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|  | **Kindergarten**  |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance |  |  |
|  | Unit 5: Aesthetic Responses and Critique Methodologies |  |  |
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| **Content Area: Art** | **Grade Level : Kindergarten** |
| **Unit Title: Unit 1: Creative Process** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and  answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly |
| **21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
 | * **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
		- **Work Effectively in Diverse Teams**
	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
 |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.**Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 1: Creative Process** | **Grade Level: Kindergarten** | **Time Frame: September- October** |
| **Standard**: 1.1 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. **Cumulative Progress Indicators:*** 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
* 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
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| **Enduring Understanding:*** Recognize the qualities of the basic geometric shapes, (i.e. circle, square and triangle) in 2 dimensional works of art by Kandinsky, Cezanne, Duchamp.
 | **Essentials Questions:*** What are the different types of shapes?
* How can you identify the types of shapes in this specific artwork?
* How would you compare and contrast organic and geometric shapes?
* Explain how the artist used shapes in their artwork? What types of shapes do you see around you?
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| **Knowledge and Skills:*** Identify different kinds of shapes
* Draw and cut out different kinds of shapes
* Learn about specific shapes in different cultures
* Learn that shapes make up all objects
 | **Demonstration of Learning/Assessment:*** SWBAT draw geometric shapes using tracers, cut them out and glue together to create shape monsters
* SWBAT create abstract artwork using oil pastel resist and drawing concentric circles, inspired by the artwork by Wassily Kandinsky
* SWBAT create a city scene (New York skyline, Taj Mahal) using various shapes, such as domes, rectangles, circles, squares and triangles.
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| **Suggested Tasks and Activities:*** Draw organic shapes and draw geometric shapes using templates
* Manipulate shapes to create artwork by drawing, cutting and pasting, using their imagination to create a new whole shape
* Open discussion on how different shapes make you feel, e.g. circles are soft like balloons, balls, bubbles and hoopla hoops. How do these things make you feel?
 | **Tech Integration:** * SmartBoard- Brain Pop
* Google Images
* Stereo
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| **Resources:** Smartboard, Brain Pop Jr., Google Images, Books with visuals, Stereo, different genres of music |

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| **Content Area: Art** | **Grade Level : Kindergarten** |
| **Unit Title: Unit 2: History of the Arts and Culture** |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and  answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
| **21st Century Themes:*** Global Awareness

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
		- **Access and Evaluate Information**
		- **Use and Manage Information**
	+ **ICT Literacy**
		- **Apply Technology Effectively**
 | * **Life and Career Skills**
	+ **Flexibility and Adaptability**
		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
	+ **Social and Cross Cultural Skills**
		- **Interact with others**
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	+ **Productivity and Accountability**
		- **Manage Projects**
		- **Produce Results**
	+ **Leadership and Responsibility**
		- **Guide and Lead Others**
		- **Be Responsible to Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.**Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 2: History of the Arts and Culture** | **Grade Level: Kindergarten** | **Time Frame: November - January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**Cumulative Progress Indicators:*** 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
* 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
* 1.2.2.A.1 Identify characteristic theme based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
* 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
 |
| **Enduring Understanding:*** Recognize the Primary colors, (red, yellow and blue) in two dimensional works of art by Mondrian, Lichenstein, Warhol
 | **Essentials Questions:*** What are the Primary colors?
* How can you identify the Primary colors in this specific artwork?
* How do artists use Primary colors in their artwork?
* Explain how the artist used Primary colors in their artwork.
* What Primary colors do you see around you?
* How do some colors make you feel? (scared, cheerful, calm, cold)
 |
| **Knowledge and Skills:*** Identify Primary colors in various artworks
* Primary colors make up all other colors
* You cannot mix any other color together to make a Primary color
* Introduce American Folk Art quilting design using Primary colors
 | **Demonstration of Learning/Assessment** * SWBAT create primary color superheroes
* SWBAT draw an event in their life using Primary color to express feeling and/or mood
* SWBAT create artwork in the style of Pop Art by repeating the initial of their first name several times using different combinations of Primary colors, inspired by Andy Warhol
* SWBAT create a simple quilt square using strictly the Primary colors
 |
| **Suggested Tasks and Activities:*** Identify Primary colors throughout their surroundings
* Understand that color can suggest feelings, emotion and temperature
* Open discussion on how different colors make you feel, e.g. happy, angry, reading, “What Color Are You Today?” by Darwin Walton
* Show examples of quilts
 | **Tech Integration:** * SmartBoard- Brain Pop
* Google Images
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| **Resources:** Smartboard, Brain Pop Jr., Google Images, Books with visuals, Stereo |

