






<p align="center"><b>Unit of Study 1</b> <b>Elements of Art - LINE</b></p>	<p align="center"><b>KINDERGARTEN</b></p>	<p align="center"><b>Quarter 1</b></p>	<p align="center"><b>VISUAL ART</b> <span style="float:right">2013</span></p>
<p><b>Key Concepts:</b></p>		<p><b>Skills:</b></p>	
<p>☞ The student can understand and use a variety of lines in creating an artwork</p>		<ul style="list-style-type: none"> <li>• Use pencil, crayon, scissors, and glue</li> <li>• Control pencil in various directions</li> </ul>	
<p><b>Standards:</b></p>			
<ul style="list-style-type: none"> <li>➤ <b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li>➤ <b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li>➤ <b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> </ul>			
<p align="center"><b>Visual Art Content Objectives</b></p>	<p align="center"><b>Vocabulary</b> students should use</p>	<p align="center"><b>Lessons (Activities)</b></p>	
<ul style="list-style-type: none"> <li>• I can scribble freely</li> <li>• I can group marks and play with line motion</li> <li>• I can make and identify the characteristics of line</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="display: flex; justify-content: space-around; font-size: small;"> <span>Hans Hartung</span> <span>Franz Kline</span> <span>Hans Hartung</span> </p>	<p>line straight zigzag scribble curved curled thick thin vertical smooth rough horizontal vertical diagonal</p>	<ul style="list-style-type: none"> <li>• Identify straight and curved <b>lines</b> in picture books or artworks. <b>Scribble</b> freely with pencils, pens, markers or crayons</li> <li>• Doodles - Make lines that are <b>horizontal</b> (asleep), <b>vertical</b> (standing up), and <b>diagonal</b> (falling) Visual thinking/Emotional lines – communicate happy, sad...</li> <li>• <a href="http://www.kinderart.com/drawing/drawex.shtml">http://www.kinderart.com/drawing/drawex.shtml</a></li> <li>• <a href="#">Watch Harold and the Purple Crayon</a> or read the book by Crockett Johnson</li> <li>• Arrange different objects in a line, going from small to big</li> <li>• Draw a story using stick figures. Show and tell your story to someone else.</li> <li>• While listening to music, spontaneously draw what is heard.</li> </ul>	
<p align="center"><b>Visual Art/Common Core Language Objectives</b></p>		<p align="center"><b>Additional Resources</b></p>	
<ul style="list-style-type: none"> <li>• Describe the relationship between illustrations and the story of <i>Harold and the Purple Crayon</i>.</li> <li>• Describe how the images of Hans Hartung or Franz Kline makes them feel. Describe what the artist was trying to say, promoting perceptual discrimination and judgment.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li>• <a href="#">Kindergarten art lessons</a></li> <li>• *Springville Art Posters; each school has a set in their Media Center</li> <li>• <a href="http://www.yahoo.com">www.yahoo.com</a> click on images: Hans Hartung, Franz Kline</li> </ul>	
<p><b>Assessment Options:</b> The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Art</a></p>			




<p align="center"><b>Unit of Study 2</b> Elements of Art – <b>SHAPE</b></p>	<p align="center"><b>KINDERGARTEN</b></p>	<p align="center">Quarter 2</p>	<p align="center"><b>VISUAL ART</b>      2013</p>
<p><b>Key Concepts:</b></p>		<p><b>Skills:</b></p>	
<p>☞ The student understands that artworks can contain organic shapes.</p>		<ul style="list-style-type: none"> <li>• Identify the 3 basic shapes</li> <li>• Draw organic shapes</li> <li>• Use scissors to cut out shapes and glue on to paper</li> </ul>	
<p><b>Standards:</b></p>			
<ul style="list-style-type: none"> <li>➤ <b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li>➤ <b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li>➤ <b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> </ul>			
<p align="center"><b>Visual Art Content Objectives</b></p>	<p align="center"><b>Vocabulary</b> students should use</p>	<p align="center"><b>Lessons (Activities)</b></p>	
<ul style="list-style-type: none"> <li>• I can draw shapes</li> <li>• I can cut out shapes</li> <li>• I can make organic shapes</li> </ul> 	<p>shape bend organic folding design abstract</p> 	<ul style="list-style-type: none"> <li>• Discover that when a line <b>bends</b> a shape begins. Draw bending lines to make a variety of shapes.</li> <li>• Experiment with random circles and connect lines together to form simple shapes. <a href="#">Composition by Joan Miro</a></li> <li>• Practice <b>folding</b> paper and using scissors to cut out shapes and then glue them on a paper to create a <b>design</b></li> <li>• Create <b>abstract</b> drawings and/or paintings from imagination.</li> </ul>	
<p align="center"><b>Visual Art / Common Core Language Objectives</b></p>	<p align="center"><b>Additional Resources</b></p>		
<ul style="list-style-type: none"> <li>• Engage in a collaborative discussion about the shapes in student works,. How they are alike and different.</li> <li>• Have the students tell a story (pair/share) to develop skills in social interactions about their abstract drawing or painting.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li>• <a href="#">Kindergarten art lessons</a></li> <li>• *Springville Art Posters; each school has a set in their Media Center</li> <li>• <a href="#">Springville Art Print Chelsea IV by Don Olsen</a></li> <li>• <a href="#">Alexander Calder's art</a></li> </ul>		
<p><b>Assessment Options: Assessment Options:</b> The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Art</a></p>			

<b>Key Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>The student understands that visual textures look and feel different from real textures.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and classify textures (smooth or rough)</li> <li>Control scribbles using a pencil or crayon to create “rubbings”</li> </ul>

**Standards:**

- Making** -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.
- Perceiving** –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.
- Expressing** – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.

