



# Elementary Visual Arts Kindergarten

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

# Curriculum Overview

## Elementary Visual Art

The Elementary Art (K-5) Curriculum is aligned with the Visual Arts Grade Level Expectations (GLE's) published by the Missouri Department of Elementary and Secondary Education (DESE), and the National Core Arts Standards, where applicable. The standards provide minimum benchmarks, indicating what students should be able to know and do upon completion of each unit.

At each grade level, students should be able to demonstrate the GLEs from previous years, as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas. Curriculum activities will expose students to drawing, painting, collage materials, printmaking, fibers, clay, creating three-dimensional media, and art appreciation. Exposure to the works of famous artists and the arts and crafts of artisans from many cultures plays an integral role in curriculum design.

**The assessments are required;** the activity guides are intended to be open ended, allowing each art teacher to implement the standards in her/his own way. The suggested activities and projects are not intended to represent the only possible outcomes but rather a model from which teachers can explore and implement additional resources that will meet individual student needs.

**COURSE TITLE:** Visual Arts K

**GRADE LEVEL:** Kindergarten

**CONTENT AREA:** Visual Arts

### **Course Description:**

This course is designed to provide students with the opportunity to develop the ability to communicate about their environment and interests through visual images. They will experiment with a variety of art tools, materials and techniques. They will be introduced to the basic elements of design (line, shape, color) and will learn to describe how the elements are used by artists and use them in their own work.

### **Course Rationale:**

The visual arts are an integral part of education. This Kindergarten course is designed to introduce students to the basic elements and principles of design and allow them to experiment with various techniques, processes and media. These experiences build the foundation for students to be able to synthesize increasingly complex content, concepts and skills with developing confidence and sophistication in later grades.

### **Course Scope and Sequence**

<b>Unit 1:</b> The Elements: Line, Shape, Color, Pattern (8-10 class periods)	<b>Unit 2:</b> Theme and Subject Matter (8-10 class periods)	<b>Unit 3:</b> Interdisciplinary Connections (8-10 class periods)
<b>Unit 4:</b> Process (8-10 class periods)		

## **Unit Objectives:**

### **Unit 1: The Elements: Line, Shape, Color and Pattern**

1. Students will identify and use lines (EP1A).
2. Students will produce a line using crayon, pencil or marker (PP1A).
3. Students will create a design using lines (non objective) (PP3A).
4. Students will identify and use shapes (EP1B).
5. Students will identify and use color (EP1E).
6. Students will identify and use a pattern by repeating a single shape, line, or color (EP2E).

### **Unit 2: Theme and Subject Matter**

1. Students will create an original picture of self or other person (portrait) (PP3A).
2. Students will create original artwork that communicates ideas about people (PP3C).
3. Students will identify subjects of artworks (AP2A).
4. Students will create original artwork that communicates ideas about outdoors (PP3C).
5. Students will create a picture showing an outdoor space (landscape) (PP3A).
6. Students will create an original artwork depicting an indoor scene (PP3C).

### **Unit 3: Interdisciplinary Connections**

1. Students will create an original artwork that tells a story (IC2A).
2. Students will create physical movement in dance to interpret line in artwork (IC1A).

### **Unit 4: Process**

1. Students will demonstrate a simple printmaking technique (stamping, thumb or hand prints, objects) (PP1D).
2. Students will model with clay or a similar material to create a sphere (PP2A).
3. Students will identify and use shapes (EP1B).
4. Students will use scissors with control (PP2A).
5. Students will categorize shapes as large and small (EP1B).

## **Essential Terminology/Vocabulary**

### **Unit 1:**

Line, straight, zigzag, wavy, curved, non-objective, shapes, circle, square, rectangle, oval, triangle, tangram, color, red, yellow, blue, orange, green, violet, black, white, brown, pattern, repeat

### **Unit 2:**

Theme, portrait, self-portrait, subject matter, outdoor, season, landscape, indoor

**Unit 3:**

Theme, Straight, Subject Matter, Wavy, Text, Zigzag, Line, Curved, Choreography, gesture

**Unit 4:**

Print, printmaking, stamping, ink, press, sphere, model, sculpture, clay, shape, square, triangle, circle, rectangle, diamond, non-objective

**Approved Course Materials and Resources:**

- *Lines that Wiggle* by Candace Whitman
- *Grandfather Tang's Story* by Ann Tompert
- *The Artist Who Painted a Blue Horse* by Eric Carle
- *Frida* by Jonah Winter
- *Fletcher and the Falling Leaves* by Julia Rawlinson
- *Mouse Shapes* by Ellen Stoll Walsh