

Wilson Area School District Planned Course Guide

Title of planned course: Kindergarten Art

Subject Area: Art

Grade Level: Kindergarten

Course Description: This course will provide students with a broad experience in the following areas: art history, art criticism, art production, and aesthetics. There will be a major focus on fine motor skills and the elements of line, shape, color, and texture. This age group will explore materials and tools through two-dimensional and three dimensional artwork. By the end of kindergarten students should be able to describe line, shape, color, and texture in a work of art. Lastly, students will understand that Art has been created by people throughout history.

Time/Credit for this Course: One full academic year / 40 minutes per week

Curriculum Writing Committee: Kaitlyn Petty, Emily Aicher

Curriculum Map

August: Lettering (2-D)

September: Lettering (2-D)

October: Drawing (2-D)

November: Drawing (2-D)

December: Painting (2-D)

January: Painting (2-D)

February: Figure (2-D or 3-D)

March: Figure (2-D or 3-D)

April: Printmaking (2-D)

May: Textiles (2-D)

June: Textiles (2-D)

Planned Course Materials

Course Title: Kindergarten Art


Supplemental Books: Related books from art library & school library

Teacher Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Artists/Artworks:

Jasper Johns	“Alphabet”
Vincent VanGogh	“Starry Night” “Sunflowers” series “Irises” “Bedroom” “Self-Portrait” “Cafe Terrace at Night” “Wheat Field with Cypress”
Wasily Kandinsky	“The Bird Painting” “Composition VII” “Transverse Lines” “Squares with Concentric Circles” “The Noisy Paintbox” by Barb Rosenstock (book)
Alma Thomas	“The Eclipse” “Snoopy Sees Earth Wrapped in Sunset” “Splash Down” “Everything is Beautiful” “Blast Off”
Andy Warhol	“Flowers” series “Cows” series “Quadrant Mickey Mouse” “Campbell’s Soup Cans” series
Pablo Picasso	“Guitar (I Love Eva)” “Old Guitarist” “Guitars 1912” “Guitar Ceret”

	“Still Life with Guitar”
Peter H. Reynolds	“The Dot” (book)
Linda Kranz	“Fish Together” (book)
Piet Mondrian	“Broadway Boogie Woogie” “Composition C” “Composition with Red, Yellow, and Blue” “New York City”
Paul Cezanne	“The Basket of Apples” “Dish of Apples” “Mont Saint Victoire” “Still Life with Jar, Cup, and Apples” “Still Life with Apples and Pot of Primroses”
Marcus Pfister	“The Rainbow Fish” (book)
Claude Monet	“The Magical Garden of Claude Monet” by Laurence Anholt (book) “Water Lilies” “Irises in Monet’s Garden” “Landscape Near Montecarlo” “Jeune Fille dans le Jardin de Giverny” “Bridge Over a Pond of Water Lilies”
Caralyn Buehner	“Snow men at night” (book)
Various Unknown Artists	 Kindergarten various artists *also includes teacher examples

Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Lettering (2-D)

Time frame: 4-5 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.2.3.G, 9.3.3.B, 9.3.3.F, 9.4.3.A

Essential content/objectives: At end of the unit, students will be able to:

- Define, identify, and create letters of the alphabet
- Define and identify primary colors
- Define and identify secondary colors
- Demonstrate fine motor skills through tracing, cutting, and gluing
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on shape and color.

Core Activities: Students will complete/participate in the following:

- Create letters of the alphabet in two-dimensional form using different art media, tools, and techniques.

Extensions:

- Observe letter art by historical and contemporary artists such as Jasper Johns
- Observe artwork incorporating primary and secondary colors

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Drawing (2-D)

Time frame: 4-5 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.I, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Define, identify, and create different types of lines (straight, diagonal, zig-zag, wavy)
- Define, identify, and create basic shapes (geometric and organic)
- Demonstrate fine motor skills through use of drawing tools (pencils, crayons, markers, pastels), cutting, and gluing
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern)
Emphasis will be placed on line.

Core Activities: Students will complete/participate in the following:

- Create two-dimensional drawings through various media, techniques, and tools including: pencils, charcoal, pastels, markers, crayons

Extensions:

- Observe drawings by historical and contemporary artists
- Observe and explore drawings from various cultures and geographic regions
- Material exploration days (pencils, charcoal, pastels, markers, crayons)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Painting (2-D)

Time frame: 4-5 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.I, 9.2.3.E, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Define and identify primary colors
- Define and identify secondary colors
- Demonstrate fine motor skills through painting tools (paintbrushes, Payons, watercolor pencils, watercolor paint, tempera paint)
- Create and explore line and texture through use of brushstrokes, techniques, and various tools
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on color.

Core Activities: Students will complete/participate in the following:

- Create two-dimensional paintings through various media, techniques, and tools including: paintbrushes, Payons, watercolor pencils, watercolor paint, tempera paint

Extensions:

- Observe paintings by historical and contemporary artists
- Observe and explore paintings from various cultures and geographic regions
- Material exploration days (paintbrushes, Payons, tempera paint)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Figure (2-D and 3-D)

Time frame: 4-5 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.G, 9.1.3.H, 9.1.3.I, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Identify and create parts of a whole figure (human or animal)
- Combine individual shapes to create a figure
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on form.

Core Activities: Students will complete/participate in the following:

- Create two-dimensional or three-dimensional representations of the human or animal figure. Materials could include: pencil, colored pencil, paint, pastels, foil, sculpting wire, and modeling clay

Extensions:

- Observe artworks of the figure by historical and contemporary artists
- Observe and explore depictions of the figure from various cultures and geographic regions
- Material exploration

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans • Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Printmaking (2-D)

Time frame: 3-4 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.H, 9.1.3.I, 9.1.3.K, 9.1.3.J, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.2.3.L, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Compare and differentiate prints vs. other two-dimensional artworks
- Utilize printmaking materials and techniques to create a series of similar marks
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern)

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: stamps, paint, and found objects (cardboard, string, bubble wrap, etc.)

Extensions:

- Observe prints of historical and contemporary artists
- Material exploration of non-traditional printmaking materials (i.e. bubble wrap, plastic bottles, cardboard, string, found objects, etc.)

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans • Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

Instructional Methods:

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (Projector, Mimeo, Document Camera, etc.)

Materials & Resources:

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- Art Museum Resources
- Visiting Artists
- Colleagues

Assessments:

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Curriculum Scope & Sequence

Planned Course: Kindergarten Art

Unit: Textiles (2-D)

Time frame: 4-5 weeks (classes)

State Standards 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

Essential content/objectives: At end of the unit, students will be able to:

- Create a paper loom
- Understand and demonstrate weaving on the paper loom using the “over-under” technique
- Relate paper weaving to cloth weaving for everyday products (clothes, blankets, etc.)
- Demonstrate fine motor skills through the use of scissors and the “over-under” technique
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) Emphasis will be placed on pattern

Core Activities: Students will complete/participate in the following:

- Create a two-dimensional weaving using cut paper strips

Extensions:

- Observe weavings of historical and contemporary artists
- Observe weavings and other textile objects from various cultures and geographic locations
- Material exploration of cut paper

Remediation:

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans • Modeling of instruction
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Instructional Methods:

- Lecture
- Demonstration
- Individual Work
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