

Curriculum Map

Visual Art

Kindergarten

<u>Concept</u>	<u>Essential Question</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>	<u>Standards</u>
Line	<p>What are the various types of lines?</p> <p>How do artists use line in their artwork?</p>	Students will use and identify lines in artwork.	<p>Identify a variety of lines.</p> <p>Use lines to create shapes.</p> <p>Use line to create pattern .</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
Color	<p>What are the color families?</p> <p>How do artists use color?</p> <p>How is color important in everyday life?</p>	Students will use color and identify color in artwork.	<p>Identify color names.</p> <p>Use primary colors to create secondary colors.</p> <p>Use color to show expression.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
Space	How do objects relate to sky and ground?	Become aware of figure-ground relationships.	<p>Use baseline in artwork.</p> <p>Identify and fill a background.</p>	<p>-Artwork</p> <p>-Teacher observation</p> <p>-Annual written test</p> <p>-student/teacher conferencing</p> <p>-student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2</p> <p>1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4</p> <p>1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>

<p>Shape</p>	<p>What are the various types of shapes?</p> <p>Do artists use the same shapes that exist in the real world?</p>	<p>Students will identify shapes in their environment and use them in their artwork.</p>	<p>Use a variety of art media to create shapes in their work.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4 1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Form</p>	<p>What is the difference between sculpture and other 2D art forms?</p>	<p>Students will identify form in art.</p>	<p>Create two and three dimensional art work.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4 1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Texture</p>	<p>What is texture?</p> <p>How can an artist create texture?</p>	<p>Students will experience tactile and visual texture.</p>	<p>Apply texture in a variety of art media.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4 1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Pattern</p>	<p>What are patterns?</p> <p>How can you create patterns?</p>	<p>Students will recognize natural and man -made pattern in their surroundings and in art.</p>	<p>Create pattern using repetition of lines, shapes, and colors.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student’s verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.1; 1.1.5.D.2 1.3 CPI:1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.3; 1.3.2.D.4 1.4 CPI:1.4.2.B.1; 1.4.2.B.3; 1.4.5.B.1</p>

<p>Historical and Cultural</p>	<p>How is art similar/ different across cultures?</p> <p>Why do artists become famous?</p>	<p>Students will be exposed to the art of other cultures. Students will be exposed to master artists and art styles.</p>	<p>Identify art genre and use these themes in their artwork. Create artworks based on master artists and world cultures.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses</p>	<p>1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.2 1.3 CPI: 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.5; 1.3.5.D.2; 1.3.5.D.3;1.3.5.D.5 1.4 CPI:1.4.2.A.1; 1.4.2.A.2; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3;1.4.2.B.2; 1.4.5.B.3;1.4.5.B.1; 1.4.5.B.3;</p>
<p>Aesthetics and Critique</p>	<p>What is art?</p> <p>Why do we create art?</p>	<p>Students will understand that artwork is unique to individuals. Students will see artwork as an extension of themselves.</p>	<p>Use their own artwork to express personal feelings and mood. Discuss their feelings in relationship to their art. Discuss artwork using age appropriate terminology .</p>	<p>-Teacher observation conferencing -student's verbal responses</p>	<p>1.1 CPI: 1.1.2.D.1; 1.1.2.D.2; 1.1.5.D.2; 1.2 CPI: 1.2.2.A.1; 1.2.2.A.2; 1.2.5.A.1; 1.2.5.A.2 1.4 CPI: 1.4.2.A.1; 1.4.2.A.2; 1.4.2.A.3; 1.4.5.A.1; 1.4.2.B.1; 1.4.2.B.2; 1.4.2.B.3; 1.4.5.B.1</p>
<p>Interdisciplinary Connections</p>	<p>How is art connected to the world we live in?</p>	<p>Students will make connections between art concepts and lessons learned in other areas.</p>	<p>Make connections between visual arts and performing arts. Identify art concepts seen in other school subject areas. Make personal connections with visual arts. Identify places and products that involve the work of artists.</p>	<p>-Artwork -Teacher observation -Annual written test -student/teacher conferencing -student's verbal responses</p>	