

Kindergarten Art Curriculum Maps

Unit of Study: Diagonal Line Design

Unit of Study: Space

Unit of Study: Line/Shape

Unit of Study: Color/Shape

Unit of Study: Color/Shape/Space

Unit of Study: Shape/Space

Unit of Study: Shape/Space

Unit of Study: Shape/Color

Unit of Study: Color/Line/Shape/Space

Unit of Study: Color/Line/Shape/Space

Grade: Kindergarten Subject: Art	Unit of Study: Diagonal Line Design
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify Horizontal line • SWBAT identify Vertical line • SWBAT identify and create a Diagonal line • SWBAT identify and create abstract art • SWBAT use a ruler to create straight lines • SWBAT use painting techniques to apply color
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review properties of Horizontal and Vertical lines • Review properties of Diagonal lines • Review characteristics of abstract art • Review use of ruler in the creation of diagonal lines • Review painting techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the differences between Horizontal, Vertical and Diagonal lines? • What is abstract art? • What are the correct ways to use a ruler? • What are the correct ways to apply color pattern?
Content (Subject Matter)	<ul style="list-style-type: none"> • Line/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

	<ul style="list-style-type: none"> • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Rulers • Pencils • White Paper • Markers • Crayons • Examples of abstract art
Notes	

Grade: Kindergarten Subject: Art	Unit of Study: Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create different types of realistic pumpkins • SWBAT create resist wash painting • SWBAT identify and use Warm and Cool color families • SWBAT identify and use proportion • SWBAT create realistic landscape • SWBAT recognize use of space in a composition
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review techniques to create a wash painting • Review Warm and Cool color families • Introduce/Discuss proportion • Introduce/Discuss realistic art • Review properties of landscape in relation to space/size
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are characteristics of pumpkins? • How is a wash painting created? • What is Realistic artwork? • What is a landscape? • Where are the large objects in a landscape placed? Small objects? How does space effect size?
Content (Subject Matter)	<ul style="list-style-type: none"> • Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools

	<p>that are appropriate to the production of works of art in a variety of art media.</p> <ul style="list-style-type: none"> • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White Paper • Tempera Paint • Brushes • Visuals of pumpkins • Black Crayons
<p>Notes</p>	

Grade: Kindergarten Subject: Art	Unit of Study: Line/Shape
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and create realistic art/landscape • SWBAT independently use a combination of Geometric and Freeform shapes in the creation of a scarecrow • SWBA T identify and create resist painting using proportion and variety • SWBAT use wet brush wash painting technique • SWBA T use realistic color and blending techniques with tempera paint and oil pastel • SWBAT use creative thinking skills to design a unique scarecrow
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review properties of drawing and painting landscapes • Introduce process of creating a Realistic scarecrow • Review Geometric shapes which can be combined to create an image • Introduce Proportion as a Principle of Art. • Review Line and Shapes as Elements of Art.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What shapes can be combined to create a scarecrow? • What is realistic art? • What are the techniques to create a resist painting? • What is proportion and why is it important? • What are the characteristics of creating a landscape?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools

	<p>that are appropriate to the production of works of art in a variety of art media.</p> <ul style="list-style-type: none"> • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Paper, Brushes, Oil Pastels • Tempera Paint
Notes	

Grade: Kindergarten Subject: Art	Unit of Study: Color/Shape
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify how realistic landscapes can be portrayed • SWBA T identify & discuss use of space in relation to shape • SWBAT create a composition using Primary colors • SWBA T create a composition using Geometric shapes • SWBA T independently create a collage landscape • SWBAT independently create realistic collage • SWBAT use proportion effectively
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review various color groups including Primary colors • Discuss properties of creating a realistic collage • Review drawing techniques with oil pastels • Discuss use of space in relation to proportion • Review use of geometric shapes, cutting & pasting techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the techniques used to create collage? • What are the Primary colors and why are they so important? • What are drawing techniques when using oil pastels? • What Geometric shapes can be combined to create a rocket landscape? • What are the characteristics of creating a realistic collage? • What is proportion and why is it important?
Content (Subject Matter)	<ul style="list-style-type: none"> • Color/Shape
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

	<ul style="list-style-type: none"> • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Colored Paper • Scissors • Glue Sticks • Oil Pastels • Color Wheel
Notes	

Grade: Kindergarten Subject: Art	Unit of Study: Color/Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBA T identify and create realistic flowers/chrysanthemums • SWBAT identify and create a Realistic Still Life drawing • SWBAT create a composition using blending techniques to represent value • SWBAT identify correct painting techniques • SWBA T identify Variety, Balance and Proportion as a Principles of Art
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce properties of drawing and painting flowers. • Introduce process of creating a Realistic Still Life. • Review painting/blending techniques • Introduce Variety, Balance & Proportion as Principles of art. • Review Space as an Element of Art.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is a Still life and how is it created? • What are characteristics of drawing chrysanthemums realistically? • How is space used correctly in a composition? • What are Proportion, Variety and Balance in art? Why are they important?
Content (Subject Matter)	<ul style="list-style-type: none"> • Color/Shape/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art

