

WALLENPAUPACK AREA SCHOOL DISTRICT

Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	Kindergarten Art	Type of Offering:	X ☐ Required ☐ Elective
Department:	Art	Length of Course:	☐ Marking Period (1/4 year) ☐ Semester (1/2 year) ☐ Year (1 full year) Full Year/ Twice per Week
Course # / Code:			

	Date of Completion:	
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	Date Adopted:	

Date of Revision:	2023
Revision Author(s):	Nicole Delevan, Danielle Fitzmorris, and Jana Kilduff

Course Description – <i>a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.</i>
Course Description: Students in Kindergarten will begin their journey in the art classroom through exploration projects in various media. They will nourish and foster art skills, curiosity, and discovery aligned with the PA standards and national standards. The students will learn about the Elements of Art as they explore many projects that delve into these areas. Both two and three-dimensional pieces of artwork will be created as each child works towards their own potential. Opportunities for individual expression and appreciation of the visual arts will be explored as our students begin to build a foundation for a creative growth mindset. Students will develop skills necessary to complete major activities of drawing, painting, printmaking, fiber arts, crafts, sculpture/pottery, and mixed media. Course Objectives:

1. Drawing:

- Students will be able to use a wide range of drawing mediums to represent the elements and principles of art.
- Students will be able to draw realistically from memory, demonstrations, and observation in order to communicate an idea.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of works that emphasize color, shape/form, line, texture, value, space, pattern/repetition, and proportion/scale.
- Provide opportunities for students to discuss their own works and the works of others.
- Hands-on opportunities to create artwork using a variety of media.

Student Responsibilities:

- Follow classroom rules, expectations, and procedures for safety and harmony.
- Work to the best of their ability.
- Demonstrate respect for materials, other students' artwork and each other.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/Resources	Assessment
Drawing	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L	How do we communicate ideas onto paper with drawing media? How do we draw from imagination and from observation?	Communicating elements of art with drawing media realistically and imaginatively. Ability to manipulate the drawing media using techniques to	Shape & Form: 2D shapes, 3D shapes, sphere, circle, etc.	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.

	9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	Can the relationship of color make you or the viewer make you feel a certain way? Can you always feel texture? Do the cool and warm colors make all individuals feel the same way? How can we apply the color wheel to a drawing to realistically and creatively show color relations?	communicate an idea visually. Apply color wheel knowledge to mix colors (Ex: primary colors create secondary colors). Ability to be flexible and edit drawings to follow the drawing process.	Line: Contour, overlapping, outline, line characteristics. Space: negative space, background, foreground, overlapping, and mapping out the face.	Classroom Visuals #60 weight paper Construction paper Color pencil Pastel Crayon Marker	Rubric is attached at the bottom of the document.
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Course Objectives:

2. Painting:

- Students will be able to use a range of painting techniques and various paintbrush styles in watercolor and tempera paint.
- Students will be able to apply the color wheel and color mixing to artworks.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

- Create guided age-appropriate examples of works that emphasize color, shape/form, line, texture, value, space, pattern/repetition, and proportion/scale.
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Painting	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K	How do we use different brushes to create effects with watercolor and tempera paint?	Apply color wheel knowledge to mix colors (Ex: primary colors create secondary colors).	Color: rainbow order (ROYGBIV), color theory, warm colors, cool colors, color families.	Reference Sheet Teacher exemplar/Guided drawing	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of

	9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How can we apply different painting techniques and different materials to represent different ideas realistically and creatively? In what ways can we apply the elements and principles of art to create a painting? How can we create feeling through the relationship of colors and elements of art? How can we apply the color wheel to a painting to realistically and creatively show color relations?	Know and apply elements and principles of art and painting techniques to express an idea within a painting. Create a painting that expresses ideas, emotions, and concepts of the individual and the lesson.	Line/shape: Contour, layers, Brush Strokes, overlapping, texture, etc. Space: background, foreground, overlapping. Watercolor and paint techniques: dry brush, wet brush, etc.	Visual Artwork and information on Master/famous Artists Classroom Visuals # 80 weight paper Construction paper Brush sizes and styles Watercolor Paint Tempera cakes Tempera paint Jazz paint Salt	tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.
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Course Objectives:

3. Printmaking:

- Students will be able to use different printmaking techniques to emphasize the elements of art.
- Students will be able to utilize different printmaking tools to apply printmaking techniques and printing mediums.

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Printmaking	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What can we do with different printmaking techniques to represent elements of art? How can you express symmetrical ideas? Why is it important to be able to make repetitive patterns within the printmaking media?	Apply the concept of printmaking (ex: making a copy) and elements of art to create symmetrical artwork. Use different tools, resources, and techniques to show pattern, texture, and space.	Color: Color Theory Line: line characteristics, engraving. Shape: Stamp, Copy Texture: pattern Space: Negative and positive space	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals Construction paper # 80 weight paper Foam Marker Crayon Ink Brayer	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

					Found objects Printing Plate	
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Course Objectives:

4. Fiber Arts/Crafts

- Students will be able apply the elements and principles of art to artwork made with fiber art materials.
- Students will weave paper and/or yarn.
- Students will be able to use paper, glue, scissors, and other various media to create artwork such

