

## **Kindergarten Art Curriculum**

### **Unit of Study: Artistic Perception**

| <b>Curriculum Standards</b>   | <b>Learner Outcomes</b>   |
|---|---|
| Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. | <ul style="list-style-type: none"><li>• Recognize and describe simple patterns found in the environment and works of art.</li><li>• Name art materials (e.g., clay, paint, and crayons) introduced in lessons.</li><li>• Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</li></ul> |

### **Unit of Study: Creative Expression**

| <b>Curriculum Standards</b>  | <b>Learner Outcomes</b>  |
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| Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. | <ul style="list-style-type: none"><li>• Use lines, shapes/forms, and colors to make patterns.</li><li>• Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</li><li>• Make a collage with cut or torn paper shapes/forms.</li><li>• Paint pictures expressing ideas about family and neighborhood.</li><li>• Use lines in drawings and paintings to express feelings.</li><li>• Use geometric shapes/forms (circle, triangle, square) in a work of art.</li><li>• Create a three-dimensional form, such as a real or imaginary animal.</li></ul> |

### **Unit of Study: Historical and Cultural Context**

| <b>Curriculum Standards</b>  | <b>Learner Outcomes</b>   |
|--|---|
| Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. | <ul style="list-style-type: none"><li>• Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</li><li>• Identify and describe works of art that show people doing things together.</li><li>• Look at and discuss works of art from a variety of times and places.</li></ul> |

### **Unit of Study: Aesthetic Valuing**

| <b>Curriculum Standards</b>   | <b>Learner Outcomes</b>  |
|---|--|
| Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. | <ul style="list-style-type: none"><li>• Discuss their own works of art, using appropriate art vocabulary<ul style="list-style-type: none"><li>○ e.g., color, shape/form, texture.</li></ul></li><li>• Describe what is seen (including both literal and expressive content) in selected works of art.</li><li>• Discuss how and why they made a specific work of art.</li><li>• Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</li></ul> |

### **Unit of Study: Connections, Relationships, Applications**

| <b>Curriculum Standards</b>  | <b>Learner Outcomes</b>  |
|--|--|
| Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. | <ul style="list-style-type: none"><li>• Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.</li><li>• Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</li><li>• Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national symbols and icons.</li><li>• Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</li></ul> |