

## Wilson Area School District Planned Course Guide

**Title of planned course:** Art - Kindergarten

**Subject Area:** Art

**Grade Level:** Kindergarten

**Course Description:** This course will provide students with a broad experience in the following areas: art history, art criticism, art production, and aesthetics. There will be a major focus on fine motor skills and the elements of line, shape, color, and texture. This age group will explore materials and tools through two-dimensional and three-dimensional artwork. By the end of kindergarten students should be able to describe line, shape, color, and texture in a work of art. Lastly, students will understand that Art has been created by people throughout history.

**Time/Credit for this Course:** One full academic year / 30 minutes per week

**Curriculum Writing Committee:** Katie Lutz, Carol Kamph

## Curriculum Map

**August:** Lettering (2-D)

**September:** Lettering (2-D)

**October:** Drawing (2-D)

**November:** Drawing (2-D)

**December:** Painting (2-D)

**January:** Painting (2-D)

**February:** Figure (2-D or 3-D)

**March:** Figure (2-D or 3-D)

**April:** Printmaking (2-D)

**May:** Textiles (2-D)

**June:** Textiles (2-D)

## Wilson Area School District Planned Course Materials

**Course Title:** Art Kindergarten

**Supplemental Books:**

- Related books from art library & school library

**Teacher Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Lettering (2-D)

**Time frame:** 4-5 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.2.3.G, 9.3.3.B, 9.3.3.F, 9.4.3.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Define, identify, and create letters of the alphabet
- Define and identify primary colors
- Define and identify secondary colors
- Demonstrate fine motor skills through tracing, cutting, and gluing
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on shape and color.*

**Core Activities:** Students will complete/participate in the following:

- Create letters of the alphabet in two-dimensional form using different art media, tools, and techniques.

**Extensions:**

- Observe letter art by historical and contemporary artists such as Jasper Johns
- Observe artwork incorporating primary and secondary colors

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Drawing (2-D)

**Time frame:** 4-5 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.I, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Define, identify, and create different types of lines (straight, diagonal, zig-zag, wavy)
- Define, identify, and create basic shapes (geometric and organic)
- Demonstrate fine motor skills through use of drawing tools (pencils, crayons, markers, pastels), cutting, and gluing
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on line.*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional drawings through various media, techniques, and tools including: pencils, charcoal, pastels, markers, crayons

**Extensions:**

- Observe drawings by historical and contemporary artists
- Observe and explore drawings from various cultures and geographic regions
- Material exploration days (pencils, charcoal, pastels, markers, crayons)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Painting (2-D)

**Time frame:** 4-5 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.I, 9.2.3.E, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Define and identify primary colors
- Define and identify secondary colors
- Demonstrate fine motor skills through painting tools (paintbrushes, Payons, watercolor pencils, watercolor paint, tempera paint)
- Create and explore line and texture through use of brushstrokes, techniques, and various tools
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on color.*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional paintings through various media, techniques, and tools including: paintbrushes, Payons, watercolor pencils, watercolor paint, tempera paint

**Extensions:**

- Observe paintings by historical and contemporary artists
- Observe and explore paintings from various cultures and geographic regions
- Material exploration days (paintbrushes, Payons, tempera paint)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)



**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Figure (2-D and 3-D)

**Time frame:** 4-5 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.E, 9.1.3.F, 9.1.3.G, 9.1.3.H, 9.1.3.I, 9.2.3.G, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify and create parts of a whole figure (human or animal)
- Combine individual shapes to create a figure
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on form.*

**Core Activities:** Students will complete/participate in the following:

- Create two-dimensional or three-dimensional representations of the human or animal figure. Materials could include: pencil, colored pencil, paint, pastels, foil, sculpting wire, and modeling clay

**Extensions:**

- Observe artworks of the figure by historical and contemporary artists
- Observe and explore depictions of the figure from various cultures and geographic regions
- Material exploration

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Printmaking (2-D)

**Time frame:** 3-4 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.H, 9.1.3.I, 9.1.3.K, 9.1.3.J, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.2.3.L, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Compare and differentiate prints vs. other two-dimensional artworks
- Utilize printmaking materials and techniques to create a series of similar marks
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern)

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional work of art using printmaking techniques, materials, and tools including: stamps, paint, and found objects (cardboard, string, bubble wrap, etc.)

**Extensions:**

- Observe prints of historical and contemporary artists
- Material exploration of non-traditional printmaking materials (i.e. bubble wrap, plastic bottles, cardboard, string, found objects, etc.)

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

- Art history books
- Art prints/visuals
- Worksheets
- Internet Resources
- VHS/DVD
- Art Museum Resources
- Visiting Artists
- Colleagues

**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio

## Curriculum Scope & Sequence

**Planned Course:** Art Kindergarten

**Unit:** Textiles (2-D)

**Time frame:** 4-5 weeks (classes)

**State Standards** 9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.D, 9.1.3.H, 9.1.3.I, 9.1.3.J, 9.1.3.K, 9.2.3.A, 9.2.3.F, 9.2.3.G, 9.2.3.K, 9.3.3.B, 9.3.3.C, 9.3.3.F, 9.4.3.A, 9.4.3.B, 9.4.3.C, 9.4.3.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Create a paper loom
- Understand and demonstrate weaving on the paper loom using the “over-under” technique
- Relate paper weaving to cloth weaving for everyday products (clothes, blankets, etc.)
- Demonstrate fine motor skills through the use of scissors and the “over-under” technique
- Incorporate at least one element and principle of art and design (shape, line, color, value, texture, form, space, rhythm, balance, contrast, unity, variety, emphasis, pattern) *Emphasis will be placed on pattern*

**Core Activities:** Students will complete/participate in the following:

- Create a two-dimensional weaving using cut paper strips

**Extensions:**

- Observe weavings of historical and contemporary artists
- Observe weavings and other textile objects from various cultures and geographic locations
- Material exploration of cut paper

**Remediation:**

- Individual assistance from instructor
- Individual assistance from peers
- Adaptations aligned with specific student needs/IEP's/504 plans
- Modeling of instruction
- Visual reinforcement of verbal instruction
- Adaptive tools and materials

**Instructional Methods:**

- Lecture
- Demonstration
- Individual Work
- Group Work
- Visual aids
- Instructional Technology (iPads, Mimeo, Document Camera, etc.)

**Materials & Resources:**

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**Assessments:**

- Teacher Observation
- Checklist
- Critique
- Teacher-made worksheets
- Questioning
- Portfolio