

Marking Period 1 (MPI)	Art SEL Curriculum Pacing Guide -Grade: K
<p>MP 1</p> <p>Standards for ART SEL Content</p>	<ul style="list-style-type: none"> <li>• <b>Cr1, Cr2, Cr3</b> Creating-Generate art about feelings</li> <li>• <b>Pr4, Pr5</b> Presenting- Select colors/shapes to express ideas</li> <li>• <b>Re7, Re8</b> Responding- Reflect “How does my art show my feelings?” Notice feelings in images</li> <li>• <b>Cn10, Cn11</b> Connecting- Connect art to personal experiences, Connect art to personal experiences, culture, and community.</li> </ul>
<p>MP 1</p> <p>Topics</p>	<p>Warm/cool colors, “How does this color make you feel?”</p> <p>Wavy, zig-zag, curved, happy/sad/angry expressive lines</p> <p>Simple shapes, drawing themselves and their “feelings face”</p> <p>Sharing supplies, taking turns, asking politely</p> <p>Learning how to move safely in the art room</p> <p>Looking at a picture and naming what they see (no right answers!)</p> <p>Saying “I like the way you...”</p> <p>Slow drawing, soft colors, mindfulness</p> <p>Choosing colors that show how they feel today</p> <p>Students explain one thing they like about their own work</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> <li>• <b>Foundational Art Skills &amp; Tool Use:</b> Students draw simple shapes, explore different line types, use crayons and markers correctly, follow basic directions, and begin experimenting with color mixing.</li> <li>• <b>Emotional Expression Through Art:</b> Students name emotions and use color and line to safely express feelings in their artwork.</li> <li>• <b>Social Skills &amp; Classroom Collaboration:</b> Students share materials, take turns, listen to peers, recognize emotions in others, and use respectful behavior during art activities.</li> </ul>

	<p>• <b>Art &amp; SEL Vocabulary Development:</b> Students build and apply key terms including line, shape, color, warm/cool, feelings, emotions, happy, sad, calm, kind, sharing, and respect.</p>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"><li>• Crayons</li><li>• Markers</li><li>• Colored pencils</li><li>• Paper</li><li>• Chart paper (feelings chart)</li><li>• Picture books with emotions themes</li><li>• Emotion expression visuals</li><li>• Music for calming drawing</li></ul>



Marking Period 2 (MPII)	Art SEL Curriculum Pacing Guide -Grade: K
<p><b>MP 2</b></p> <p><b>Standards for ART SEL Content</b></p>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.1</b> Students use observation and imagination to develop ideas for artwork.</li> <li>• <b>VA:Cr2.1.1</b> Students experiment with and use various materials and tools to create artwork.</li> <li>• <b>VA:Cr3.1.1</b> Students analyze and describe choices they made in creating artwork.</li> <li>• <b>VA:Pr4.1.1</b> Students identify where art is displayed and explain why it might be shown in certain places.</li> <li>• <b>VA:Re7.1.1</b> Students describe what an image represents.</li> <li>• <b>VA:Re8.1.1</b> Students interpret artwork by describing what they think an artwork is about.</li> <li>• <b>VA:Cn10.1.1</b> Students create artwork that tells a personal story or relates to personal interests.</li> <li>• <b>VA:Cn11.1.1</b> Students identify connections between art and daily life (school, community, family).</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Understanding feelings through color</p> <p>My favorite place</p> <p>“How I feel today” drawing</p> <p>Seasonal emotions (weather and feelings)</p> <p>Family and friends</p> <p>Shapes that show feelings</p> <p>Kind words to classmates</p> <p>“What makes me happy” picture</p> <p>Choosing a favorite artwork</p> <p>Sharing and celebrating feelings</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Expressive Art Skills &amp; Exploration:</b> Students use color, shape, and a variety of materials to draw feelings and make expressive artistic choices.</li> <li>• <b>Emotional Awareness &amp; Empathy (CASEL):</b> Students recognize and name their own emotions, notice emotions in others, share personal experiences, use kind words, and respect differences.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Language for Feelings &amp; Art Talk:</b> Students use sentence starters such as “I feel... because...,” describe their artwork, and give compliments to classmates.</li> <li>• <b>Positive Community &amp; Respectful Sharing:</b> Students engage in supportive art discussions, demonstrate empathy, and build a respectful classroom culture through creative expression.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Crayons &amp; markers</li> <li>• Construction paper</li> <li>• Safety scissors</li> <li>• Glue sticks</li> <li>• Tempera or watercolor paint (optional)</li> <li>• SEL picture books or visual references</li> <li>• Emotion cards or color/feeling charts</li> </ul>

