

## HINSDALE VISUAL ART CURRICULUM

GRADE LEVEL/COURSE: KINDERGARTEN/VISUAL ART

STANDARD: 1. Apply appropriate media, techniques, and processes.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
Students will be able to differentiate between materials, techniques, and processes of making art.	Showing Feelings: use line to show different feelings. Describe feelings shown by lines.	Books: 'Anna's Art Adventure' by Bjorn Sortland and Lars Elling.	Observation of students during the process of creating artwork.
Students will be able to describe how different techniques, media, and processes produce different effects and personal responses.	Painting with one, two, and then three colors. Using primary colors to make secondary colors.	Various types of paint: Watercolor, finger paint, tempera. Paint brushes, sponges, pencils, crayons, markers, stencils, various papers. Art safety posters and video. Art studio rules.	Reflective questioning as students work.
Students will be able to use various material, techniques, and processes to communicate and express ideas, experiences, and stories.	Line drawing/painting. Shape and torn paper pictures. Brushes and other paint applications to create expressionist paintings. Using music to inspire feelings in paintings.	Pictures of familiar signs, symbols, and icons.	Review of key terms at the end of class and at the start of the following class.
Students will be able to use art materials and tools in a safe and responsible manner.	Review art safety procedures and use of individual materials.	Reproductions of work by Seurat, Monet, Manet.	
Students will be able to communicate and express ideas symbolically			

**STANDARD: 2. Identify and apply the elements of visual art and principles of design.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to recognize the visual elements including color, shape, form, space, line, value and texture.	Texture landscapes using texture plates. Concepts of spatial arrangement of land and sky. Pattern caterpillars. Using circle tracers to create the parts of a caterpillar and arranging them into a pattern. Stacking Forms: students will form 3-d shapes using clay and use proper ceramic techniques to create a stacked sculpture. Glazing in primary colors allows for color review.	Books: ‘The Mitten’ by Jan Brett Crayons, tempera paint, paper (white and colored construction), glue, texture plates, pencils, paintbrushes, kiln fire clay, glaze in primary colors, paint brushes.  Reproductions of work by Paul Klee and Miro. Examples of mobiles by Calder.	Observation of students during the process of creating artwork. Actively questioning students both individually and as a large group about key concepts. Evaluating final project to see if it incorporates all concepts and techniques involved in the lesson. Looking for realization of connections to previous concepts.
Students will be able to describe the principles of design including balance, unity, and rhythm.			
Students will be able to describe how different expressive features and ways of organizing them, cause different responses.			
Students will be able to create works of art that use the elements of art and principles of design to communicate and express ideas.			

**STANDARD: 3. Select and apply a range of subject matter, symbols and ideas.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to explore and understand prospective content for works of art.	Over, under, and in between. Students develop a composition in which they	Books: ‘Getting to know the Artist Series DeCherico, Rousseau, Picasso, Braque.	Students should always be monitored as they create their work. This ensures proper use

<p>Students will be able to create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.</p>	<p>layer (collage style) different elements such as magazine pictures, pipe cleaners, paper scraps and any other materials readily available. They will construct a scene which tells a story.</p> <p>Draw connections from works like Rousseau and DeCherico, who both show many items overlapping and weaving in and out of spaces.</p> <p>Introduce students to the concept of the collage and introduce some key players in the creation and mastery of the medium.</p>	<p>Reproductions: Picasso and Braque's collages</p> <p>Books, magazines, scraps of paper, crayons, pencils, glue sticks, pipe cleaners, art parts box (box of random parts such as buttons, rhinestones, popsicle sticks, pebbles, string, ribbon, etc) heavy white sulphite paper</p>	<p>of the materials and better student pride in work.</p> <p>Observation throughout the creative process to check for understanding of key concepts and ideas.</p> <p>Students can share and explain their work to their classmates following projects such as this one to ensure that they did, in fact, understand the lesson and follow through with instructions.</p>
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**STANDARD: 4. Analyze the visual arts in relation to history and culture.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
<p>Students will be able to know that the visual arts have both a history and a specific relationship to various cultures.</p>	<p>Students will create stylized reproductions of famous works to allow for a great connection to the artistic Masters.</p> <p>Starry Starry Night oil pastel resists panting. Using watercolor over oil pastel pictures to show the mood of a painting.</p> <p>Picasso's hand with flowers.</p>	<p>Books: 'Meet the artist's books and videos (Picasso, Kandinsky, Monet, Rembrandt, and Van Gogh).</p> <p>Reproductions of works by Kandinsky, Picasso, Van Gogh's Starry Night, Escher, Monet, Rembrandt, Seurat, Toulouse Le Treck, Miro, Michaelangelo, Brancusi and</p>	<p>Formal assessment in the form of questioning students as they work about the artist that they are studying, how they worked, what they did, etc.</p>
<p>Students will be able to identify specific works of art in particular cultures, times, and places.</p>			<p>Teacher evaluation upon completion of projects in order to ensure understanding and improvement in skills.</p>