	<p>media.</p> <ul style="list-style-type: none"> • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Paper • Tempera Paint • Brushes • Crayons • Black Marker
<p>Notes</p>	

Grade: Kindergarten Subject: Art	Unit of Study: Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBA T SWBAT identify Circles as Geometric Shapes • SWBAT identify the artist Wassily Kandinsky • SWBA T create repeated, overlapping circles in various sizes • SWBAT use space, variety and balance effectively in a drawing • SWBAT independently draw, trace and color circles of various sizes
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce artist Wassily Kandinsky • Discuss use of circles as Geometric Shapes • Introduce art principles balance, variety and review proportion • Review use of overlapping and repeated shapes • Review drawing, tracing and coloring techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What kind of shape is a circle? • How does an artist use balance and space correctly? • What does variety mean? • Why is it important to use many different size shapes in a picture? • What is an overlapped shape? What is a repeated shape?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the

	<p>physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <ul style="list-style-type: none"> • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • White paper • Colored Paper • Scissors • Glue sticks • Markers • Crayons
<p>Notes</p>	

Grade: K Subject: Art	Unit of Study: Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify Circles as Geometric Shapes • SWBAT identify the artist Wassily Kandinsky • SWBA T create repeated, overlapping circles in various sizes • SWBAT use space, variety and balance effectively in a drawing • SWBAT independently draw, trace and color circles of various sizes
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce artist Wassily Kandinsky • Discuss use of circles as Geometric Shapes • Introduce art principles balance, variety and review proportion • Review use of overlapping and repeated shapes • Review drawing, tracing and coloring techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What kind of shape is a circle? • How does an artist use balance and space correctly? • What does variety mean? • Why is it important to use many different size shapes in a picture? • What is an overlapped shape? What is a repeated shape?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the

	<p>physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <ul style="list-style-type: none"> • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Colored Paper • Crayons • Markers • Artwork by Wassily Kandinsky
<p>Notes</p>	

Grade: Kindergarten Subject: Art	Unit of Study: Shape/Color
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify how realistic landscapes can be portrayed • SWBAT identify & discuss use of space in relation to shape • SWBAT create a composition using Primary colors • SWBAT create a composition using Geometric shapes • SWBAT independently create a collage landscape • SWBAT independently create realistic collage • SWBAT use proportion effectively
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review various color groups including Primary colors • Discuss properties of creating a realistic collage • Review drawing techniques with oil pastels • Discuss use of space in relation to proportion • Review use of geometric shapes, cutting & pasting techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the techniques used to create collage? • What are the Primary colors and why are they so important? • What are drawing techniques when using oil pastels? • What Geometric shapes can be combined to create a rocket landscape? • What are the characteristics of creating a realistic collage? • What is proportion and why is it important?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Color
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

	<ul style="list-style-type: none"> • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Colored Paper • Scissors • Glue Sticks • Oil Pastels • Color Wheel
Notes	

Grade: Kindergarten Subject: Art	Unit of Study: Color/Line/Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and discuss abstract art and Paul Klee • SWBAT identify and discuss use of Geometric Shapes, line and color • SWBAT create a composition using blocks of color • SWBAT determine between overlapping Vertical and Horizontal line • SWBAT create tints of various colors • SWBAT create a realistic self portrait
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce artwork by Paul Klee • Discuss properties of Abstract art • Review color mixing techniques • Discuss use of shapes created by lines. Review Geometric Shape classification • Review differences between Horizontal and Vertical lines
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who was Paul Klee and what does the word abstract mean? • What makes his artwork abstract? • What types of shapes did this artist use and what is the art classification for these shapes? • What are painting techniques used to paint on canvas? • What is the difference between a Horizontal and a Vertical line? • How are the Secondary Colors mixed?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Color/Line/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and

	<p>tell visual stories.</p> <ul style="list-style-type: none"> • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Colored Paper • Scissors/Glue • Visuals of turkeys • Black Markers
<p>Notes</p>	

Grade: Kindergarten Subject: Art	Unit of Study: Color/Line/Shape/Space
Big Idea/Rationale	<ul style="list-style-type: none"> • SWBAT identify and discuss abstract art and Paul Klee • SWBAT identify and discuss use of Geometric Shapes, line and color • SWBAT create a composition using blocks of color • SWBAT determine between overlapping Vertical and Horizontal line • SWBAT create tints of various colors • SWBAT create a realistic self portrait
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Introduce artwork by Paul Klee • Discuss properties of Abstract art • Review color mixing techniques • Discuss use of shapes created by lines. Review Geometric Shape classification • Review differences between Horizontal and Vertical lines
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who was Paul Klee and what does the word abstract mean? • What makes his artwork abstract? • What types of shapes did this artist use and what is the art classification for these shapes? • What are painting techniques used to paint on canvas? • What is the difference between a Horizontal and a Vertical line? • How are the Secondary Colors mixed?
Content (Subject Matter)	<ul style="list-style-type: none"> • Shape/Color/Line/Space
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. • 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. • 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. • 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

	<ul style="list-style-type: none"> • 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. • 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. • 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • White Canvas • Tempera Paint • Black Markers
Notes	