

**Grade Level / Course Summary with Big Ideas:**

During Kindergarten Art learners will be exposed to different materials used in each form of art making. Learners will be asked to demonstrate care and proper use of materials before using the knowledge gained about art materials to make a finished work of art. Throughout the year learners will explore the different forms of art making through exploring big ideas that relate to their everyday experiences. Examples from art history, the care and use of materials, and relating the arts to their own identity will be referenced in each enduring idea. The units are organized into elements and principles of art and expand to broader ideas as the year progresses. The national arts standards and Pennsylvania standards for the arts and humanities will be addressed in each unit of study.

Big Ideas

Elements and Principles of Art /What are the elements and principles of art?

Art in everyday experiences and surroundings / How is art part of everyday life?

**Grade Level Modules (Units):**

**Suggested Timeline**  
**# of Weeks or # of Class Periods/Lessons**

**1. Line and Value- 3 weeks**

In this unit learners will examine the various types of lines that one can find in a work of art. Learners will practice identifying lines in everyday life and using lines in a work of original artwork. In the second portion of this unit learners will examine the term value and begin to learn how certain parts of an object are lighter than others. Learners will use props around the art room and examples in works of art to identify and master this vocabulary.

**2. Shape and color-4 weeks**

In this unit learners will examine how artists use a variety of shapes in the work. Artists will practice identifying different shapes and then be asked to use shapes in an original work of art. In the second part of this unit learners will explore the basics of color theory. Learners will be able to identify the primary and secondary colors and use them in a work of original artwork.

**3. Form-3 weeks**

In this unit learners will learn the term sculpture and be able to recognize the difference between a two -dimensional and three-dimensional work of art. Learners will look at sculptures made from different materials and artists and create their own original sculpture.

**4. Movement and repetition- 2 weeks**

In this unit learners will examine how artwork can have physical movement by looking at examples of performance art and being able to experience performance art in art class. Learners will also examine artist who use repetition and create a work of art using a pattern. Learners will review different shapes and lines taught in unit one.

**5. Artists and Place- 4 weeks**

In this unit learners will begin to further dive into how art relates to their surroundings. Through a series of several projects involving themes of home, community and identity learners will gain a deeper understanding of how art relates to the world around them.

**6. Museums and galleries- 2 weeks**

In this unit learners will learn what is a museum and what you might be able to find in a museum. Learners will then learn the difference between a museum and a gallery.

Learners will be given the opportunity to demonstrate understanding of the material by creating an original work of art designing their own museum.

### **Learning Activities/Modes of Formative and Summative Assessment:**

- Sketch books
- Collaborative group work
- Projects
- Displaying work
- Inquiry based large group instruction
- Small group instruction
- Checklists

### **Primary Instructional Resources:**

NAEA art journal  
Art of education  
-Appropriate computer and Internet resources  
-Posters of class content and artists displayed during instruction.