

EAST ISLIP SCHOOL DISTRICT
ART DEPARTMENT'S ELEMENTARY CURRICULUM CONSENSUS MAP
Grades K-2

Grade	Kindergarten	1 st	2 nd
Elements of Art:			
Color	<ul style="list-style-type: none"> Identify color wheel Primary-secondary colors <p>Literacy Connections Eric Carl, "Brown Bear" "Mouse Paint"</p> <p>Projects Jumping Birds Flower Petal Collage</p>	<ul style="list-style-type: none"> Hot/cold Primary-secondary colors <p>Artist/Author Piet Mondrian Pablo Picasso</p> <p>Projects Color Wheel Pizza Monochromatic Self Portrait</p>	<ul style="list-style-type: none"> Recognizing color families How colors relate to each other Complimentary Mood → color <p>Artist/Author Medieval Art Renaissance Art Wassily Kandinsky</p> <p>Projects Stained Glass Music/Mood Painting</p>
Line	<ul style="list-style-type: none"> Exploring different types of lines <p>Literacy Connections "The Mitten Tree" Navajo Art "The Goat in the Rug"</p> <p>Projects Paper Weaving Pattern Mitten Sewing</p>	<ul style="list-style-type: none"> Identify different types of lines <p>Literacy Connections "Ish" "The Spider and the Fly"</p> <p>Projects Abstract Lines with Salt Hot Air Balloons Line/Pattern Design Symmetry Web</p>	<ul style="list-style-type: none"> Understand how to use lines in a variety of ways to express one's self through art/for the goal of the lesson <p>Literacy Connections "The Cave Painter of Lascaux"</p> <p>Lascaux Virtual Tour Joan Miro</p> <p>Projects Cave Painting Miro Study</p>



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Shape	<ul style="list-style-type: none"> Lines come together to form a shape <p><u>Artist/Author</u> Wassily Kandinsky</p> <p><u>Projects</u> I can cut shapes... House Collage Self Portrait Collage Circle Painting</p>	<ul style="list-style-type: none"> Be able to identify and draw different kinds of basic shapes <p><u>Artists</u> Piet Mondrian Henri Matisse</p> <p><u>Literacy Connections</u> “The Dot”</p> <p><u>Projects</u> Shape Collage Dot Painting</p>	<ul style="list-style-type: none"> Identify and explore organic and geometric shape Understand how a drawing can be simplified into shape <p><u>Artist/Author</u> Ancient Egyptian Art Georgia O’Keefe</p> <p><u>Literacy Connections</u> Reading and writing Hieroglyphics “Egyptian Cinderella”</p> <p><u>Projects</u> Sarcophagus/Pyramids/Hieroglyphics/ Masks Flower Painting</p>
Texture	<ul style="list-style-type: none"> Identify and verbalize how something feels different and has textures <p><u>Artist/Author</u> Vincent van Gogh Claude Monet</p> <p><u>Projects</u> Sunflower Texture Tree Poinsettia</p>	<ul style="list-style-type: none"> Be able to incorporate a variety of different textures into artwork <p><u>Artist/Author</u> Vincent van Gogh Romare Bearden</p> <p><u>Projects</u> Starry Night Class Animal Pattern Collage</p>	<ul style="list-style-type: none"> Be able to use art materials to represent texture on a 2D or 3D surface <p><u>Artist/Author</u> Wayne Thiebaud Claude Monet</p> <p><u>Projects</u> Cake Paintings Waterlillies</p>



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Space	<ul style="list-style-type: none"> Overlapping Use the whole space/paper <p>Literacy Connections Eric Carl "The Tiny Seed"</p> <p>Projects Plant Life Cycle Stages</p>	<ul style="list-style-type: none"> Size relationship Demonstrate and understanding of space Identify positive & negative space <p>Artist/Author George Seurat</p> <p>Projects Pointillism Leaf Collage</p>	<ul style="list-style-type: none"> Foreground, middle ground, background <p>Artist/Author Edvard Munch Michelangelo Jackson Pollock</p> <p>Projects The Scream/Self Portrait Sistine Chapel Ceiling Splatter Paint Solar System</p>
Form	<ul style="list-style-type: none"> Exposure to form through modeling/3D <p>NA</p>	<ul style="list-style-type: none"> Exposure to form through modeling/3D <p>Artist/Author Edward Hopper</p> <p>Projects Clay Snakes Clay Snails House Painting</p>	<ul style="list-style-type: none"> Introduce the idea of light and shadow to create a sense of form <p>Literacy Connections "Penguin Pete"</p> <p>Artists Alexander Calder</p> <p>Projects Clay Penguins Mobiles</p>

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Elements of Art:			
Value	<ul style="list-style-type: none"> • Be able to identify the difference between light and dark colors <p style="text-align: center;">NA</p>	<ul style="list-style-type: none"> • Be able to identify the difference between light and dark colors <p style="text-align: center;">NA</p>	<ul style="list-style-type: none"> • Be able to mix tints and shades • Be able to create a value scale • Know how to create lights and darks with a variety of materials • Be able to blend colors • Introduce light and shadow <p style="text-align: center;">NA</p>



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Skills in Art:			
Cutting	<ul style="list-style-type: none"> • Holding and using scissors properly • Can cut a straight line 	<ul style="list-style-type: none"> • Holding and using scissors properly • Can cut a straight line 	Uses scissors to: <ul style="list-style-type: none"> • Create decorative edges • Negative space • More advanced shapes • Folded paper → multiple shapes
Ruler	<ul style="list-style-type: none"> • Identify a ruler • Draw a straight line 	<ul style="list-style-type: none"> • Use and hold a ruler 	<ul style="list-style-type: none"> • Use a ruler to measure
Gluing	<ul style="list-style-type: none"> • How to properly use a glue stick and liquid glue under close supervision 	<ul style="list-style-type: none"> • Can independently glue with appropriate glue type and amount 	<ul style="list-style-type: none"> • Be able to use glue in a more creative manner
Paint	<ul style="list-style-type: none"> • Can hold a paint brush accurately • Can rinse brush to change colors • Use an appropriate amount of paint 	<ul style="list-style-type: none"> • Paint neatly, in the lines in one direction • Be familiar with properties of different types of paint (watercolor) 	<ul style="list-style-type: none"> • Be proficient in using a variety of different types of paint • Properly mix paint • Clean paint brush • Work neatly
Coloring/Drawing	<ul style="list-style-type: none"> • Color in the lines • No scribble scabble 	<ul style="list-style-type: none"> • Blend and shade with a variety of materials. 	<ul style="list-style-type: none"> • Creating texture, value, blending with a variety of materials
Modeling	<ul style="list-style-type: none"> • Exposed to both 2D and 3D artwork 	<ul style="list-style-type: none"> • Can do basic modeling 	<ul style="list-style-type: none"> • Create more complex forms using a variety of techniques and materials

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Common Core Learning Standards Integrated/K-2 Fine Arts

Kindergarten	WK1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
	SLK1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.K.1.B Continue a conversation through multiple exchanges.
First Grade	RL11	Ask and answer questions about key details in a text/work of art.
	W12	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Second Grade	RL21	Ask and answer “who, what, when, where, why, and how” to demonstrate understanding of key details in a text/work of art.
	SL2.1	Participate in collaborative conversation with diverse partners and respond about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • SL.2.1A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and tests under discussion). • SL.2.1.B Build on others’ talk in conversations by linking their comments to the remarks of others. • SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.