

Art – Kindergarten

Description Instruction in visual art for kindergarten students provides them with the knowledge, skills, and attitudes necessary to be successful as creative art learners through the district's elementary art program. Through their classroom experiences, students learn to employ art vocabulary in producing art, discuss art careers, and discover how art affects their environment and culture.

Textbooks/Resources *Art Connections* – Grade K – SRA-McGraw-Hill, 2005

Required Assessments

Board Approved June 2007

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AASD Art Goals for K-12 Students

- AASD students will understand and apply elements and principles of design in their art work.
- AASD students will know and practice of art-related vocabulary in art analysis and criticism and in communicating meaning in art.
- AASD students will understand and use safe work habits in the art room.
- AASD students will explore the possibilities of art-related career choices.
- AASD students will develop an understanding of art theory, creativity, history, and cultural heritage through art production projects.

AASD K-12 Art Standards

I. Art Theory

Students in the AASD will:

- A. understand and apply the elements and principles of design; and
- B. become articulate in the use of art-related vocabulary.

II. Art Production

Students in the AASD will:

- A. produce quality images and objects using varied media, techniques, and processes;
- B. understand and use appropriate safety procedures; and
- C. apply appropriate craftsmanship while producing art.

III. Creative Self

Students in the AASD will:

- A. discover how emotion affects the creative process;
- B. develop multiple solutions to problems involved in the creative process;
- C. use their imaginations to create ideas for original works or art and design;
- D. use their imaginations and artwork to communicate ideas and feelings; and
- E. learn the value and significance of art criticism in the creative process.

IV. Art in Society

Students in the AASD will:

- A. recognize that form, function, meaning and expressive qualities of art and design change between cultures, artists, time, and places;
- B. understand how their choices in art are shaped by their own culture and society;
- C. know and recognize styles of art from their own culture and other parts of the world;
- D. know how to describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers;
- E. identify and use art as a basic way of thinking and communicating about the world; and
- F. connect their knowledge and skills in art to careers in the humanities, sciences, social studies, and technology.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Theory: Introduction to basic concepts in the elements and principles of art. Learn “talk about art” vocabulary.</p>	<p>Performance will be satisfactory when the student: <u>*Demonstrates an understanding of grade level Elements and Principles of Art and Vocabulary:</u> <u>Line:</u> draws and describes straight, wavy, zig-zag, thick, thin, up, down, side-to-side. <u>Shape:</u> identifies circle, oval, triangle, square, rectangle, etc. (identifies and connects to subject-matter, i.e. circle=apple, oval=pumpkin, etc.) and identifies lines and shapes found in letters and numbers <u>Proportion:</u> describes recognizes size differences: (small, medium, large). <u>Color:</u> verbalizes name and sight recognition of ROYGBIV + black/grey/white. <u>Texture:</u> explores smooth, bumpy, and rough. <u>Repetition:</u> Repeats a sequence of line, shape or color, to create a simple pattern: ab, ab, ab, etc.</p>	<p>-Project Samples -Interactive (verbal) observations. -Effective use of related vocabulary.</p>
<p>Above objective aligned with AASD standards: Communication Arts Mathematics</p>		
<p>2. Art Production: Introduction to the use of basic tools and materials, classroom safety and fundamentals of the set-up/clean-up routine.</p>	<p>Performance will be satisfactory when the student: <u>*Skills/Techniques/Mediums-</u> -demonstrates set-up and clean-up routines: use of table protectors, table helper, take turns, close covers, snap caps, pick up scraps, separate recycle/trash, etc. -explores art through process-vs-product oriented art activities -experiences a variety of basic tools/materials/methods that are specific to the younger student. -creates with beginner scissors, beginner pencil, paste, school glue, beginner crayons, large chalks, water base markers, tempera cakes/paints, watercolor pans, beginner brushes, variety of papers, cardboard, paper bags, dippety-dye, fabric crayons, felt, sponges, play dough, model magic, self hardening clay, clay, pipe cleaners, glitter glue, add-ons, etc.</p>	<p>-Follows activities check list: steps, visual clues, etc. -Informal art skills assessment.</p>

	<p><u>Drawing</u>: learns to draw, color, fill-in, use shapes to create images. <u>Painting</u>: explores techniques: dip, dab, mix, spread, brush-on, wash, rinse. <u>Printmaking</u>: experiences (object/hand/sponge)-press, rub, lift-up, repeat. <u>Sculpture</u>: learns formation techniques: (clay)-squeeze, pinch, roll, press, smooth, scratch; (paper)-tear, cut, fringe, fold (in half), glue (dot or line vs. blob). <u>Craft</u>: uses dippety-dye, paper/fiber/object collage', fabric crayon.</p> <p><u>*Safety:</u> -Learns safe way to hold/use/carry tools, ie., scissors (in-hand) safety pocket, etc. -Learns school and classroom rules for safety and behavior.</p> <p><u>*Craftsmanship:</u> -Explores the use of a variety of tools and materials. -Follows simple production steps. -Learns to 'complete' each step of an art process. -Develops individual strengths and motor skills. -Learns to label work with name and class identification. -Learns 'clean-up' song or jingle.</p>	<p>-Project samples.</p> <p>-Performance tasks: safety, rules, routines.</p> <p>-Project samples. -Follows simple steps.</p>
<p>3. Creative Self: Explore art as a creative process.</p>	<p>Performance will be satisfactory when the student: <u>*Expression:</u> -Uses art process to express feelings and visualize ideas. <u>*Problem Solving:</u> -Listens to and follows directions, looks for clues to follow, responds to use of tools and characteristics of each medium. <u>*Communicate Ideas:</u> -Talks about art . . . likes/dislikes from:: (observation) "what do you see?" (art process) "what are you doing?"</p>	<p>-Teacher observation.</p> <p>-Recognizes visual clues.</p> <p>-Verbal responses.</p>

<p>Above objective aligned with AASD standards: Communication Arts Mathematics Science</p>		
<p>4. Art in Society: Identify basic elements and principles in art that relate to people, animals, and nature.</p>	<p>Performance will be satisfactory when the student: <u>*History:</u> -Learns about a famous artist/art form w/age appropriate themes and images. -Identifies art forms such as: -this is a . . . painting, drawing, sculpture etc. <u>*Aesthetic Awareness:</u> -Talks about observations, likes/dislikes when looking at art. -Observes basic concepts of art and begins to use art vocabulary in describing immediate surroundings of: people, animals and nature (i.e. rainbow ROYGBIV). <u>*Appreciation:</u> -Develops a basic understanding of what art is. <u>*Consumer Awareness:</u> -Recognizes art concepts in traditions/celebrations (holidays and events). <u>*Communication:</u> -Communicates what student knows and feels about art. <u>*Careers:</u> Considers, "What is art?". . . "Who is an artist" . . . "I am an Artist!"</p>	<p>-Informal classroom critique.</p> <p>-Observation checklist.</p> <p>-Verbal responses.</p>
<p>Above objective aligned with AASD standards: Communication Arts Social Studies Science</p>		