	Miro lines and dots.	others.	
Students will be able to describe how history, culture, and visual arts influence each other.	Drawing our Homes: students think about where they live and how they will create a representation of their home.	Pencils, paper, air dry clay, oil pastels, watercolor paints, construction paper, magazines, glue sticks, markers.	Rubric used to assess final project.
Students will be able to identify a variety of art objects, artist, and resources specific to New Hampshire.			
Students will be able to create a work of art that reflects an understanding of how history or culture can influence visual art.			

**STANDARD: 5. Analyze, interpret and evaluate their own and other’s artwork.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify various purposes for creative works of art.	Read “Anna’s Art Adventure” and “When Pigasso met Mootise”	Books: ‘Anna’s Art Adventure’ by Bjorn Sortland and Lars Elling, ‘When Pigasso met Mootise’ by Nina Laden.	Students will be assessed not only upon the completion of the project but also on the art making process. Various questions such as “Why did you choose this color in this place” will not only check for understanding but also ensure that students are making artistic choices and not just ones out of convenience.
Students will be able to describe how people’s experiences influence the development of specific art works.	Emotion paintings: students will use 3 colors of paint, taking into account the proper techniques for mixing colors and applying paint carefully. (Optional: blowing paint pictures)	Watercolor paper, watercolor paint, straws, pencils	
Students will be able to understand that people may respond in different and equally valid ways to	Students will look at paintings	Reproductions: Pollock, Matisse, Picasso, other abstract expressionist artist’s works.	

specific art works.	by Jackson Pollack, Matisse, and Picasso and guess at how they think the artist was feeling at the time. Discuss expressionism and abstract expressionism.		
Students will be able to identify possible improvements in the process of creating their own work.			

**STANDARD: 6. Students will make connections among the visual arts, other disciplines, and daily life.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
Students will be able to identify connections among the visual arts and other arts disciplines.	View “I Can Fly” video series. Discuss the multiple forms of art; dance, music, theater, etc. I can Hear a Picture: students will create two pictures based on the music they are hearing in the classroom. Two selections of music, one soft sad, the other fast-paced and uplifting. Story book art: students should be exposed daily to readings from books created by famous artists such as Faith Ringgold and Alexander Calder. The Hungry Caterpillar ate my project: students use tissue paper to create their own Calder inspired scene.	I Can Fly video series, paper, pencils, crayons, paint, tissue paper, glue,  Books: Faith Ringgold “Tar Beach”. Alexander Calder “The Hungry Caterpillar”	Students will be assessed on the execution of the projects as well as their understanding of the concepts discussed in the ‘I Can Fly’ video series. Informal discussions regarding the videos will be held throughout the class and concepts /ideas will be reflected upon during future classes.  <i>It is important to inform the other arts teachers in the school (i.e. Music) about these videos and these lessons so that she can reinstate the concept of artist as a musician/vocalist as well.</i>
Students will be able to understand that similarities exist between the visual arts and other disciplines.			
Students will be able to describe how the visual arts are used in the world around us and how they are part of our everyday life.			
Students will be able to describe how the visual art design principles are expressed in multi-media presentations and daily life.			

**STANDARD: 7. Understand the range of careers in the field of visual arts and identify careers associate with this field.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
<p>Students will be able to identify a variety of professions in the visual arts.</p> <p>Students will be able to describe various kinds of artists and fields of art particular to New Hampshire.</p>	<p>Invite local, professional, artists into the school to work alongside students. NH Council for the Arts Artist in Residence Grant Program.</p> <p>Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts.</p>	<p><a href="https://www.state.nh.us/nharts/index.html">https://www.state.nh.us/nharts/index.html</a></p> <p>Grant proposals are due to the council by February 1<sup>st</sup> of the year prior to participating.</p>	<p>Students will work with a professional New Hampshire artist to understand some of the different possibilities there are for continuing in the arts.</p> <p>Assessment will be based upon completion of final projects</p>