

Marking Period 1 (MPI)	General Art Curriculum Pacing Guide -Grade: Kindergarten
MP 1 Standards for Art Content	<ul style="list-style-type: none"> • Creative Process & Skill Development (1.1.2.Cr1, 1.1.2.Cr2, 1.7.2.Cr1, 1.7.2.Cr2): Students use imagination and observation to explore line, shape, color, texture, and form while safely using tools and materials in both 2-D and 3-D artmaking. • Planning, Revising & Presenting Artwork (1.2.2.Cr1, 1.2.2.Cr2, 1.3.2.Pr1, 1.3.2.Pr2): Students plan ideas, make design changes, practice craftsmanship, and share artwork using safe handling and simple display practices. • Responding & Critical Thinking (1.4.2.Re1, 1.4.2.Re2, 1.5.2.Re1, 1.5.2.Re2): Students observe and discuss artwork using basic art vocabulary, ask questions, share meanings and emotions, and compare artworks across cultures and time periods. • Cultural Connections & Artistic Careers (1.6.2.Cn1, 1.6.2.Cn2, 1.8.2.Cn1, 1.8.2.Cn2): Students connect art to community, culture, history, and identity (including Amistad connections) and explore artists and creative careers through practice and planning.
MP 1 Topics	<p>Students explore different types of lines through drawing and observation. They practice making straight, curved, zig-zag, spiral, thick, and thin lines to build basic control.</p> <p>Students learn how lines create shapes. They identify geometric shapes in the classroom and begin using shapes to form pictures and simple compositions.</p> <p>Students review and apply primary colors in their artwork. They experiment with layering, pressure, and blending to see how colored pencils and crayons can change the look of a drawing.</p> <p>Students draw self-portraits, family members, or community helpers. They include details that show culture, clothing, personality, or family traditions to express identity.</p> <p>Students observe and draw patterns using lines, shapes, and colors. They design repeating patterns in borders, clothing, or backgrounds in their drawings.</p> <p>Students create drawings that show a beginning, middle, and end of a personal moment, familiar story, or classroom experience. They use images to communicate meaning instead of words.</p> <p>Students explore smooth, rough, soft, and bumpy textures. They use pencil marks and shading techniques to show visual texture and experiment with rubbings.</p>

	<p>Students study selected artists and artworks and draw their own versions using observed lines, shapes, and colors. Featured artists may include Alma Thomas, Jacob Lawrence, Faith Ringgold, Henri Matisse, and Kandinsky.</p> <p>Students practice drawing flat objects and explore simple ways to make them look dimensional by adding detail or overlapping shapes. They may sketch simple forms such as spheres, cubes, or cones.</p> <p>Students learn how artists around the world use symbols, shapes, and patterns in textiles, pottery, murals, and architecture. They draw patterns inspired by cultural designs, building respect for diversity and heritage.</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<p>Art Elements & Techniques: Using line, shape, color, texture, pattern, and simple form to create images, designs, and visual stories</p> <ul style="list-style-type: none"> • Foundational & Creative Skills: Developing tool control, observation, drawing, pattern-making, detail, and imaginative expression • Thinking, Communication & SEL: Making artistic choices, revising work, explaining process, expressing emotions, and building confidence and perseverance • Cultural Awareness & Assessment: Exploring diverse artists and traditions (including Amistad connections), respecting differences, and demonstrating understanding through completed artwork and discussion <p>If you'd like, I can adapt this specifically for QSAC documentation, pacing guides, or unit overviews for EPS arts programs.</p>
<p>MP 1</p> <p>Core Materials</p>	<p>Drawing Tools</p> <ul style="list-style-type: none"> • Standard #2 pencils • Tri-grip beginner pencils • Erasers (handheld or eraser caps) • Crayons (regular and jumbo size) • Washable markers • Colored pencils • Oil pastels (optional for texture exploration) <p>Paper & Surfaces</p> <ul style="list-style-type: none"> • White drawing paper (9x12 and 12x18) • Manila paper • Scrap paper for practice sketches

- Black construction paper (for contrast lessons)
- Texture plates or foam boards (optional for rubbings)

Color & Pattern Exploration

- Color mixing wheels or posters
- Color transparency films (optional)
- Pattern reference visuals (nature, textiles, shapes)

Marking Period 2 (MPIO)	General Art Curriculum Pacing Guide -Grade: Kindergarten
<p>MP 2</p> <p>Standards for Art Content</p>	<p>Creating</p> <ul style="list-style-type: none"> • VA:Cr1.1.K Students engage in exploration and imaginative play with materials. • VA:Cr2.1.K Students explore uses of materials and tools to create artworks. • VA:Cr3.1.K Students explain what they are making and why they are making it. <p>Presenting</p> <ul style="list-style-type: none"> • VA:Pr4.1.K Students select art objects for display and explain why they were chosen. <p>Responding</p> <ul style="list-style-type: none"> • VA:Re7.1.K Students describe what they see in artwork. • VA:Re8.1.K Students interpret art by identifying personal connections to the artwork. <p>Connecting</p> <ul style="list-style-type: none"> • VA:Cn10.1.K Students create art that tells personal stories or relates to personal experiences. • VA:Cn11.1.K Students relate art ideas to daily life (home, school, community). • Focus of MP II Painting: exploring painting tools, color mixing, describing what they created, and connecting paintings to familiar ideas and experiences.
<p>MP 2</p> <p>Topics</p>	<p>Exploring paintbrushes and painting tools</p> <p>Primary colors</p> <p>Color mixing (secondary colors)</p> <p>Painting shapes and simple objects</p> <p>Painting seasonal themes</p>

