

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Art

Curriculum Writing Committee:

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Grade Level: K

Date of Board Approval: ____2024____

Course Weighting: Art K-5

Projects (3 - 4 per Marking Period)	80%
Class Participation (Weekly)	20%
Total	100%

Curriculum Map

Overview:

This course is designed to provide an enriching, purposeful, and meaningful educational art experience for Delaware Valley elementary students. The students will integrate ideas from cultural, historical, and environmental experiences during the creative process. Students will be taught the foundational skills of the principles and elements of design as a universal language amongst cultures and artists. Students will develop and refine skills and techniques as appropriate to the individual. Participation in the Delaware Valley School District elementary art program will provide the students with a foundation of learning that will support future endeavors. Through this course it will provide the creative spark and foundational blocks that will engage and motivate the students into later professions, such as architecture, illustration, advertisement, professional artist, science, technology, engineering, and so forth.

Time/Credit for the Course: 1 hour per week, 180 Days

Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

KINDERGARTEN

Understanding of:

- Pertinent vocabulary words
- Curved and straight lines to create patterns
- Combine lines to create shape
- Combine shapes to create a recognizable subject
- Draw using various media: marker, crayon, color pencil, and oil pastel
- Use line to create a simple landscape
- Watercolor wash and resist

- Paint to create a simple landscape or portrait
- Identify primary and secondary colors
- Explore and experiment with assorted tools to apply paint
- Pinch pot technique
- Slab rolling
- Use modeling tools and other objects to impress a pattern onto a clay surface
- Decorate a clay object using glaze
- Follow three-step directions to create an origami form
- Choose from assorted materials to create a collage
- Manipulate paper to make a three-dimensional form
- Construct a basic puppet (paper bag, stick, sock)
- Stamp with found objects to decorate a surface
- Use brushes or sponges to stamp a texture

Curriculum Plan

Unit: Kindergarten Drawing

Time/Days: 8 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A , 9.1.3.B, 9.1.3.C, 9.1.3.E, 9.1.3.F, 9.3.3.B ,9.3.3.C

Anchors:

M03.A-F.1.1 .1.4, M03.C-G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1, .B-K.1.1, E03.D.2.1

S4.C.1.1.1

Eligible Content: Line, shape, pattern, repetition, detail, texture

Objectives:

1. Students will recognize and use a variety of lines. (DOK 1)
2. Students will understand and demonstrate that a line has direction and weight. (DOK 1)
3. Students will use lines to create a variety of shapes and patterns. (DOK 4)
4. Students will be able to combine shapes to represent subject matter. (DOK 2)
5. Students will be able to use a variety of drawing media to create art. (DOK 4)
6. Students will distinguish the differences between materials and techniques. (DOK 2)
7. Students will understand and use appropriate visual arts vocabulary (DOK 1)
8. Students will describe an artwork by identifying the color, shape, line or texture used. (DOK 3)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: variation of line, basic shapes, pattern, detail. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Build a background knowledge on lines and shapes.
 - a. Group reading
 - b. Teacher and group discussion
 - c. Observation
 - d. Teacher demonstration
 - e. Teacher modeling
 - f. Applying skills
 - g. Guided practice
2. Combine lines and shapes to make patterns and recognizable subject matter.
 - a. Observational drawings
 - b. Teacher demonstration
 - c. Teacher modeling
 - d. Applying skills
 - e. Guided practice

3. Understand and use appropriate vocabulary.
 - a. Dialog
 - b. Critique
 - c. Storytelling

Suggested projects:

Abstracted drawings

Read "The Dot" by Peter Reynolds. Discuss different line and shape variations and allow students to experiment with drawing mediums.

Seasonal drawings and landscapes

Read "Snowmen at Night" by Caralyn Buehner. Discuss and demonstrate creating a winter landscape scene by using a variety of lines and shapes.

Animal drawings

Read "10 Shiny Snails" by Ruth Galloway. Discuss and demonstrate the use of a continuous line to make a spiral shape.

