

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - KINDERGARTEN GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Heather Bartholomew
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WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Lma 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

by Board of Education

Board of Educ. Approved
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

KINDERGARTEN

AUGUST 2012

Fine & Performing Arts Department

Kindergarten Art

Course Overview

This course provides students with a visual art experience that will take place in one forty minute class period every six school days. This totals to be 30 class periods per year. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

In this course, students will be introduced to an American artist's artwork, a specific style of art, two-and three-dimensional works of art, a career specific to visual art, a specific artwork from a culture outside of America, diverse historical time periods, and artwork of a woman artist. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

Visual Arts Curriculum
Grade: Kindergarten

<p>Enduring Understandings</p>	<p>Through learning about:</p> <ol style="list-style-type: none"> Louise Nevelson one will learn that women can be artists. art from the Cave of Lascaux, France one will learn about diverse historical time periods. the art of Diego Rivera students will learn about the culture of Mexico. the artist Wayne Thiebaud students will learn about Commercial Art as a career in art. the art of Louise Nevelson students will learn about three-dimensional art. the art of Diego Rivera students will learn about two-dimensional painting. the art of Diego Rivera students will learn about the art style of Mural. Wayne Thiebaud one will learn that Americans are artists.
<p>Unit/Skill: Sculpture/Assemblage</p>	
<p>Days</p>	<p>5 full class periods</p>
<p>NJCCCS</p>	<ol style="list-style-type: none"> The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures. Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
<p>NJCCCS CPI</p>	<ol style="list-style-type: none"> 1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork. 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. 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. 1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.).
<p>Essential Questions</p>	<p>How do the elements combine to create an artwork? Do you think that the fact that the artist is a woman influences how the work is created? What is art?</p>
<p>Skills The Student Will...</p>	<p>Identify that men and women are artists. Identify that there are American artists. Identify shape, form and texture in sculpture. Experiment with the style of the American woman artist Louise Nevelson. Understand three-dimensional art: front/back, inside/outside, top/bottom and side. Manipulate diverse materials through the creation of one's own work, such as: found object art, paper and/or clay manipulation. Problem solve assemblage through the creation of one's own work. Apply the proper use of tools, such as paint and glue. Complete an artwork by labeling it.</p>
<p>Assessment</p>	<p>After introductory information, students will Pair Share for problem solving Rubric designed for specific project 'I Spy' using project specific terminology: inside/outside, front/back, top/bottom/side, shapes, texture.</p>
<p>Literacy Integration</p>	<p>SL.K.6 Speak audibly and express thoughts, feeling and ideas clearly.</p>
<p>Mathematics Integration</p>	<p>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, in front of, behind and next to.</p>

Visual Arts Curriculum
Grade: Kindergarten

Health & Phys Ed Integration	2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Science Integration	5.1.4.B.3 Formulate explanations from evidence.
21st Century Life & Careers	9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.

Unit/Skill: Painting/Mural

Days	5 full class periods
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI's	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 Identify characteristic theme based works of visual art, such as artworks based on themes of family and community from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect and are affected by, past and present cultures.</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.</p> <p>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 representations.</p> <p>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.</p> <p>1.4.2.B.3 Recognize the making subject or theme in a work of art.</p>
Essential Questions	<p>What is art? Why do people create art? Where can art exist?</p>
Skills The Student Will...	<p>Identify that artists come from various cultures: Diego Rivera from Mexico. Identify a mural and its components: size and theme (such as family, community and cultures). Practice the use of color through the 'six color' color wheel. Apply the proper use of tools, materials and supplies. Demonstrate the ability to cooperate and work together to reach a common goal, such as a table mural, class wall mural or canvas banner.</p>
Assessment	<p>Teacher designed activities and rubrics implemented to determine student understandings of:</p> <ul style="list-style-type: none"> • '6 color' color wheel • Size • Theme • Common goal • Painting vocabulary

