

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
ART CURRICULUM
PRE-KINDERGARTEN ART
AUGUST 2019

Pre-Kindergarten Art Course Overview

This course provides students with a visual art experience that will take place in a 20-minute class period every six school days. This totals to be 30 class periods per year. However, certain schools may see pre-kindergarten more than once a cycle but not less than. The curriculum with care and effort has been aligned with the New Jersey Core Content Curriculum Standards and National Fine and Performing Arts Standards.

Exploration and developing familiarity with art materials is the essence for this age group. Many students come in encountering art supplies for the first time and will be encouraged to discover multiple uses with guidance from the teacher. By the end of the school year, students should be able to know the basic skills on how to create art in the categories of sculpture, collage, painting, drawing, printmaking, and the elements of art. At the same time art making is happening, social growth and cognitive skills are encouraged as students practice basic art studio behavior and routines. Additionally, art critique will be introduced by analyzing past and contemporary artists and responding to simple questions that will help them identify the elements of art.

2019 HTPS Visual Arts Curriculum Map – Pre-Kindergarten Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sculpture	Variable to allow for choice based art activities.	<p>1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</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.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create</p>	<p>How do the elements combine to create an artwork?</p> <p>Do you think that the fact that the artist is a woman influences how the work is created?</p> <p>What is art?</p> <p>Why do people create art?</p>	<p>Identify how three-dimensional art differs from two-dimensional art.</p> <p>Understand functional art compared to decorative art.</p>	<p>Identify that men and women are artists. Identify that there are American artists.</p> <p>Identify shape, form, and texture in sculpture. Experiment with the style of assemblages.</p> <p>Understand three-dimensional art: front/back, inside/outside, top/bottom and side.</p> <p>Manipulate diverse materials through the creation of one's own work, such as: found object art, paper and/or clay manipulation.</p>	<p>After introductory information, students will Pair Share for problem-solving.</p> <p>Rubric designed for a specific project</p> <p>'I Spy' using project-specific terminology: inside/outside, front/back, top/bottom/side, shapes, texture.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>SL.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> <p>PE2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation</p>

		<p>and tell visual stories.</p> <p>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.</p> <p>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>			<p>Problem solve constructing through the creation of one's own sculpture.</p> <p>Apply the proper use of tools, such as paint and glue.</p> <p>Strengthen fine motor skills through the process of constructing.</p> <p>Gain physical body awareness in the art studio.</p> <p>Complete an artwork by labeling it.</p>			
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Painting Tempura and/or Watercolor	Variable to allow for choice based art activities.	<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>Why do people create art?</p> <p>Where can art exist?</p> <p>How can paint be manipulated?</p>	<p>Paint can be manipulated using different objects such as traditional tools (paintbrush, roller, and palette knife) and non-traditional tools (feathers, body parts, sticks, and found objects).</p> <p>Gain experience mixing colors by using paintbrushes and proper procedures.</p> <p>Identify primary colors and use them to mix and identify the secondary colors.</p> <p>Proper use of supplies.</p>	<p>Apply the proper use and care of tools, materials, and supplies.</p> <p>Explore painting through mixing and creating secondary colors from primary colors.</p> <p>Paint lines and/or shapes with a paintbrush.</p> <p>Experiment with painting tools such as paintbrush, roller, and palette knife and non-traditional tools (feathers, body parts, sticks, and found objects).</p> <p>Explore gravity and its effect on paint.</p>	<p>Teacher designed activities and rubrics implemented to determine student understanding</p> <p>Students are able to create new colors using two base colors.</p> <p>Students are able to verbalize the steps taken to mix new colors.</p>	<p>SL.K.6 Speak audibly non-traditional thoughts, feelings, and ideas clearly.</p> <p>PE 2.1.2.E.1 Identify social and emotional needs of all people</p>	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations</p> <p>CRP4. Communicate clearly and effectively and with reason.</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>Strengthen fine motor skills through the process of painting.</p> <p>Gain physical body awareness in the art studio.</p>				
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		1.4.2.B.3 Recognize the making subject or theme in a work of art.						
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2019 HTPS Visual Arts Curriculum Map – Pre-Kindergarten Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Printmaking	Variable to allow for choice based art activities.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</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.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>1.3.2.D.4 Explore the use of a wide array of art mediums</p>	<p>How does nature influence art?</p> <p>How can the transfer of an image be used in art?</p> <p>How do artists care for materials in the art studio?</p>	<p>Understand the idea and process behind transferring an image to another surface.</p> <p>There are different types of printmaking.</p> <p>Printmaking can result in the repetition of an image.</p> <p>Become familiar with the proper use and care of art supplies.</p>	<p>Identify various types of printmaking techniques in the world.</p> <p>Explore a variety of printmaking media.</p> <p>Differentiate the basic steps of printmaking.</p> <p>Appropriate use of printmaking vocabulary.</p> <p>Be exposed to a variety of printmaking artists.</p> <p>Be introduced to creating an A B pattern.</p> <p>Be exposed to how artists use patterns in art.</p> <p>Strengthen fine motor skills through the</p>	<p>Pair up the object that makes a specific image in a print.</p> <p>Teacher assessment for proper printing procedures.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>2.2.2.D.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p> <p>SS 6.1.4.B Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places,</p>	<p>9.3.4.A Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and non-traditional jobs and careers.</p> <p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