	<p>Painting ourselves or families</p> <p>Texture painting (sponges, Q-tips, tools)</p> <p>Creating a painting about feelings</p> <p>Choose a favorite painting for class display</p> <p>Share and describe paintings (simple presentation)</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Painting Techniques & Safety: Students develop brush control, mix colors, experiment with texture, and use paint materials safely and carefully.</p> <ul style="list-style-type: none"> • Color & Composition Concepts: Students explore primary and secondary colors, simple shapes, and basic composition in their paintings. • Meaningful Artmaking: Students create paintings that represent personal ideas, experiences, or things important to them. • Language, SEL & Sharing: Students talk about feelings in art, share work with peers, and respond kindly and respectfully to others' artwork.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Tempera or watercolor paints • Brushes (various sizes) • Paint cups & trays • Sponges / Q-tips • Water containers • Heavy drawing paper or watercolor paper • Aprons or smocks • Seasonal/child-centered visual references

Marking Period 3 (MPIO)	General Art Curriculum Pacing Guide -Grade: Kindergarten
MP 3 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.K Students explore imagination and make choices while creating simple three-dimensional artwork. • VA:Cr2.1.K Students safely use a variety of materials to construct and build forms. • VA:Cr3.1.K Students talk about their artwork and make simple changes to improve it. • VA:Pr4.1.K Students describe where and how artwork might be displayed in the classroom or school. • VA:Re7.1.K Students notice shapes, lines, and textures in sculptures they see. • VA:Re8.1.K Students talk about what they think a sculpture is showing or representing. • VA:Cn10.1.K Students create sculptures about things in their lives (animals, toys, nature). • VA:Cn11.1.K Students explore sculpture from different places and cultures.
MP 3 Topics	<p>What is sculpture?</p> <p>Exploring shapes and forms</p> <p>Rolling, folding, stacking</p> <p>Clay play—pinch and roll</p> <p>Texture exploration</p> <p>Building with paper and simple materials</p> <p>Create a simple standing sculpture</p> <p>Adding color or details</p> <p>Sharing and talking about sculptures</p> <p>Mini gallery walk</p>
MP 3 Skills- Concepts	<p>Foundational Sculpture Techniques & Material Exploration:</p> <p>Students use rolling, pinching, folding, and building techniques with paper and clay to create three-dimensional artwork while developing early construction and material-handling skills.</p>

	<p>Understanding Form, Shape & Three-Dimensional Design: Students explore sculpture as three-dimensional art, learn the difference between shape and form, and apply creative building strategies to construct balanced and stable structures.</p> <p>Texture Development & Surface Exploration: Students experiment with texture to enhance visual interest and strengthen their understanding of how surface qualities contribute to artistic expression.</p> <p>Sculptural Awareness, Materials & Artistic Connections: Students recognize sculpture as art that can be viewed from all sides, understand that different materials create different artistic outcomes, and identify sculpture as an important part of the world around them.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Air-dry clay or model magic • Paper scraps and cardboard • Glue, tape • Texture tools (buttons, sponges, stamps) • Paint or markers • Picture examples of sculpture



Marking Period 4 (MPIV)	General Art Curriculum Pacing Guide -Grade: Kindergarten
MP 4 Standards for Art Content	<ul style="list-style-type: none"> • VA:Cr1.1.K Students explore imagination and experiment with materials to create simple textile and craft artworks. • VA:Cr2.1.K Students safely use a variety of textile and craft materials (yarn, paper, fabric, beads) to create art. • VA:Cr3.1.K Students share their artwork and make small changes to improve it. • VA:Pr4.1.K Students describe where and how their craft or textile artwork could be displayed. • VA:Re7.1.K Students notice colors, shapes, and textures in textile and craft artworks. • VA:Re8.1.K Students talk about what they think the artwork is showing. • VA:Cn10.1.K Students relate textile and craft projects to personal experiences (clothing, blankets, patterns). • VA:Cn11.1.K Students explore textile traditions from different cultures.
MP 4 Topics	<p>Introduction to textiles & craft</p> <p>Exploring fabric and texture</p> <p>Yarn play: wrapping and threading</p> <p>Paper weaving basics</p> <p>Creating patterns using color and shape</p> <p>Collage with fabric and textured paper</p> <p>Bead/string craft (large beads)</p> <p>Finishing & adding details</p> <p>Sharing artwork and story time</p> <p>Classroom display & reflection</p>
MP 4 Skills- Concepts	<p>Foundational Textile Techniques, Weaving & Material Exploration: Students develop basic textile skills through threading, wrapping, simple weaving, and gluing fabric and textured materials while following step-by-step construction processes.</p>

	<p>Pattern Creation, Texture Recognition & Structural Awareness: Students create patterns using shapes and colors while exploring texture qualities such as soft, rough, bumpy, and smooth and understanding weaving as an “over and under” process.</p> <p>Design Development, Material Use & Creative Construction: Students use textile and craft materials intentionally to create decorative and functional designs while practicing careful construction and pattern organization.</p> <p>Cultural Awareness, Traditions & Meaning in Textile Arts: Students recognize that textiles are used across cultures and understand how patterns, materials, and craft traditions communicate ideas, identity, and cultural heritage.</p>
<p>MP 4 Core Materials</p>	<ul style="list-style-type: none"> • Fabric scraps • Yarn (thick, easy-to-handle) • Large beads • Paper strips for weaving • Construction paper • Glue sticks • Texture tools • Visual examples of cultural textiles