and reflection
<b>Teacher Resources:</b>	Teacher generated resources, Artists website - based on medium Former student work