Portrait drawings

Read "Incredible Me" by Kathi Appelt. Discuss the concept of self-portraits through examples and non-examples. Artists' self-portrait exemplars can also be provided and connected to the selected lesson and delivery method.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project graded using the DVSD Art Department K - 2 Rubric

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Reading art-related books available in the art room.
3. Learning advanced techniques appropriate to the lesson.
4. Additional resources to promote higher-order thinking.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment.
2. Chunking of material, steps, and processes.
3. Extended time.
4. Alternate material and medium.

Materials:

Medium: Graphite pencil, crayons, markers, chalk, and oil pastels

Supplies: Drawing utensils, erasers, assorted art papers

Equipment: Computer, iPad, SmartBoard

Resources:

World map or globe

Teacher and student made examples

Teacher made presentations

Photographs

Art prints and posters

Internet resources

Unit: Kindergarten Painting

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A , 9.1.3.B, 9.1.3.C, 9.1.3.E, 9.1.3.F, 9.3.3.B, 9.3.3.C

Anchors

M03.A-F.1.1 .1.4, M03.B-03.1.5, M03. C - G.1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, E03.A-C.2.1.1 , E03.B-K.1.1, .E03.B-K.1.1, E03.D.2.1

S4.A.2.1, S4.C.1.1.1

Eligible Content: Color mixing, tint, shade, texture, line, shape

Objectives:

1. Students will be able to identify the primary and secondary colors. (DOK 1)
2. Students will demonstrate application methods using a variety of objects. (DOK 1)
3. Students will demonstrate color mixing skills. (DOK 1)
4. Students will relate the use of color to expression. (DOK 3)
5. Students will be able to explain the tone and mood of images. (DOK2)
6. Students will be able to identify content and subject matter. (DOK1)
7. Students will compare and discuss objects within an artwork using terms such as color, line, texture, color family and/or shape. (DOK 3)
8. Students will be able to recognize value in a painting and describe it in terms of dark/light colors. (DOK 1)
9. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: primary colors, secondary colors, landscape, portrait, abstract. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Build background knowledge on color theory.
 - a. Group and individual discussion
 - b. Demonstration
 - c. Discovery learning
2. Understand and use appropriate vocabulary.
 - a. Dialog
 - b. Critiques
 - c. Storytelling
3. Experiment with and practice various paint application methods and unconventional tools.
 - a. Teacher modeling
 - b. Guided practice with various types of brushes and mark making effects
 - c. Demonstration
4. Create paintings using different paint mediums and a variety of subject matter.

Apply paint in both a representational and expressive manner.

 - a. Demonstration

- b. Discovery learning
- c. Guided practice

Suggested Projects:

Color Mixing

Read "Splat the Cat and the Pumpkin-Picking Plan" by Rob Scotton

Have students explore the process of creating secondary colors through a color mixing activity - Pumpkins (orange), stem (green), night sky (purple).

Symmetrical "Blotto" paint butterflies/bugs.

When given two primary colors, have students create secondary colors through a blotto technique. Once dry, students can cut their paint blottos out and enhance them with legs, antennas, eyes, etc.

Color line/color theory

Have students create rainbow paintings with an emphasis on rainbow/spectrum color order. Students will be able to identify primary and secondary colors.

Paint Resist

Read "A House for Hermit Crab" by Eric Carle.

Have students discuss and follow a teacher directed drawing to create a crayon rendered ocean scene using basic lines and shapes. A watercolor resist technique will be used to complete the image.

Seasonal

Have students listen to, and participate in, the rhyming poem "Colorful Mittens." After creating two symmetrical mittens holding a snowball, students will paint a gradient background scene with cool color tempera paints and complete their work by incorporating toothbrush splatter paint technique to represent falling snow.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art-related books available in the art room.
4. Learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Paint media: Watercolors, block and liquid tempera

Tools: Paintbrushes appropriate to media, found objects, pipettes, dabbers Crayons and oil pastels for resist paintings

Varied art papers and painting surfaces

Suggested Resources:

Teacher and student made sample projects.