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Fiber Arts/Crafts	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting/Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	How can working with fiber art materials create 2D or 3D artwork? How can I use my hands to create a woven or laced artwork? What elements and principles of art can be represented with yarn, paper, and other fiber and craft media?	Apply fiber art media and techniques to represent both realistic and abstract artwork. Apply fine motor skills and elements of art to a fiber artwork. Create 2D and 3D artwork from various fiber arts and craft media.	Color: Color Family Line: contour, dashed line Shape/Form: Accordion fold Curled paper Texture: physical texture Lacing Weaving Pattern – under and over	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals #80 weight paper #60 weight paper Construction paper Yarn String	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

					Beads Hole punch Foam Embellishments Glue	
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Course Objectives:

5. Sculpture/Pottery:

- Students will be able to apply the elements of art and principles of art to create 3D artworks with various media.
- Students will be able to use their hands to manipulate various 3D media and apply hand-building skills.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

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Sculpture /Pottery	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G 9.4.3.A, B, C, D	How can we use hand-building techniques to exhibit form and other elements of art? How do 3D sculpture develop higher critical thinking skills?	Be able to manipulate 2D and 3D media to create a 3D artwork that emphasizes elements of art. Use and apply hand-building techniques with different media to create secure 3D artwork.	Color: color families with glaze Line: carving Shape/Form: slab, slump mold, pinch pot. Texture: carving, low relief.	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Clay	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up. Rubric is attached at the bottom of the document.

	National Standards: Creating: 1, 2, 3 Performing/Presenting/ Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	What 3D media can we use to make different types of sculptures?	Why do different media require different procedures for hand- building (ex: secure attachments for clay, papier mâché, etc.)? Know and apply elements and principles of art to 3D artworks.	Space: positive space, negative space.	Kiln Glaze Wooden needle tool Sponge Dried pasta Rolling pin Cookie cookies	
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Course Objectives:

6. Mixed Media:

- Students will use skills learned from other media to create an artwork with two or more media.
- Students will apply knowledge of elements and principles of art to intentionally design a mixed media artwork.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

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Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Mixed Media	PA Standards: 9.1.3.A, B, C, D, E, F, G, H, I, J, K 9.2.3.A, B, C, D, E, F, G, H, I, J, K, L 9.3.3. A, B, C, D, E, F, G	What media can be combined to create a cohesive, unified, and expressive artwork? What media are difficult to combine to create a	Know what media can be combined to create mixed media artwork that demonstrates a sense of unity. What strategies are needed to create a mixed media artwork	Color: color theory Line: line characteristics Shape/Form: 2D shape, 3D shape, organic shape, geometric shape,	Reference Sheet Teacher exemplar/Guided drawing Visual Artwork and information on Master/famous Artists Classroom Visuals	Teacher observation, student participation, oral questioning, completed project/practice session artwork, proper use of tools, and routine set-up and clean-up.

	9.4.3.A, B, C, D National Standards: Creating: 1, 2, 3 Performing/Presenting /Producing: 4, 5, 6 Responding: 7, 8, 9 Connecting: 10 & 11	cohesive artwork and why? Can mixed media be 2D and 3D within one artwork? What media are used to display and portray craftsmanship within an artwork? How can the elements and principles of art be represented with mixed media? What problems need to be solved to make the media look unified?	that has craftsmanship? Know and apply the media and strategies to create an artwork that reflects creativity and personal expression within the artwork.	and shape and form comparison Texture: implied texture and physical texture Space: negative space and positive space	Visual Artwork and information on Master/famous Artists Painting Supplies Drawing supplies Printmaking supplies Construction paper Craft supplies & embellishments Glue	Rubric is attached at the bottom of the document.
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K-2 Rubric	Secure	Developing	Beginning
Craftsmanship	Student goes above and beyond to make their work look complete, detailed, unified, and neat.	Student meets requirements of project in regard to making their artwork look finished but still has areas that need improvement that look incomplete or unfinished.	Student is working towards improving their craftsmanship and attention to the neatness of their final product to make it look complete instead of unfinished.

	All skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are mastered. Organized, precise, and excellent presentation/work.	Most skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are mastered. Some organization, adequate presentation/work.	Many skill sets involving painting, drawing, pottery, printmaking, fiber arts, crafts, and sculptures are not yet mastered. Incomplete, disorganized, and/or sloppy presentation/work.
Effort	Student puts in extra time and attention to their artwork to show application of skills and concepts. Student exhibits extra effort, outstanding attitude, and active listening. Student is courteous and cooperative with others and when setting up/cleaning up the classroom and art supplies.	Student puts in required effort and attention to finish and show learned skills and concepts. Student is working on adequate effort, attitude, and active listening. Student is working on setting up/cleaning up the classroom and art supplies.	Student puts in minimum effort, rushes through project quickly, and does not show effort to apply learned skills and concepts. Student shows minimal effort and direction when setting up/cleaning up classroom and art supplies.
Creativity	Student shows original ideas that apply the skills and concepts. Student was thinking outside of the box instead of copying shown examples or demonstration. Student's artwork is all original, unique, perceptive creativity.	Student may have copied ideas from examples or demonstration but puts their own ideas into the project in small portions. Student has a mostly original artwork and some creativity within final artwork.	Student copies the examples or demonstration exactly with no attempt to add any of their own ideas. Not original or creative final artwork.
Media-Specific Skills	Determined by teacher.		
Project Specific Requirements	Determined by teacher.		