

# Art Scope and Sequence: Kindergarten

## Unit 1: Building an Art Community

### Objectives:

Students will be able to:

- Understand that a classroom is a community.
- Accepting the importance of respecting one another.
- Understand similarities and differences among things/tolerance.
- Share materials and ideas in the art room.
- Problem solve.

### Big Idea:

- Building a classroom community and introduction to Art concepts.

### Essential Questions:

- What makes people different from one another?
- What does it mean to be part of a community?
- How can you show someone respect? How can you share with someone?
- What is a pattern?

### District References:

- The Crayon Box That Talked by Shane Derolf

Cross Curricular:

- Health
- math

### Technology:

- Power Point
- Smart Board - demonstration

### Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions
- The teacher will demonstrate how to share, respect, problem solve etc.

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1.1A, 9.3.1B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** solid color, pattern, tolerance, problem solve, share, community, respect.

## Art Scope and Sequence: Kindergarten

- Each child will be unique in creating their artwork.
- As a class the artwork will be put together as one to make it a community effort.

### **Differentiation:**

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

### **Expansion/ Enrichment:**

- Continue to accept people's differences, share with others and respect each other.

### **Sample Assessment Item:**

- The students will explain how they are different and similar to others in the classroom.
- Give examples of sharing.
- Give examples of showing respect.
- Give an example of a pattern.

## **Unit 2: Inventing Lines**

### **Objectives:**

Students will be able to:

- Learn that lines can help us understand the structure of objects.
- Learn that lines are tools for drawing our own ideas.
- Explore the art form of drawing.
- Learn proper care of markers.

### **Big Idea:**

- Understanding Lines.

### **Essential Questions:**

- Where do you see lines in the art room or in artwork?
- What shapes are made from lines and spaces between them?

# Art Scope and Sequence: Kindergarten

- What is the difference between horizontal and vertical?

## District References:

- Harold and the Purple Crayon by Crocket Johnson

## Cross Curricular:

- Math

## Technology:

- Power Point
- Smart Board - demonstration

## Teaching Activities:

- Teacher explains to the students that lines give us information just like words do.
- Line is the most basic of all the elements of art and is a key to thinking and seeing as an artist does.
- Lines are tools for drawing our own ideas.
- The students will try to find shapes that are made from lines and the spaces between them.
- The students will be introduced to markers as a drawing tool.
- The difference between markers and other drawing tools will be discussed.
- The children will create their own chart of at least 10 lines starting from left to right using a different colored marker for each line to use as a reference.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

## Expansion/ Enrichment:

- Students can use different materials to see how lines can change in appearance.

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** lines, straight, curved, zigzag, spiral, dotted, broken, wavy, crossed, diagonal, horizontal, and vertical

# Art Scope and Sequence: Kindergarten

## Sample Assessment Item:

- The students will discuss which lines they felt were easier or harder to draw and why. They will discuss where they could use the different lines in an artwork.

## Unit 3: Lines All Around Us

### Objectives:

Students will be able to:

- Understand the use of imagination
- Understand problem solving
- Understand the use of line to create an illustration
- Practice drawing different types of lines
- Observe how different objects overlap
- Review proper care of markers

### Big Idea:

- Lines in the environment.

### Essential Questions:

- How does Harold use his imagination in the story?
- Have you ever used your imagination?
- How are the lines used differently in the story?
- What happens when Harold encounters a problem?
- What happens when one object overlaps another?

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1.1A, 9.3.1B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** imagination, problem solving, line, horizontal, overlap, continuous line

### District References:

- Harold and the Purple Crayon by Crockett Johnson

### Technology:

- Power Point
- Smart Board - demonstration

# Art Scope and Sequence: Kindergarten

## Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Demonstrate/review step by step how to use the markers.
- The students will draw something from their imagination. They will use the continuous line technique in one color with overlapping in various colors.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

## Expansion/ Enrichment:

- The students will practice drawing things that overlap.

## Sample Assessment Item:

- Students will discuss with the class what they drew and how they used lines and overlapping.

## Unit 4: Lines Become Shapes

### Objectives:

Students will be able to:

- Understand that as a line is enclosed it becomes a shape.
- Understand problem solving
- Identify geometric shapes
- Practice drawing different types of shapes
- Experiment by putting shapes together to create new objects.

### Big Idea:

- Connecting lines to make shapes.

# Art Scope and Sequence: Kindergarten

## Essential Questions:

- What happens when a line closes?
- What are some differences in geometric shapes?
- What images can you create combining multiple geometric shapes?