Marking Period 3 (MPIO)	Art SEL Curriculum Pacing Guide -Grade: K
<p><b>MP 3</b></p> <p><b>Standards for ART SEL Content</b></p>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.K</b> Students engage in exploration and imaginative play with materials.</li> <li>• <b>VA:Cr2.1.K</b> Students explore uses of materials and tools to create artworks.</li> <li>• <b>VA:Cr3.1.K</b> Students explain what they are making and why they are making it.</li> <li>• <b>VA:Pr4.1.K</b> Students select art objects for display and explain why they were chosen.</li> <li>• <b>VA:Re7.1.K</b> Students describe what they see in artwork.</li> <li>• <b>VA:Re8.1.K</b> Students interpret art by identifying personal connections to the artwork.</li> <li>• <b>VA:Cn10.1.K</b> Students create art that tells personal stories or relates to personal experiences.</li> <li>• <b>VA:Cn11.1.K</b> Students relate art ideas to daily life (home, school, community).</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>What is a friend?</p> <p>“People who help me” pictures</p> <p>Kindness artwork</p> <p>Sharing and helping</p> <p>Drawing friends &amp; classmates</p> <p>Colors that show caring</p> <p>Working together on art</p> <p>Family and community helpers</p> <p>Choose favorite SEL artwork</p> <p>Share artwork of friendship</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Figure Drawing, Color &amp; Expressive Artmaking:</b> Students develop skills in drawing people and using color purposefully to communicate emotions, ideas, and expressive intent through thoughtful artistic choices.</p>

	<p><b>Social-Emotional Awareness &amp; Positive Relationships:</b> Students explore themes of friendship, empathy, gratitude, and kindness while creating artwork that reflects respectful relationships and emotional understanding.</p> <p><b>Collaborative Creativity &amp; Shared Responsibility:</b> Students engage in collaborative artmaking experiences while practicing respectful sharing of materials, cooperative problem-solving, and supportive group participation.</p> <p><b>Visual Communication, Reflection &amp; Positive Feedback:</b> Students express appreciation and emotions through art while using positive language, observing feelings in others, and providing encouraging and respectful artistic feedback.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Drawing tools (markers, crayons)</li> <li>• Construction paper</li> <li>• Glue sticks</li> <li>• Safety scissors</li> <li>• Tempera or watercolor paint (optional)</li> <li>• SEL picture books</li> <li>• Emotion and friendship visuals</li> </ul>

Marking Period 4 (MPIV)	Art SEL Curriculum Pacing Guide -Grade: K
<p><b>MP 4</b></p> <p><b>Standards for ART SEL Content</b></p>	<ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.K</b> Students engage in exploration and imaginative play with materials.</li> <li>• <b>VA:Cr2.1.K</b> Students explore uses of materials and tools to create artworks.</li> <li>• <b>VA:Cr3.1.K</b> Students explain what they are making and why they are making it.</li> <li>• <b>VA:Pr4.1.K</b> Students select art objects for display and explain why they were chosen.</li> <li>• <b>VA:Re7.1.K</b> Students describe what they see in artwork.</li> <li>• <b>VA:Re8.1.K</b> Students interpret art by identifying personal connections to the artwork.</li> <li>• <b>VA:Cn10.1.K</b> Students create art that tells personal stories or relates to personal experiences.</li> <li>• <b>VA:Cn11.1.K</b> Students relate art ideas to daily life (home, school, community).</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>What I learned this year in art</p> <p>My favorite artwork</p> <p>Artwork about something I'm proud of</p> <p>Celebrating friendships</p> <p>Appreciation pictures for classmates</p> <p>“Thank you” art for helpers</p> <p>Classroom community collage</p> <p>Feelings about growing up</p> <p>Choosing artwork for celebration</p> <p>End-of-year SEL art celebration</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Reflective Artmaking, Expression &amp; Intentional Choices:</b> Students engage in reflective drawing and use art as a tool to communicate ideas, express personal meaning, and intentionally select artwork that represents their growth and creative voice.</p>



	<p><b>Social-Emotional Growth, Confidence &amp; Community Awareness:</b> Students develop self-awareness, confidence, gratitude, and appreciation for friendships while strengthening their sense of belonging within the classroom and artistic community.</p> <p><b>Collaborative Artmaking, Appreciation &amp; Shared Experience:</b> Students participate in collaborative and community-based art experiences that foster teamwork, mutual respect, and appreciation for the contributions of others.</p> <p><b>Communication, Reflection &amp; Respectful Artistic Dialogue:</b> Students use reflective language such as “I’m proud of...” and “Thank you for...” to share compliments, discuss artistic growth, and engage in respectful conversations about their own artwork and the work of others.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Crayons and markers</li> <li>• Construction paper</li> <li>• Watercolor or tempera paint (optional)</li> <li>• Glue and scissors</li> <li>• Photo references (classroom moments, friends)</li> <li>• SEL visual cues (emotion charts, positive language posters)</li> </ul>