Visual Arts Curriculum
Grade: Kindergarten

Unit/Skill: Painting/Mural

Literacy Integration	SL.K.6 Speak audible and express thoughts, feelings and ideas clearly.
Mathematics Integration	K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as: above, below, beside, in front of, behind and next to
Health & Phys Ed Integration	2.1.2.E.1 Identify social and emotional needs of all people
21st Century Life & Careers	9.1.4.D.2 Express needs, wants and feelings appropriately in various situations

Unit/Skill: Ancient Art/Cave Paintings of Lascaux

Days	4 class periods
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPIs	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on themes of family and community from various historical periods and world cultures.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.B.3 Recognize the making subject or the theme in works of visual art.</p>
Essential Questions	<p>What is Art? Why do people create art? How does the artist convey information about their community and people in their artwork?</p>
Skills The Student Will...	<p>Synthesize through discussion the purpose of the art of cave people. Distinguish traditional and non-traditional materials through looking at Ancient Art. Analyze marks and symbols used in cave art. Examine ancient cave art through the use of interactive media, such as: cursor, interactive white board, drag, stylus, touch screen, tablet, iPad. Experiment with materials and supplies similar to ancient cave people.</p>
Assessment	<p>Class discussion and teacher designed checklist for understanding of information:</p> <ul style="list-style-type: none"> • Why was cave art created? • How was cave art created? • What were the subjects in cave art?
Literacy Integration	SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

Visual Arts Curriculum
Grade: Kindergarten

Unit/Skill: Ancient Art/Cave Paintings of Lascaux	
Mathematics Integration	K.G.6 Compose simple shapes to form larger shapes.
Health & Phys Ed Integration	2.1.2.E.1 Identify basic social and emotional needs of all people.
Science Integration	5.1.4.B.3 Formulate explanations from evidence.
Technology Integration	8.1.2.A.2 Use technology terms in daily practice.
21st Century Life & Careers	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.

Unit/Skill: Style/Painting	
Days	5 full class periods
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 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. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art. 1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.
NJCCCS CPI	1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork. 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. 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 worlds and that illustrate how art is a part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of visual art.
Essential Questions	What is art? Why is art categorized into styles? Does art have a function?
Skills The Student Will...	Analyze the style and subject of art created by Wayne Thiebaud (commercial art and food theme). Discuss and break down food choices and categorize them into the various food groups. Recognize that patterns are part of everyday life (patterns on plates, food textures and linens) and create them using lines, shapes and colors. Create a two-dimensional work of art using collage with various mediums while following layout instructions (set the table). Apply the proper use of tools (glue, scissors and various art mediums).
Assessment	Analyze the collaboratively made Venn Diagram (teacher led healthy food choices vs. non healthy) and/or 'What's on your plate?' activity

Visual Arts Curriculum
Grade: Kindergarten

Unit/Skill: Style/Painting

	Before beginning a project, students will demonstrate proof of planning through preliminary sketching and/or brainstorming. Rubric coinciding with layout instructions
Literacy Integration	SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.
Mathematics Integration	K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.
Health & Physical Education Integration	2.1.2.B.1 Explain why some foods are healthier to eat than others.
Technology Integration	8.1.2.A.2 Use technology terms in daily practice. (interactive white board, cursor, drag, stylus touch screen, tablet, iPad)
21st Century Life & Careers	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.

Unit/Skill: Elements of Design - Kindergarten Level

Days	Ongoing throughout each class and unit
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art. 1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.
NJCCCS CPI's	1.1.2.D.1 Identify the basic elements 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. 1.3.2.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. 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.
Essential Questions	What is Art? Do all of the elements need to be present for an artwork to be complete? How can the use of specific elements evoke a specific emotion?
Skills The Student Will...	At the Kindergarten level, students will be introduced to six of the seven Elements of Design by doing the following: Line: -recognize and create five kinds of lines (thick, thin, straight, curvy, zig-zag). Color: -examine the '6 color' color wheel. -identify and name the six colors on the '6 color' color wheel. -identify primary and secondary colors. -identify warm and cool colors. Shape: -identify and label basic shapes in a work of art.