## District References:

- When a line Bends...A Shape Begins by Rhonda Gowler Greene, Houghton Mifflin 1997
- The Shape of Things by Dayle Ann Dodds

## Technology:

- Power Point
- Smart Board- demonstration

## Cross Curricular Connections

- Math

## Teaching Activities:

- Read the story aloud.
- Discuss the story.
- Go over the essential questions.
- Demonstrate step by step how to put shapes together to create new objects.
- The students will make a picture by using geometric shapes that they have drawn or cut out from colored constructions paper, and use crayons to create a background.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** line, shape, square, triangle, rectangle, circle, oval, geometric shape

# Art Scope and Sequence: Kindergarten

## Expansion/ Enrichment:

- Continue learning to put shapes together to create new objects.
- Explain and analyzing shape choice for creating their new objects.

## Sample Assessment Item:

- Students will discuss with the class what shapes they used to put together to create their picture.

## Unit 5: Shape Recognition

### Objectives:

Students will be able to:

- Understand similarities and differences among shapes.
- Learn the skill of tracing

### Big Idea:

- Understanding Shapes.

### Essential Questions:

- Compare and contrast geometric shapes.
- Identify specific characteristics of each geometric shape.

### District References:

- The Shape of Things by Dayle Ann Dodds
- Print - Castle and Sun by Paul Klee

Cross Curricular:

- Math

### Technology:

- Power Point
- Smart Board- demonstration

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1.1A, 9.3.1B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** geometric shapes, circle, square, triangle, rectangle, oval.

# Art Scope and Sequence: Kindergarten

## Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Students will practice tracing various shapes.
- The students will draw shapes and connect them to create a piece of art and add color.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

## Expansion/ Enrichment:

- Students look around the room to identify objects that have geometric shapes.

## Sample Assessment Item:

- Students will be able to identify the difference between geometric shapes.

## Unit 6: Color Spectrum

### Objectives:

Students will be able to:

- Learn the order of the color spectrum (ROYGBIV)
- Understand how a rainbow appears.
- Use watercolor paints

### Big Idea:

- ROYGBIV (color order)

### Essential Questions:

- Are the colors of the rainbow in a

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1.1A, 9.3.1B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** spectrum, rainbow, ROYGBIV



# Art Scope and Sequence: Kindergarten

specific order?

- Where have you seen rainbows before?
- Have you ever seen a rainbow in a puddle or lawn sprinkler?

## District References:

- Color Dance by Ann Jonas

Cross Curricular:

- Science

## Technology:

- Power Point
- Smart Board- demonstration

## Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Teacher demonstrations how to create a rainbow using watercolor paints,
- Students create a rainbow using watercolors.
- The rainbow can then be turned into a windsock with colored streamers hanging from it.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

## Expansion/ Enrichment:

- The students will practice remembering ROYGBIV by writing the words in the correct color order.

## Sample Assessment Item:

- The students will be able to recite the order of the rainbow, ROYGBIV.

# Art Scope and Sequence: Kindergarten

## Unit 7: Experiencing Textures

### Objectives:

Students will be able to:

- Use their sense of touch to understand texture.
- Learn techniques for creating their own textures.
- Review and practice techniques for using crayons
- Understand texture rubbing as a way to create art images.
- Discuss descriptive words such as bumpy, rough etc.

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge.

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** texture, rubbing, holding hand, rubbing hand, overlapping, design, pressure, pattern.

### Big Idea:

- Textures all around.

### Essential Questions:

- Has anyone ever heard of the word texture?
- How does your hair, cheek, shirt, shoe etc. feel?
- Which textures come from nature/have been made by people?
- Why do you think artists use textures in their artwork?

### District References:

- Fish is Fish by Leo Lionni Dragonfly, 1974
- Peter's Chair by Ezra Jack Keats Viking 1998

Cross Curricular:

- Science

### Technology:

- Power Point
- Smart Board- demonstration

### Teaching Activities:

- KWL about texture.
- Teacher asks the students to feel and describe textures around them.
- Viewing a textural piece of artwork, describe manmade textures.

## Art Scope and Sequence: Kindergarten

- Teacher demonstrates the rubbing technique by putting an object under a piece of paper and using a crayon on its side (unwrapped) to create implied texture.
- The students will then create their abstract piece of art using the rubbing technique.

### Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

### Expansion/ Enrichment:

- The students could use markers to color in the shapes and spaces created by the texture rubbings.

### Sample Assessment Item:

- The students will compare and contrast the textures they enjoyed using in their artwork.

## Unit 8: Sequencing

### Objectives:

Students will be able to:

- Understand sequencing/patterns
- Understand the life cycle of a butterfly
- Create an artwork showing the life cycle of a butterfly
- Introduction symmetry

### Big Idea:

- Understanding sequencing.

