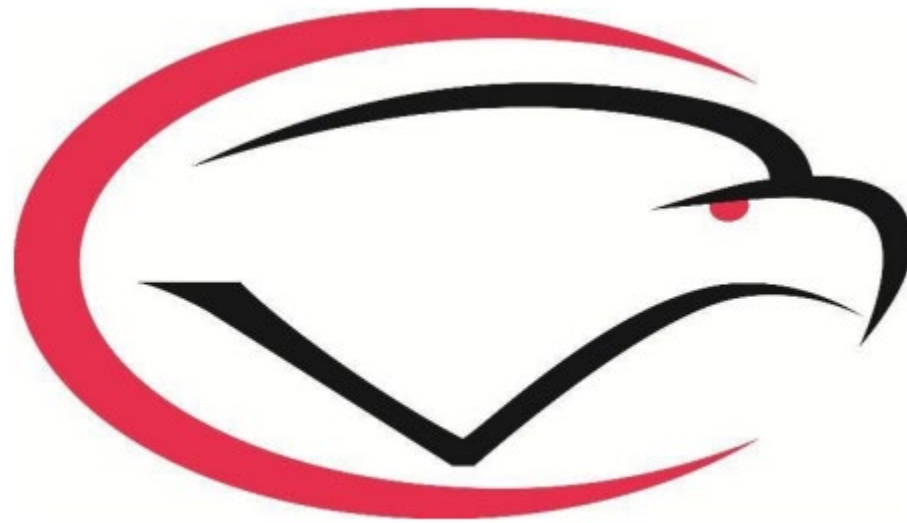


# **Elementary**

## **Curriculum Maps**



**Grade K - ART**

**SCOPE & SEQUENCE**

Kindergarten Art		Suggested Length: All Year (approx 32 lessons)	
Unit	Est. Time	Concepts/Topics	Priority Standards
Color Theory	32 lessons	Primary Colors	VA:Cr1.1.K.a Engage in exploration and imaginative play with materials. VA:Cr1.2.K.a Engage collaboratively in creative art-making in response to an artistic problem.
		Color Wheel	VA:Cr1.1.K.a Engage in exploration and imaginative play with materials. VA:Cr1.2.K.a Engage collaboratively in creative art-making in response to an artistic problem. VA:RE8.1.K.a Interpret art by identifying subject matter and describing relevant details.
Art is Communication	32 lessons	Representational Art	VA:Cn10.1.K.a Create art that tells a story about a life experience. VA:Cn11.1.K.a Identify a purpose of an artwork. VA:Cr2.3.K.a Create art that represents natural and constructed environments. VA:Re7.1.K.a Identify uses of art within one's personal environment. VA:Re7.2.K.a Describe what an image represents.
Develop Craft	32 lessons	Elements of Art	VA:Cr1.1.K.a Engage in exploration and imaginative play with materials. VA:Cr3.1.K.a Explain the process of making art while creating. VA:Pr5.1.K.a Explain the purpose of a portfolio or collection.
		2D Art	VA:Cr2.1.K.a Through experimentation, build skills in various media and approaches to art-making.

		<b>3D Art</b>	<b>VA:Cr2.1.K.a Through experimentation, build skills in various media and approaches to art-making.</b>
		<b>Art Tools</b>	<b>VA:Cr2.2.K.a Identify safe and non-toxic art materials, tools, and equipment.</b>



# ART- Art (General) Kindergarten-Unit 01-Color Theory

**Duration:** 32.0 Lesson(s)

**Grade(s):** K  
**Subject(s):** Art  
**Course(s):** Art (General) K

## Prior Learnings/Connection

Students should know color names.

## Unit Focus

### Identify Color Wheel

- Students will understand the placement of colors on the color wheel and how they connect with ROYGBIV color spectrum.
- Students will be able to use and identify primary colors in an artwork.

### Studio Habits of Mind Connections

- **DEVELOP CRAFT-** *Through experimentation, build skills in various media and approaches to artmaking.*
- **OBSERVE-** *I can learn to look more closely & see things that may otherwise not be seen.*
- **STRETCH & EXPLORE-** *I can learn to reach beyond my capacity and embrace the opportunity to learn from my mistakes.*

## Stage 1: Learning Goals

### Established Goals

### Transfer

#### Standards

- National Core Arts Standards
  - *Visual Arts: K*
    - Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.K)
    - **Engage in exploration and imaginative play with materials.** (VA:Cr1.1.K.a)
    - **Engage collaboratively in creative art-making in response to an artistic problem.** (VA:Cr1.2.K.a)
    - Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.K)
      - **Interpret art by identifying subject matter and describing relevant details.** (VA:Re8.1.K.a)

### Long-Term Transfer Goals

*What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...*

- T1 EXPERIMENT - Adapt and develop problem solving skills and confidence through artmaking.
- T2 EXPRESS - Think conceptually, communicate ideas, experiences and stories.