Color wheel and color mixing chart(s)

World map or globe

Teacher and student made examples

Teacher made presentations

Photographs

Art prints and posters

Internet resources

Unit: Kindergarten Ceramics

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.B, 9.1.3.C, 9.1.3.H, 9.2.3.A

Anchors

M03.C-G.1.1.1, M03.C-G.1.1.2, M03.D-M.1.2.3

E03.A-K.1.1.2, E03.B-K.1.1.3, E03.D.1.2.1, E03.D.1.2.5

S4.A.1.3.3, S4.C.1.1.1

Eligible Content: Sculpting, reductive carving, additive building, form vs. function, glaze application

Objectives:

1. Students will know the origin of clay. (DOK 1)
2. Students can explain the clay process. (DOK 2)
3. Students demonstrate basic hand-building techniques of pinching, rolling and modeling. (DOK 2)
4. Understand that clay products can be decorative or functional. (DOK 3)
5. Implement the use of everyday found objects to create an impression in clay. (DOK 1)
6. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: clay, ceramic, glaze, tile, pinch pot, kiln, firing, texture, impression (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Manipulate clay into simple familiar forms.
 - a. Teacher Demonstration
 - b. Guided Practice
 - c. Discovery learning
2. Create a simple container using the pinch pot technique.
 - a. Teacher Demonstration
 - b. Guided Practice
 - c. Observe and analyze examples
 - d. Printed resources
3. Create a decorative tile using the process of creating impressions with found objects.
 - a. Teacher demonstration
 - b. Guided practice
4. Understand and use appropriate vocabulary.
 - a. Dialog
 - b. Critiques
 - c. Storytelling

Suggested Projects:Pinch Pot Technique

Flower pots with stamped decoration: white stoneware clay with glaze application.

Extension: Students will plant seeds in their completed pinch pots to highlight the connection between form and function in the visual arts and broader world.

Coil Technique

Clay Snails: Air-dry clay

Continuation of Kindergarten Drawing Unit

Read “10 Shiny Snails” by Ruth Galloway. Discuss and demonstrate the use of making a spiral shape through coil creation.

Additive Hand Building

Clay Caterpillar

Hand building, securely attaching sections with terra cotta clay

Read “The Very Hungry Caterpillar” by Eric Carle. Discuss and demonstrate how to create a more elaborate project through simple building techniques - rolling ball shapes and attaching onto reductive carving of a leaf.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art-related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Media: White and Terra Cotta Stoneware Clay; Model Magic/Air-dry clay, glaze, tempera paint

Tools: Modeling tools, rolling pins, clay knives, found objects

Brushes

Suggested Resources:

- World map or globe

- Teacher and student made examples

- Teacher made presentations

- Photographs

- Art prints and posters

- Internet resources

Suggested Reproductions:

Crystal Publications ceramics prints

Unit: Kindergarten Sculpture and Crafts

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.A , 9.1.3.B, 9.1.3.C, 9.1.3.E, 9.1.3.F, 9.3.3.B , 9.3.3.C

Anchors

M3.C.2.1, M03.A-F.1.1.1, M03.B-O.3.1.5, M03.C-G.1.1.1, M03.C-G.1.1.2, M03.D-M.1.2.3

E03.B-K.1.1.3, E03.D.1.2.1, E03.D.1.2.5

S4.C.1.1.1

Eligible Content: Paper folding, collage, mosaic

Objectives:

1. Students will distinguish between 2 dimensional and 3 dimensional artworks. (DOK 3)
2. Students will investigate the sculptural potential of everyday materials. (DOK 2)
3. Students will know that historical and cultural events impact the purposes of works of art. (DOK 1)
4. Students will create works of art based on other cultures. (DOK 2)
5. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: origami, collage, sculpture (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Analyze an artwork to decide if it is similar to his/her own culture.
 - a. Observation
 - b. Group and individual discussion
 - c. Teacher led discussion
2. Create an artwork based on another culture
 - a. Independent technique development
 - b. Teacher modeling/ demonstration
 - c. Cultural/teacher made examples

Suggested Projects:

Paper sculpture/Origami

Have students create an origami cat or dog head that will be enhanced with drawn designs and attached to a background paper with additional imagery of choice.

