

Kindergarten Art

Overview: In kindergarten art, students will use a variety of art materials to create and explore lines, shapes, color, and textures. Students will learn basic safety classroom procedures and routines as they work in the art studio at their school.

Unit 1: Exploring Line & Shape

Timeframe: 12 weeks

Essential Question: How do artists use line and shape?

Essential Understandings: Students will discover that diverse media (clay, paint, marker, yarn, sand, etc.) can produce a range of dots, lines, and shapes. They will recognize that closed lines form shapes, gaining insight into how artists incorporate line and shape in their creations.

<p style="text-align: center;"><i>ATTITUDE</i></p> <p style="text-align: center;">STUDENTS WILL BE...</p>	<p style="text-align: center;"><i>SKILLS</i></p> <p style="text-align: center;">STUDENTS WILL BE ABLE TO...</p>
<ul style="list-style-type: none"> ● observant ● expressive ● reflective 	<ul style="list-style-type: none"> ● talk about how they have used line and shape in their artwork ● recognize and name a variety of lines and shapes ● create artwork that shows line and shape using a variety of medium ● create artwork that shows a story about my world using lines and shapes
<p style="text-align: center;"><i>KNOWLEDGE</i></p> <p style="text-align: center;">STUDENTS WILL KNOW...</p> <ul style="list-style-type: none"> ● Vocabulary: line (straight, wavy, zig-zag, dashed, squiggly, etc.), shape (circle, square, triangle, etc.) ● Required media/tools: marker, clay, paint, yarn, scissors, pencil Suggested media/tools: sand, forms (cube, cylinder, cone, sphere) 	

Unit 2: Exploring Color**Timeframe: 12 weeks****Essential Question:** How do artists explore color?**Essential Understandings:** Students will begin to grasp the concept of the color wheel and recognize that everything possesses a color. They will learn to articulate how and why they use color in their artwork, advancing their understanding of how artists explore and employ color.

<i>ATTITUDE</i> STUDENTS WILL BE...	<i>SKILLS</i> STUDENTS WILL BE ABLE TO...
<ul style="list-style-type: none"> ● observant ● expressive ● reflective 	<ul style="list-style-type: none"> ● talk about why they used the colors they chose to make their artwork ● observe and describe colors ● recognize, name, and use the primary colors
<i>KNOWLEDGE</i> STUDENTS WILL KNOW...	<ul style="list-style-type: none"> ● mix colors in different ways using traditional and non-standard tools/media
<ul style="list-style-type: none"> ● Vocabulary: primary colors, mix, color wheel, paint brush, tempera, watercolor, element, design ● Colors: red, blue, yellow ● Required media/tools: model magic, watercolor, tempera, light sources, colored cellophane ● Suggested media/tools: colored pencil, crayon, marker 	

Unit 3: Exploring Texture**Timeframe: 12 weeks****Essential Question:** How do artists use texture?**Essential Understandings:** Students will learn that everything has texture, and artists use it purposefully in their work. They will also discover the various ways artists create texture, helping them understand its role in artistic expression.

<i>ATTITUDE</i> STUDENTS WILL BE...	<i>SKILLS</i> STUDENTS WILL BE ABLE TO...
<ul style="list-style-type: none"> ● observant ● expressive ● reflective 	<ul style="list-style-type: none"> ● talk about their artwork and how it was made ● observe and describe texture ● recognize, name, and use different textures ● create textures in different ways
<i>KNOWLEDGE</i> STUDENTS WILL KNOW...	
<ul style="list-style-type: none"> ● Vocabulary: texture, “feels like” & “looks like”, pressing, rubbing, stamping ● Textures: smooth, rough, bumpy, soft, etc. ● Required media/tools: model magic, clay, paint, found objects, texture plates ● Suggested media/tools: colored pencil, yarn, feathers, buttons, crayons, markers, burlap, colored tissue paper, glue 	

Kindergarten Illinois Arts Learning Standards	
Creating	Presenting
<ul style="list-style-type: none"> ● Engage in exploration and imaginative play with materials. (VA:Cr1.1.K) ● Engage collaboratively in creative art-making in response to an artistic problem. (VA:Cr1.2.K) ● Through experimentation, build skills in various media and approaches to art-making. (VA:Cr2.1.K) ● Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.K) ● Create art that represents natural and constructed environments. (VA:Cr2.3.K) 	<ul style="list-style-type: none"> ● Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr.4.1.K) ● Explain the purpose of a portfolio or collection. (VA:Pr5.1.K) ● Explain what an art museum is and distinguish how an art museum is different from other buildings. (VA:Pr6.1.K)
Responding	Connecting
<ul style="list-style-type: none"> ● Identify uses of art within one’s environment. (VA:Re7.1.K) ● Describe what an image represents. (VA:Re7.2.K) ● List details and identify subject matter of works of art. (VA:Re8.1.K) ● Explain reasons for selecting a preferred artwork. (VA:Re9.1.K) 	<ul style="list-style-type: none"> ● Create art that tells a story about a life experience. (VA:Cn10.1.K) ● Identify a purpose of an artwork. (VA:Cn11.1.K)
Studio Habits of Mind	
<ol style="list-style-type: none"> 1. <u>Develop Craft</u>: Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space. 2. <u>Engage & Persist</u>: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks. 3. <u>Envision</u>: Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece. 4. <u>Express</u>: Learning to create works that convey an idea, a feeling, or a personal meaning. 5. <u>Observe</u>: Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen. 6. <u>Reflect</u>: Learning to think and talk with others about an aspect of one’s work or working process, and learning to judge one’s own work and working process and the work of others. 7. <u>Stretch & Explore</u>: Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes. 8. <u>Understand (Arts) Community</u>: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. Arts is in parenthesis here as it can easily be switched with other disciplines, like science or history. 	