### Meaning

#### Understandings

#### Essential Questions

<p><b>Portrait of an Eagle</b></p> <ul style="list-style-type: none"> <li>Portrait of an Eagle <ul style="list-style-type: none"> <li>Demonstrates agility in thoughts and actions. (1.2)</li> <li>Listens respectfully and effectively to decipher meaning, including knowledge, values, attitudes, and intentions. (2.2)</li> <li>Believes in one's ability to ultimately attain a defined goal. (3.1)</li> <li>Knows how to make appropriate personal economic choices. (7.5)</li> </ul> </li> </ul>	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 <b>Artistic Process: Creating</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p>U2 <b>Artistic Process: Creating</b> Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.</p> <p>U3 <b>Artistic Process: Responding</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 How do artists use the color wheel as a tool when making artwork?</p> <p>Q2 What happens when an artist mixes colors?</p>
<b>Acquisition of Knowledge &amp; Skill</b>		
<b>Knowledge</b>		<b>Skills</b>
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Students will know that the color wheel is in ROYGBIV order and it is used by artists to find relationships between colors.</p> <p>K2 Students will know that paint can be mixed and manipulated with various tools to create artwork.</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Students will engage in the exploration of color mixing and layering with various media to understand how color changes.</p> <p>S2 Students will use the color wheel to make artistic choices.</p>	



# ART- Art (General) Kindergarten-Unit 02-Art is Communication

**Duration:** 32.0 Lesson(s)

**Grade(s):** K

**Subject(s):** Art

**Course(s):** Art (General) K

## Prior Learnings/Connection

Students will use prior knowledge of their world and experiences to inspire subject matter in their artwork.

## Unit Focus

### Represent Your World

- Students will understand how artists use the visual arts to communicate ideas, experiences, and stories.
- Students will create art that represents their world and be able to draw what they see, remember, and imagine

### Studio Habits of Mind Connections

- **ENVISION** - *I can learn to mentally picture the next steps in my artwork.*
- **EXPRESS**- *I can learn to create works that convey an idea, a feeling or a meaning.*
- **OBSERVE** - *I can learn to look more closely & see things that may otherwise not be seen.*
- **REFLECT**- *I can learn to talk about the process of working and honestly assess my work/process.*
- **UNDERSTAND ART WORLD**- *I can learn about art history and learn to interact as an artist with other artists.*

## Stage 1: Learning Goals

### Established Goals

### Transfer

#### Long-Term Transfer Goals

*What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...*

- T1 EVOLVE - Develop an understanding of art and our world through the use of reflective and critical thinking skills.
- T2 ENJOY - wellbeing comes from the practice of artmaking and the appreciation of art.
- T3 EXPRESS - Think conceptually, communicate ideas, experiences and stories.

### Meaning

#### Understandings

#### Essential Questions

**Standards**

- National Core Arts Standards
  - *Visual Arts: K*
    - Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.K)
    - **Create art that tells a story about a life experience. (VA:Cn10.1.K.a)**
    - Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.K)
    - **Identify a purpose of an artwork. (VA:Cn11.1.K.a)**
    - Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.K)
      - **Create art that represents natural and constructed environments. (VA:Cr2.3.K.a)**
    - Perceive: Perceive and analyze artistic work. (VA:Re7.1.K)
      - **Identify uses of art within one’s personal environment. (VA:Re7.1.K.a)**
      - **Describe what an image represents. (VA:Re7.2.K.a)**

*What specifically do you want students to understand? What inferences should they make? Students will understand that...*

- U1 **Art Process: Creating**  
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- U2 **Art Process: Creating**  
Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.
- U3 **Art Process: Presenting**  
Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- U4 **Art Process: Responding**  
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- U5 **Art Process: Responding**  
Visual Imagery influences understanding of and responses to the world.
- U6 **Artistic Process: Connecting**  
People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- U7 **Artistic Process: Connecting**  
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

*What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...*

- Q1 Why do artists make art?
- Q2 How do I use what I know about the world to make an artwork?
- Q3 What is the difference between subject matter and background?
- Q4 How can the viewer "read" a work of art?