Visual Arts Curriculum
Grade: Kindergarten

Unit/Skill: Elements of Design - Kindergarten Level

	<p>-create basic shapes out of various mediums.</p> <p>-be introduced to the idea that sculpture is three-dimensional (e.g.Louise Nevelson).</p> <p>-recognize visual and tactile texture: rough, bumpy, smooth (e.g. Wayne Thiebaud food).</p> <p>-be introduced to the terms: up, down, inside, outside, top, bottom and side (e.g.Louise Nevelson).</p>
Assessment	<p>Checklist applied by student and teacher</p> <p>Sort Elements of Design by categories, for example Bucket list Activity</p> <p>Find various Elements of Design in artworks using the 'I Spy' activity</p> <p>Demonstrate understanding through teacher designed worksheets (e.g. blank color wheel, color matching, line design)</p>
Literacy Integration	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small groups and large groups</p>
Mathematics Integration	<p>K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p>
Health & Phys Ed Integration	<p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p>
21st Century Life & Careers	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p>

Unit/Skill: Basic Human Figure

Days	<p>3 full class periods</p>
NJCCCS	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles of design that govern the creation of works of visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply understanding of arts philosophies, judgment and analysis to works of visual art.</p>
NJCCCS CPI	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.A.2 Identify how artists and specific works of visual art reflect, and art affected by past and present cultures.</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.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotions and that communicate cultural meaning.</p> <p>1.4.2.A.3 use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell a story through visual art.</p>

Visual Arts Curriculum
Grade: Kindergarten

Unit/Skill: Basic Human Figure	
Essential Questions	<p>What is Art? What can we learn from looking at the work of others? What type of response do you have when exposed to a new artwork?</p>
Skills The Student Will...	<p>Define a portrait and a self-portrait. Identify the basic human anatomy (head, body, arms, legs). Identify basic facial features (eyes, nose, mouth, ears, neck). Make connections between the basic anatomy/facial features and basic shapes. Use various materials, such as collage, drawing or painting, to apply understanding of a human figure or portrait.</p>
Assessment	<p>Pair Share (share the experience that is communicated in their artwork) Compare and contrast student work through Portfolio skill growth</p>
Literacy Integration	<p>SL.K.6 Speak audible and express thoughts, feelings and ideas clearly. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small groups and large groups.</p>
Mathematics Integration	<p>K.G.6 Compose simple shapes to form larger shapes.</p>
Health & Phys Ed Integration	<p>2.1.2.A.2 Use correct terminology to identify, body parts and explain how body parts work together to support wellness.</p>
Science Integration	<p>5.1.4.C.1 monitor and reflect on one's own knowledge regarding how ideas change over time.</p>
21st Century Life & Careers	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p>

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length																						
SHAPE*	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)																						
FORM*	A three dimensional object having length and width and depth																						
TEXTURE*	The way something feels by actual touch or by sight																						
VALUE	The lightness to darkness of a color																						
SPACE*	The area around, above, below (negative space) and within an object (positive space)																						
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it																						
	<table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">Primary</td> <td>red, blue yellow</td> </tr> <tr> <td>Secondary</td> <td>orange, green violet</td> </tr> <tr> <td>Intermediate or Tertiary</td> <td>red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green</td> </tr> <tr> <td>Tint</td> <td>any color plus white</td> </tr> <tr> <td>Shade</td> <td>any color plus black</td> </tr> <tr> <td>Tone</td> <td>any color plus white and black</td> </tr> <tr> <td>Warm colors</td> <td>orange, red and yellow</td> </tr> <tr> <td>Cool colors</td> <td>green, violet and blue</td> </tr> <tr> <td>Intensity</td> <td>the brightness or dullness of a color</td> </tr> <tr> <td>Analogous</td> <td>colors next to each other on the color wheel</td> </tr> <tr> <td>Complementary</td> <td>colors opposite each other on the color wheel</td> </tr> </table>	Primary	red, blue yellow	Secondary	orange, green violet	Intermediate or Tertiary	red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green	Tint	any color plus white	Shade	any color plus black	Tone	any color plus white and black	Warm colors	orange, red and yellow	Cool colors	green, violet and blue	Intensity	the brightness or dullness of a color	Analogous	colors next to each other on the color wheel	Complementary	colors opposite each other on the color wheel
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PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)