Collage

Read "Little Owl's Night" by Divya Srinivasan

Discuss and demonstrate how to create collaged owl feathers with torn paper.

Simple puppets - paper bags or stick

Lunar New Year Paper Puppet Dragons

Scholastic News: Lunar New Year for Kids

<https://youtu.be/83F7W19V6Xg>

Students will color and decorate a paper dragon puppet template that will be cut and assembled onto a paper bag using glue.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art-related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Suggested Resources:

World map or globe

Teacher and student made examples

Teacher made presentations

Photographs

Art prints and posters

Internet resources

Suggested Reproductions:

Crystal Publications sculpture print series

Unit: Kindergarten Printmaking

Time/Days: 7 sessions +/-

Standards: PA Academic Standards for Arts and Humanities

9.1.3.B, 9.1.3.H, 9.2.3.D, 9.2.3.L, 9.3.3.3.F

Anchors

M03.A-F.1.1 .1.4 ,M03.B-03.1.5, M03.C-G1.1.1, M03.C-G.1.1.2

E03.A-K.1.1.2, ,E03.A-C.2.1.1 , E03.B-K.1.1, E03.D.1.2.1, E03.D.1.2.5

S4.C.1.1.1

Eligible Content: Stamping, line, shape, pattern, repetition, detail, texture

Objectives:

1. Students will create an all over repeat pattern using a simple stamping technique.(DOK2)
2. Students can explain the printmaking process. (DOK 1)
3. Students can differentiate between a mono print and multiple print technique. (DOK 3).
4. Students will demonstrate knowledge of and correct usage of pertinent vocabulary: printmaking, stamping, pattern, multiple, monoprint (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Understand the process of creating multiple images
 - a. Teacher Demonstration
 - b. Guided practice
 - c. Teacher modeling
 - d. Observation of actual printed objects (wallpapers, fabrics, stationary)
 - e. teacher led discussion of artist's reproductions
2. Be able to create an overall repetitive pattern using the printmaking process.
 - a. Discovery learning

Suggested Projects:

Vegetable/fruit printing

After learning about the life-cycle of an apple, have students create apple imagery by stamping cut apples onto their paper.

Found object prints

Used when applicable, students may print/stamp snowflakes onto winter scenes using various objects such as marker caps, empty thread spools, and q-tips.

Incised relief prints with styrofoam

Have students create a simple drawing of a nature item (flower, tree, insect) by pressing into a piece of styrofoam with a pen or wooden stick. Once complete, students will make a series of three prints from their image.

Tempera paint monoprint

Using tempera paint and q-tips, students will be given prompts to create various imagery and then print onto paper.

Assessments:

Diagnostic: Questioning

Formative: Teacher observation

Summative: Completed project

Extensions: Students will engage in independent study/discovery learning that includes:

1. Continued independent practice of learned concepts/techniques.
2. Studying art prints that are available in the art room
3. Reading art-related books available in the art room.
4. learning an advanced technique appropriate to the lesson.

Correctives: Adapt instruction as appropriate to the individual needs of the child.

1. Reduce the complexity of the assignment
2. Reduce the number of steps in the assignment.
3. Present instruction one step at a time.

Materials and Resources

Materials:

Media: Liquid tempera

Tools: Found objects, stampers, wooden sticks

Supplies: Assorted papers, styrofoam

Resources:

World map or globe

Teacher and student made examples

Photographs

Art prints and posters

Internet resources