### Essential Questions:

- What is the life cycle of a butterfly/sequencing?
- Do you see symmetry and patterns in the colors of the butterfly's wings?

# Art Scope and Sequence: Kindergarten

## District References:

- The Very Hungry Caterpillar By Eric Carle
- Butterfly, Butterfly by Petr Hora'eck

## Cross Curricular:

- Science
- Math

## Technology:

- PowerPoint
- Smart Board- demonstration

## Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- The students will draw #1 leaf and glue a bead to represent the egg.
- The students will then draw #2 leaf and glue a model magic caterpillar to the leaf.
- Using a toilet paper roll, the students will cover it with green tissue paper to form the chrysalis.
- The students will be given a butterfly shape. Symmetry will be discussed and demonstrated.
- The students will glue a Popsicle stick to the butterfly and curl the butterfly to fit inside the chrysalis.
- The leaves and chrysalis will be glued in order (sequencing) to a larger piece of paper.

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge.

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** life cycle, symmetry, sequence, pattern

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

## Expansion/ Enrichment:

- The students can draw their face using symmetry.

# Art Scope and Sequence: Kindergarten

## Sample Assessment Item:

- Students will show the class their butterfly and explain how they used symmetry/sequencing.

## Unit 9: Intro to Painting and Collage

### Objectives:

Students will be able to:

- Experience tempera paint
- Practice clean up procedure for painting
- Understand how to overlap objects.
- Understand vertical verses horizontal.

### Big Idea:

- Combining Art Mediums (Paint with collage)

### Essential Questions:

- How do you hold your brush while painting?
- Is a palm tree/ground vertical or horizontal?
- What is collage?

### District References:

- Chicka Chicka Boom Boom By Bill Martin Jr. and John Archambault

Cross Curricular:

- Science
- LA (Alphabet)

### Technology:

- PowerPoint
- Chicka Chicka Boom Boom Video

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** pattern, balance, overlap, value, collage, vertical, horizontal

## Art Scope and Sequence: Kindergarten

- Smart Board- demonstration

### Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions
- Teacher will demonstrate how to hold a paint brush while applying paint.
- Teacher will demonstrate how to add magazine cutouts to create an alphabet collage.
- Teacher will demonstrate clean up procedures.
- Students will complete a painted palm tree and glue the alphabet cutouts to create a collage.

### Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples
- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

### Expansion/ Enrichment:

- Students will compare and contrast the different lettering style, focusing on shapes, sizes and colors.

### Sample Assessment Item:

- Students will describe their experience with mixed media.

## Unit 10: Texture with van Gogh

### Objectives:

Students will be able to:

- Become familiar with Vincent van Gogh and his artwork.
- Study the parts of a sunflower.
- Review of texture.
- Review and practice techniques of painting and collage.

# Art Scope and Sequence: Kindergarten

## Big Idea:

- Art appreciation.

## Essential Questions:

- Who is Vincent van Gogh?
- Compare and contrast van Gogh's flowers with real sunflowers.
- What shapes do you see on the sunflower?
- What is the difference between the center of the flower and the petals?

**Teaching Time:** 3-4 classes 40 minutes each

**Assessment:** Listening skills, following the directions, completing project, verbal knowledge

**Standards:** 9.1A, 9.3B

**Bloom's Level:** Knowledge, Comprehension, Application and Analysis

**Vocabulary:** Vincent Van Gogh, sunflower, shape, texture, color, stem, petal

## District References:

- [Camilla and the Sunflowers: A Story about Vincent Van Gogh.](#) By Laurence Anholt

## Cross Curricular

- Science
- History

## Technology:

- PowerPoint
- Smart Board- demonstration

## Teaching Activities:

- Read the story aloud/discuss.
- Go over the essential questions.
- Observe what a real sunflower looks like.
- Demonstrate step by step how to paint the sunflowers.
- Students create painted sunflowers.
- Students add brown pinched tissue paper to the center of the sunflowers to add texture and collage to their artwork.

## Differentiation:

- Individual hands on demonstration
- Both oral and written directions
- Student examples

## Art Scope and Sequence: Kindergarten

- Extended time as needed
- Preferential seating as needed
- Implementation of IEP criteria for individual students with special needs.

### **Expansion/ Enrichment:**

- As a class discuss different objects that have texture. List found textures on the board.
- Go on a texture scavenger hunt.

### **Sample Assessment Item:**

- Have each student show the class the textured object they found on the scavenger hunt and have them explain the type of texture it has.

DRAFT