

**Title**

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

**Kindergarten Art**

Individual

Map

Jane Frances Speronza, Marie Pessolano

Visual and Performing Arts

None Selected

KG

Franklin , Jefferson , Kennedy , Nixon

**Title : Kindergarten Art**  
**Type : Individual**

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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<b>Crafts and Textiles</b>																																								
September/Week 1 - June/Week 40																																								
<b>Graphics</b>																																								
September/Week 1 - June/Week 40																																								
<b>Painting</b>																																								
September/Week 1 - June/Week 40																																								
<b>Printmaking</b>																																								
September/Week 1 - June/Week 40																																								
<b>Sculpture</b>																																								

**Title : Kindergarten Art**  
**Type : Individual**

<b>Duration: September/Week 1 - June/Week 40</b>					
<b>UNIT NAME: Crafts and Textiles</b>					
<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Assessment</b>	<b>Standards</b>
<b>Plans:</b>					

Duration: September/Week 1 - June/Week 40

**UNIT NAME: Graphics**

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be <b>introduced</b> to the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u>:line, shape, space, color, value, texture, and form</p> <p><u>Principles</u>:balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p><u>Aesthetics</u>: Students will learn that people respond to the world around them through art.</p> <p><u>Critique</u>: Students will learn that people can discuss art together if they speak the same language (elements of art).</p> <p><u>Art History</u>: Students will learn that people in every culture have made art-often their ideas are similar.</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art mediums produce the same effects in a piece of art?)*        *Translation into first grade language: "How does what we use to make art change the way it looks?"</p> <p>"What tools do you need to complete this project? What problem does each tool address?"</p> <p>"We must develop a tool to measure art. What tools can we use to measure the merits of artworks? Why can opinions differ about artworks?"</p>	<p><b>Suggested vocabulary:</b>        line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, Graphic Art</p>	<p>SWBAT create a project using graphic art.</p>		<p>1.1.2-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.1-The basic elements of art and principles of design govern art creation and composition. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork. (KG, 01, 02)[State:New Jersey]</p> <p>1.1.2.2-Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. (KG, 01, 02)[State:New Jersey]</p> <p>1.2.2.2-The function and purpose of art-making across cultures is a reflection of societal values and beliefs. (KG, 01, 02)[State:New Jersey]</p>

					<p>1.3.2-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (KG, 01, 02)[State:New Jersey]</p> <p>1.3.2.1-Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. (KG, 01, 02) [State:New Jersey]</p> <p>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. (KG, 01, 02)[State:New Jersey]</p>
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**Plans:**

**U** Graphics - 1st Grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Painting

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be <b>introduced</b> to the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u>:line, shape, space, color, value, texture, and form</p> <p><u>Principles</u>:balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p><u>Aesthetics</u>: Students will learn that people respond to the world around them through art.</p> <p><u>Critique</u>: Students will learn that people can discuss art together if they speak the same language (elements of art).</p> <p><u>Art History</u>: Students will learn that people in every culture have made art-often their ideas are similar.</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art mediums produce the same effects in a piece of art?)*        *Translation into first grade language: "How does what we use to make art change the way it looks?"</p> <p>"What tools do you need to complete this project? What problem does each tool address?"</p> <p>"We must develop a tool to measure art. What tools can we use to measure the merits of artworks? Why can opinions differ about artworks?"</p>	<p><b>Suggested vocabulary:</b>        line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity</p>	<p>SWBAT create a project using paint.</p>		<p>1.1.2-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.1-The basic elements of art and principles of design govern art creation and composition. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork. (KG, 01, 02)[State:New Jersey]</p> <p>1.1.2.2-Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. (KG, 01, 02)[State:New Jersey]</p> <p>1.2.2.2-The function and purpose of art-making across cultures is a reflection of societal values and beliefs. (KG, 01, 02)[State:New Jersey]</p>

Title : Kindergarten Art  
Type : Individual

					<p>1.3.2-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (KG, 01, 02)[State:New Jersey]</p> <p>1.3.2.1-Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. (KG, 01, 02) [State:New Jersey]</p> <p>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. (KG, 01, 02)[State:New Jersey]</p>
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**Plans:**