		<p>and select tools that are appropriate to the production of works of art in a variety of art media.</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.B.3 Recognize the making subject or theme in works of visual art.</p>			<p>process of printmaking. Gain physical body awareness in the art studio.</p> <p>Properly using and caring for art tools.</p>		<p>and environments on Earth.</p> <p>Tec 8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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Drawing	Variable to allow for choice based art activities.	<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</p>	<p>How do different cultures communicate through art?</p> <p>Why do people create art?</p> <p>What is drawing?</p>	<p>Drawing is a means of communication.</p> <p>Differentiate drawing images versus writing letters.</p> <p>Tools that can be used for drawing include, pencil, oil pastel, markers, crayons, colored pencils and/or wire.</p>	<p>Experiment with a variety of materials to make a mark.</p> <p>Explore different ways to use drawing materials.</p> <p>Draw a circle and a shape with an angle.</p> <p>Identify lines in their environment.</p> <p>Strengthen fine motor skills through the process of drawing.</p> <p>Gain physical body awareness in the art studio.</p>	<p>Class discussion and teacher-designed checklist for the understanding of information:</p> <p>Self-assessment through application</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>2.1.2.E.1 Identify the basic social and emotional needs of all people.</p> <p>Science: 5.1.4.B.3 Formulate explanations from evidence.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

		of art mediums and art media. 1.4.2.B.3 Recognize the making subject or theme in works of visual art.						
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Elements and Principles	Ongoing throughout the year incorporated in all units and lessons.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <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>1.3.2.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.4 Explore the use</p>	<p>What is Art?</p> <p>What are the appropriate behaviors in the art room?</p>	<p>Categorize art as a painting, drawing, collage, print, and sculpture.</p> <p>Students will learn how to work appropriately in the art studio environment as well as the proper use and clean-up of supplies.</p>	<p>Become familiar with procedures for art instruction.</p> <p>Introduced to six of the seven Elements of Design by doing the following:</p> <p>Line: Recognize and manipulate art materials to make various lines</p> <ul style="list-style-type: none"> ● Define lines created (wavy, curvy, straight, short, etc) <p>Color:</p> <ul style="list-style-type: none"> ● Name the 3 primary colors ● Name 3 secondary colors ● Name neutral colors 	<p>Checklist applied by student and teacher.</p> <p>Find various Elements of Design in artworks using the ‘I Spy’ activity</p> <p>Students are able to create new colors using two base colors.</p> <p>Students are able to verbalize the steps taken to mix new colors.</p>	<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> <p>K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p> <p>PE 2.1.2.E.1 Identify the basic social and emotional needs of all people.</p>	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

		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.			<p>Shape:</p> <ul style="list-style-type: none"> ● Draw a shape with curves ● Draw a shape that has angles ● Identify basic geometric shapes (circle, square, rectangle, oval, triangle) <p>Form: Art that stands up</p> <p>Texture: Define texture as how something feels</p> <ul style="list-style-type: none"> ● Recognize visual and tactile texture: rough, bumpy, smooth ● Create a visual texture ● Space: Art that stands up is categorized as a sculpture (takes up physical space) 			
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ASSOCIATED JOBS LIST BY UNIT

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist
Printmaking
Sculpture artist
Art director
Museum curator
Commercial artist animator
Animator
Interior designer
Art gallery dealer
Advertising designer
Illustrator
Painter
Set designer
Stage set painter
Art agent/manager
Photographer
Jewelry designer
Textiler
Clothing designer
Weaver
Art curriculum writer
Art historian
Art critic
Arts administrator
Dressmaker
Pattern maker
Logo designer
Typographer
Animator
Web designer
YouTube video creator
Book illustrator
Cartoonist
Fine artist
Art conservationist
Mural artist
Floral arranger
Display planner