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| **Content Area: Art** | **Grade Level : Kindergarten** |
| **Unit Title: Unit 3: Performance**  |
| **Interdisciplinary Connections:** **English Language Arts Connections**: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and  answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.**Science Connections:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can  make materials vibrate.  1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem |
| **21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
		- **Use Systems Thinking**
		- **Make Judgments and Decisions**
		- **Solve Problems**
	+ **Communication and Collaboration**
		- **Communicate Clearly**
		- **Collaborate with Others**
* **Information, Media and Technology Skills**
	+ **Information Literacy**
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		- **Apply Technology Effectively**
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		- **Adapt to Change**
		- **Be Flexible**
	+ **Initiative and Self-Direction**
		- **Manage Goals and Time**
		- **Work Independently**
		- **Be Self-directed Learners**
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		- **Guide and Lead Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.**Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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| **Unit Title: Unit 3 : Performance**  | **Grade Level: Kindergarten** | **Time Frame: February - April** |
| **Standard:** 1.3 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. **Cumulative Progress Indicators:*** 1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools
* 1.3.P.D.2 Create 2 and 3 dimensional works of art while exploring color, line, shape, form, texture, and space.
* 1.3.P.D.3 Use vocabulary to describe various art forms (e.g. photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.
* 1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age appropriate materials and visual art media using memory, observation, and imagination
* 1.3.P.D.5 Demonstrate planning, persistence, and problem solving skills while working independently, or with others, during the creative process
* 1.3.P.D.6 Create more recognizable representations as eye hand coordination and fine motor skills develop
* 1.3.2.D.1 Create 2 and 3 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.
* 1.3.2.D.2 Use symbols to create personal works of art based on selected age appropriate themes, using oral stories as a basis for pictorial representation.
* 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
* 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
* 1.3.2.D.5 Create works of art that are based on observations of the physical world and illustrate how art is part of everyday life, using a variety of art mediums and art media.
 |
| **Enduring Understanding:*** Create two and three dimensional works of art while exploring color, line, shape, form, texture and space
* To learn various art forms, artist and their works, a variety of art mediums and application methods
* Use thoughts and ideas through a variety of age appropriate materials and visual art medias using imagination, observation and memory
* Create more recognizable representations as hand-eye coordination and fine motor skills develop
 | **Essentials Questions:*** Who is an artist?
* Do you think art is important?
* Do you like art?
* Are artists important to their culture?
 |
| **Knowledge and Skills**:* Introduce basic art vocabulary, e.g. paints, pastels,
* Continued practice in coloring, cutting, pasting
* Introduce media such as crayons, markers, colored pencils, watercolor paint, tempera cakes, oil pastel, chalk pastels
 | **Demonstration of Learning/Assessment:*** SWBAT create torn paper mosaics
* SWBAT multi-media abstract artworks
* SWBAT create 5 minute sketches from observations
 |
| **Suggested Tasks and Activities:*** Showing various types of art genres (post-impressionism, realism, modern)
* Open discussion informal critique
* Compare and contrast the art of different artists and cultures
* Students will create an artwork in the style of a selected culture
 | **Tech Integration:** * SmartBoard- Brain Pop
* Google Images
 |
| **Resources:** Smartboard, Brain Pop Jr., Google Images, Books with visuals, Stereo |

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| **Content Area: Art** | **Grade Level : Kindergarten** |
| **Unit Title: Unit 4: Aesthetic Responses and Critique Methodologies**  |
| **Interdisciplinary Connections:** **Math Connections**: K.CC.2.: Count forward beginning from a given number within the know sequence**English Language Arts Connections**: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and  answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly. |
| **21st Century Themes:*** Global Awareness

**21st Century Skills:*** **Learning and Innovation Skills**
	+ **Creativity and Innovation**
		- **Think critically**
		- **Work Creatively with Others**
		- **Implement Innovations**
	+ **Critical Thinking and Problem Solving**
		- **Reason Effectively**
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		- **Guide and Lead Others**
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use**21st Century Learning:** 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.**Technology Integration:** 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).-Leveled Questions, Extra Time, Technology Use |

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| **Unit Title: Unit 4: Aesthetic Responses and Critiques Methodologies**  | **Grade Level: Kindergarten** | **Time Frame: May - June** |
| **Standard**: 1. 4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual arts.**Cumulative Progress Indicators:*** 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
* 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
* 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.
 |
| **Enduring Understanding:*** Personal responses to different genres of art
* Art is subjective
 | **Essentials Questions:*** What emotion was the artist trying to convey in this artwork?
* Why do you like this type of art? Why don’t you like this type of art?
* How does art make you feel?
* Would you like it if there were only one type of art, or one painting in the world?
* How do you express yourself through your art?
 |
| **Knowledge and Skills:*** Introduce some basic art vocabulary, e.g. elements of art, landscape, horizontal, portrait, vertical
* Continued practice in coloring, cutting, pasting
* Introduce media such as watercolor, tempera cakes, oil pastel
 | **Demonstration of Learning/Assessment:*** SWBAT draw a picture of their family celebrating an event
* SWBAT create cave paintings on crumpled brown paper using markers, crayons and colored pencils
* SWBAT create a self- portrait showing an emotion, inspired by Picasso’s Weeping Woman & Munch’s The Scream
* SWBAT point out various art elements in different types of artwork
* SWBAT self-critique their own artworks
 |
| **Suggested Tasks and Activities:*** Showing various types of art genres (post-impressionism, realism, modern)
* Open discussion informal critique
* Compare and contrast the art of different artists and cultures
* Students will create an artwork in the style of a selected culture
 | **Tech Integration:** * SmartBoard- Brain Pop
* Google Images
 |
| **Resources:** Smartboard, Brain Pop Jr., Google Images, Books with visuals, Stereo |