**U** Painting- 1st Grade -

Duration: September/Week 1 - June/Week 40					
UNIT NAME: Printmaking					
Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be <b>introduced</b> to the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u>:line, shape, space, color, value, texture, and form</p> <p><u>Principles</u>:balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p><u>Aesthetics</u>: Students will learn that people respond to the world around them through art.</p> <p><u>Critique</u>: Students will learn that people can discuss art together if they speak the same language (elements of art).</p> <p><u>Art History</u>: Students will learn that people in every culture have made art-often their ideas are similar.</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art mediums produce the same effects in a piece of art?)*        *Translation into first grade language: "How does what we use to make art change the way it looks?"</p> <p>"What tools do you need to complete this project? What problem does each tool address?"</p> <p>"We must develop a tool to measure art. What tools can we use to measure the merits of artworks? Why can opinions differ about artworks?"</p>	<p><b>Suggested vocabulary:</b>        line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, printmaking, ink, brayer, block print, print, linoleum print, monoprint, engraving, etching, printing press, silkscreen</p>	<p>SWBAT create a project using printmaking.</p>		<p>1.1.2-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.1-The basic elements of art and principles of design govern art creation and composition. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork. (KG, 01, 02)[State:New Jersey]</p> <p>1.1.2.2-Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. (KG, 01, 02)[State:New Jersey]</p> <p>1.2.2.2-The function and purpose of art-making across cultures is a reflection of societal values and beliefs. (KG, 01, 02)[State:New Jersey]</p>

					<p>1.3.2-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. (KG, 01, 02)[State:New Jersey]</p> <p>1.3.2.1-Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. (KG, 01, 02) [State:New Jersey]</p> <p>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. (KG, 01, 02)[State:New Jersey]</p>
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**Plans:**

**U** Printmaking- 1st Grade

Duration: September/Week 1 - June/Week 40

UNIT NAME: Sculpture

Enduring Understandings	Essential Questions	Knowledge	Skills	Assessment	Standards
<p>Students will be <b>introduced</b> to the Elements and Principles of Art and Design as the foundation of all design:</p> <p><u>Elements</u>:line, shape, space, color, value, texture, and form</p> <p><u>Principles</u>:balance, proportion, rhythm/movement, emphasis, pattern, variety, and unity</p> <p>Students will learn that people respond to the world around them through art.</p> <p>Students will learn that people can discuss art together if they speak the same language (elements of art.)</p> <p>Students will learn that people in every culture have made art-often their ideas are similar.</p>	<p>How can art medium selection affect the outcome of an artwork? (Do all art mediums produce the same effects in a piece of art?)</p> <p>*Translation into first grade language: How does what we make art with change the way it looks?</p> <p>What tools do I need to find my way through this project, and why do I need them?</p>	<p><b>Suggested vocabulary:</b>          line, shape, space, color, value, texture, form, balance, proportion, rhythm/movement, emphasis, pattern, variety, unity, 2-dimensional, 3-dimensional, bisque, clay, pot, kiln, greenware, firing, scoring, slip, glaze, bone dry, slab, papier mache</p>	<p>SWBAT create a 3-dimensional form.</p>		<p>1.1.2-The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.1-The basic elements of art and principles of design govern art creation and composition. (KG, 01, 02) [State:New Jersey]</p> <p>1.1.2.D.1-Identify the basic elements of art and principles of design in diverse types of artwork. (KG, 01, 02)[State:New Jersey]</p> <p>1.2.2.2-The function and purpose of art-making across cultures is a reflection of societal values and beliefs. (KG, 01, 02)[State:New Jersey]</p> <p>1.3.2-Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>

**Title : Kindergarten Art**  
**Type : Individual**

					(KG, 01, 02)[State:New Jersey] 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. (KG, 01, 02)[State:New Jersey]
<b>Plans:</b> <b>U</b> Sculpture - 1st Grade					