

Page County Public Schools: Visual Art Curriculum 2011

KG	OBJECTIVE : The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.
BIG IDEA: SELF	

First Term	Second Term	Third Term	Fourth Term	Possible Curriculum Connections
K.3 The student will identify and use <ol style="list-style-type: none"> 1. colors—red, blue, yellow, green, orange, violet, brown, black, and white; 2. textures—sight and touch; 3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal; 4. shape—circle, square, triangle, rectangle, and oval; and 5. patterns—natural and man-made. K.6 The student will create a self-portrait. K.9 The student will describe the sequence of steps in the making of a work of art. K.11 The student will identify people who make art as “artists” (e.g., painters, sculptors, printmakers, architects, graphic designers). K.14 The student will describe and respond to works of art. K.15 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).	K.2 The student will express ideas and feelings through the creation of works of art. K.7 The student will identify objects within the environment that occupy space. K.12 The student will identify the purposes for creating works of art. K.18 The student will discuss thoughts, experiences, and feelings expressed in works of art.	K.4 The student will create a work of art that commemorates a personal or historical event. K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under. K.10 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art. K.17 The student will select a preferred work of art from among others and explain why it was chosen.	K.1 The student will create works of art that represent personal solutions to art problems. K.13 The student will discuss the concept that people in all cultures create works of art. K.16 The student will discuss and explain ideas and expressions in personal works of art. K.5 The student will create a work of art that depicts a specific animal or plant. (plant-monet water lilly; animal- Durer, Young Hare 1)	K.1 Science: K.2 K.2 English: K.12 K.3 English: K.2, 12 Math: K.11, 16 Science: K.4 K.4 History: K.1 K.5 Science: K.9 K.6 English: K.12 K.7 Science: K.8 K.8 Math: K.12 K.9 Math: K.3 K.10 Science: K.1 K.11 History: K.6 K.12 English: K.9 K.13 History: K.6 K.14 English: K.2 K.15 Math: K.15 K.16 English: K.2 K.17 English: K.2 K.18 English: K.2

Possible Artist	Visual Literacy Resources	Vocabulary		TAG Extensions
Lautrec DaVinci Monet Cassatt Nevelson Chagall Calder Kandinsky Klee O’Keeffe Durer	Paul Klee: <i>Twittering Machine</i> Vincent van Gogh: <i>Sunflowers</i> Georgia O’Keeffe: <i>Poppy</i> Cave Art: <i>Lascaux, France</i>	Artist Color Drawing Glue Line: Straight Curved Thick Thin Long Short Horizontal Vertical	Zigzag Diagonal Paint Paint brush Painting Pattern Portrait Print Sculpture Shape Size Texture	<ul style="list-style-type: none"> • Individualize projects based on student interest. • Introduce <i>warp</i> and <i>weft</i> as weaving terms and create a 2” paper weaving. • Introduce a basic running stitch using burlap cloth and a pre-threaded plastic needle. <p>For further Special Education and TAG Accommodations visit the ACPS Differentiation plan: http://intranet.acps.</p>