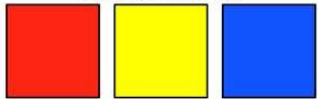
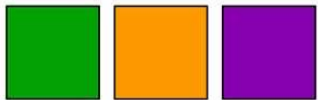

Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)
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<ul style="list-style-type: none"> <li>I can feel differences (smooth and rough)</li> <li>I can identify textures</li> <li>I can make texture “rubbings”</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>texture smooth rough collage rubbings</p>  <p style="font-size: small; text-align: center;">“Violin and Candlestick” George Braque</p>	<ul style="list-style-type: none"> <li>Find actual textures (sand, cloth, plastic, rocks, metal, water, and food textures)</li> <li>Play with smooth and rough textures, talk about the difference. Recognize the difference between <b>smooth</b> and <b>rough textures</b>.</li> <li>Group objects by texture and tell why.</li> <li>Feel the texture of paint while finger painting.</li> <li>Make texture “<b>rubbings</b>” in pencil, crayon or charcoal of actual texture. Construct a <b>collage</b> of torn “rubbing” textures.</li> <li>Participate in making a group collage of different textures</li> </ul>
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Visual Art / Common Core Language Objectives		Additional Resources
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<ul style="list-style-type: none"> <li>Describe the relationship between difference smooth and rough textures. Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>Engage in a collaborative discussion about the group collage.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out <i>Henri Matisse: Pattern &amp; Paper</i></li> <li><a href="#">Kindergarten art lessons</a></li> <li>*Springville Art Posters; each school has a set in their Media Center</li> <li>Collage example: <a href="#">Merzbild Rossfett by Kurt Schwitters</a></li> </ul>
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**Assessment Options:**  
 The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map [Class Assessment Spiral B&W PreK-2nd Grade Art](#)

Unit of Study 4 Elements of Art - Color	KINDERGARTEN	Quarter 4	VISUAL ART 2013
<b>Key Concepts:</b>		<b>Skills:</b>	
<p>Art works are organized by elements and principles; color is one of the elements. Color helps us to identify things.</p>		<ul style="list-style-type: none"> <li>Name basic colors</li> <li>Understand which colors are warm and cool</li> <li>Associate colors with emotion</li> <li>Share ideas and personal meaning in artwork</li> </ul>	
<b>Standards:</b>			
<ul style="list-style-type: none"> <li><b>Making</b> -The student will explore and refine the application of media, techniques, and artistic processes. In this standard the student learns to use new tools and materials and expand skills in the creation of art.</li> <li><b>Perceiving</b> –The student will analyze, reflect on, and apply the structures of art. In this standard the student uses meaningful works of art to recognize the elements and principles and applies them in personal work.</li> <li><b>Expressing</b> – The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes. In this standard the student investigates artistic content and begins aesthetic inquiry through observation, discussion, and the creation of art works.</li> </ul>			
Visual Art Content Objectives	Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>I can recognize and name colors</li> <li>I can mix colors</li> </ul> <div data-bbox="323 808 638 1052" style="text-align: center;"> <p>PRIMARY COLORS</p>  <p>SECONDARY COLORS</p>  </div>	<p>color</p> <p>abstract : Art made from the imagination or choosing to depict the world in a distorted or unrealistic manner.</p> <p>portrait self-portrait</p>	<ul style="list-style-type: none"> <li>Recognize basic <b>colors</b> around the room and in picture books</li> <li>Point to an object; name its color</li> <li>Instruct students how to mix colors with a finger or paint brush. Have students wash out brush in between each color</li> <li>Paint a <b>self-portrait</b>, using more than one color Read <i>My Many Colored Days</i> by Dr. Seuss or <i>The Dot</i> by Irma S. &amp; James H. Black</li> </ul>	
Visual Art / Common Core Language Objectives			Additional Resources
<ul style="list-style-type: none"> <li>Describe the relationship between students’ self-portraits. Students should speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	 <p>“Woman in a Purple Coat” by Henri Matisse</p>		<ul style="list-style-type: none"> <li><a href="#">Elementary Visual Arts</a> GSD books &amp; videos available for check out</li> <li><a href="#">Kindergarten art lessons</a></li> <li>*Springville Art Posters; each school has a set in their Media Center</li> <li><a href="http://www.google.com">www.google.com</a> “Manganese in Deep Violet” by Patrick Heron <b>Abstract</b> art</li> </ul>
<p><b>Assessment Options:</b> The student uses the elements of art to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <a href="#">Class Assessment Spiral B&amp;W PreK-2nd Grade Art</a></p>			