**Portrait of an Eagle**

- Portrait of an Eagle
  - Articulates thoughts and ideas efficiently and effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (2.1)
  - Listens respectfully and effectively to decipher meaning, including knowledge, values, attitudes, and intentions. (2.2)
  - Imagines what others are thinking, feeling, or experiencing and connects to those thoughts, feelings or experiences. (4.2)
  - Elicits diverse perspectives and contributions to more deeply understand a topic or issue. (5.2)

**Acquisition of Knowledge & Skill**

**Knowledge**

**Skills**

<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
<p>K1 Students will understand that artists have a purpose for making art, and that people from different places and times have made art for a variety of reasons.</p> <p>K2 Students will understand that artwork is real or imagined, and similar or different to their own experiences.</p> <p>K3 Students will know that artists make art that includes a subject and background with relevant details.</p>	<p>S1 Students will identify reasons for making an artwork.</p> <p>S2 Students will create an artwork that mirrors a life experience</p> <p>S3 Students will interpret art by identifying subject matter and describing relevant background details.</p>



# ART- Art (General) Kindergarten-Unit 03-Develop Craft

**Duration:** 32.0 Lesson(s)

**Grade(s):** K  
**Subject(s):** Art  
**Course(s):** Art (General) K

### Prior Learnings/Connection

Art tools have specific purposes related to their media. Drawing, painting, collage, and ceramics will be explored in relation to the elements of art.

### Unit Focus

**Develop Craft:**

- Students will practice and refine studio skills through the artistic process.
- Students will learn that they can make both 2-D and 3-D artwork
- Students will understand how the elements of art work together to create a complete artwork,

**Studio Habits of Minds Connections**

- **DEVELOP CRAFT-** *I can learn to use tools and material and the practices of an art form.*
- **ENGAGE & PERSIST-** *I can learn to embrace problems of importance and develop focus within my work.*
- **STRETCH & EXPLORE-** *I can learn to reach beyond my capacity and embrace the opportunity to learn from my mistakes.*

### Stage 1: Learning Goals

Established Goals	Transfer				
	Long-Term Transfer Goals				
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>				
	T1    EXPERIMENT - Adapt and develop problem solving skills and confidence through artmaking.				
	T2    EXPRESS - Think conceptually, communicate ideas, experiences and stories.				
	Meaning				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Understandings</th> <th style="text-align: center;">Essential Questions</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>	Understandings	Essential Questions		
Understandings	Essential Questions				

**Standards**

- National Core Arts Standards
  - *Visual Arts: K*
    - Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.K)
    - **Engage in exploration and imaginative play with materials.** (VA:Cr1.1.K.a)
    - Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.K)
      - **Through experimentation, build skills in various media and approaches to art-making.** (VA:Cr2.1.K.a)
      - **Identify safe and non-toxic art materials, tools, and equipment.** (VA:Cr2.2.K.a)
    - Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.K)
      - **Explain the process of making art while creating.** (VA:Cr3.1.K.a)
    - Analyze: Develop and refine artistic techniques and work for presentation. (VA:Pr5.1.K)
      - **Explain the purpose of a portfolio or collection.** (VA:Pr5.1.K.a)

*What specifically do you want students to understand? What inferences should they make? Students will understand that...*

- U1 **Artistic Process: Creating**  
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- U2 **Artistic Process: Creating**  
Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- U3 **Artistic Process: Creating**  
Creativity and innovative thinking are essential life skills that can be developed.
- U4 **Artistic Process: Creating**  
Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.
- U5 **Artistic Process: Creating**  
Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- U6 **Artistic Process: Presenting**  
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- U7 **Artistic Process: Responding**  
People gain insights into meanings of artworks by engaging in the process of art criticism.
- U8 **Artistic Process: Responding**  
People evaluate art based on various criteria.

*What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...*

- Q1 How do artists work?
- Q2 How do artists learn from trial and error?
- Q3 How do artists care for and maintain materials, tools, and equipment?
- Q4 How does engaging in creating art enrich people’s lives?
- Q5 What steps, processes, and materials do artists use to create a painting?
- Q6 What steps, processes, and materials do artists use to create a collage?

**Portrait of an Eagle**

- Portrait of an Eagle
  - Shows resilience by responding productively to feedback, praise, setbacks, and criticism. (1.3)
  - Believes in one’s ability to ultimately attain a defined goal. (3.1)
  - Persists to overcome adversity and obstacles to uncover alternate strategies to achieve goals. (3.2)
  - Reflects on successes and failures as a means to refine the path moving forward. (3.3)
  - Knows how to make appropriate personal economic choices. (7.5)

**Acquisition of Knowledge & Skill**

**Knowledge**

**Skills**

<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
K1 Students will know how to use the artistic process from creation to presentation.	S1 Students will collaboratively explore different art media and processes.
K2 Students will know artists use safe and proper procedures for using materials, tools, and equipment while making art.	S2 Students will practice and refine art skills and processes.
K3 Students will know artists experiment with art materials to practice and refine art skills.	S3 Students will explore and use of variety collage methods to create an artwork.
K4 Students will know how to critique an artwork.	S4 Students will use safe and proper procedures for using materials, tools, and equipment while making art.
K5 Students will know how artists use drawing and painting tools to make a mixed-media artwork	S5 Students will classify artworks based on personal preferences.
K6 Students will know how artists use cutting, tearing, and pasting to create collage artworks.	S6 Students will use brushes and various types of paint to create an artwork.