

# Kindergarten: Art Curriculum

## Unit: The Color Wheel and Primary and Secondary Colors

Time: 4 weeks

## Standards:

### Essential Questions

- What is the Color Wheel?
- How do I use the Color Wheel?
- What does the Color Wheel Tell me about mixing colors?
- What are primary colors?
- What are secondary colors?

### Enduring Understandings

- I can tell you what the color wheel is.
- I can tell you why we use a color wheel.
- I can figure out how to mix primary colors to get secondary colors.
- I can tell the difference between a primary color and a secondary color.

1.1.2.D.1- Identify the basic elements of art and principles of design in diverse types of artwork.

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.B.2- Apply the principles of positive critique in giving and receiving responses to performances.

### Benchmark Assessment(s)

- SWBAT identify what a Color Wheel is. Students will create their own color wheel using primary and secondary colors. They will first color and identify where the colors go on the color wheel. They will have to mix the primary colors in order to make the secondary colors. Discuss how you made your colors with a partner. Share artwork with the class. (1.3.2.D.3, 1.4.2.B.2)

### Other Assessments

- ✓ Teacher Observation and questioning

### Materials

- Tempera paint
- Paint brushes
- Paper
- Color wheel

# Kindergarten: Art Curriculum

## SUGGESTED ACTIVITIES

- Look at the color wheel. Identify all of the colors that you see. Introduce the three primary colors red, blue and yellow. Ask students what makes these colors primary? They are primary because no other colors can be mixed to create these colors, and with these colors you can make all the other colors of the rainbow. Identify secondary colors. Point out the placement on the wheel. Have students identify the primary colors on either side of the secondary color. These are the colors it takes to make the secondary.
- Paint a landscape using primary and secondary colors. Only give students the primary colors, have them mix to get the secondary colors.
- Look at the work of Vincent Van Gogh and Piet Mondrian. Ask students to point out the primary and secondary colors that they see.

## REINFORCEMENT

- Remind children of the primary colors and secondary colors whenever mixing paint.
- Reference the color wheel while looking at artist's work.

## ENRICHMENT

- Encourage students to look for signs that use only primary or secondary colors. Report back to class with observations.

### Suggested Websites

- <http://kidzone.ws/science/colorwheel.htm>
- <http://activitiesforkids.com/printable-color-wheel/>

### Suggested Materials

- Color Wheel Chart
- The Usbourne Big Book of Colour

# Kindergarten: Art Curriculum

**Unit: Form: Clay Aliens**

**Time: 4 weeks**

**Standards:**

## Essential Questions

- Where does clay come from?
- How do I create a 3D form using clay and various techniques?
- What is a coil?
- What is a slab?
- What is mixed media and how do I apply it?
- What is a pinch pot?

## Enduring Understandings

- I can tell you the difference between air dry clay and clay that is fired in a kiln.
- I can tell you where clay comes from?
- I can identify what a clay slab is.
- I can show you what a pinch pot is.
- I can show you what a coil is.
- I can apply mixed media to an artwork.
- I can apply clay techniques to create a 3D form.

1.1.2.D.1-- Identify the basic elements of art and principles of design in diverse types of artwork.

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.

## Benchmark Assessment(s)

- SWBAT identify where clay comes from. Demo coil, slab and pinch techniques. Students will be able to create an alien using these clay techniques. S. They will be provided with various mixed media to add details. Students will be assessed on some of the techniques demoed and their use of mixed media to add details. Students will discuss their aliens with each other once finished. (1.3.2.D.3, 1.3.2.D.4)

## Other Assessments

- ✓ Teacher Observation and questioning

## Materials

- Clay
- Markers
- Buttons
- Paper strips
- Glue

# Kindergarten: Art Curriculum

## SUGGESTED ACTIVITIES

- Discuss where clay comes from. Watch a video of clay being dug out of the ground. Create an owl from a slab of clay. Allow students to roll the clay in a ball. They then flatten the ball into a circular slab. The top and sides are folded creating the head and wings of the owl. Eyes, beak and feet will then be added. Markers will be used to create a feather texture. Glaze will be applied to finish the piece.
- Roll a slab of clay with a roller. Have the child press their hand into the clay. Write their name on the top using a pencil. Glaze when fired.

## REINFORCEMENT

- I will use the term slab often to work it into their vocabulary.
- In future years the slab technique will also be used in more complex building with clay projects.

## ENRICHMENT

- Go to a stream or river and dig to see if you can find clay.

## Suggested Websites

- <https://youtu.be/iOoVoVll05I>

## Suggested Materials

- Clay Modeling for Beginners by Charlotte Morrison

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP6. *Demonstrate creativity and innovation. (Creativity with their clay pieces.)*

**Technology.** 8.1.2.E.1. *Use digital tools and online resources to explore a problem or issue. (Watch videos on sculptures making pieces.)*

**SEL Relationship Skills-** *Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)*

**Language Arts** SL.K.5. *Add drawings or other visual displays to descriptions as desired to provide additional detail.*

# Kindergarten: Art Curriculum

**Unit: Patterns**

**Time: 4 weeks**

**Standards:**

## Essential Questions

- What is a Pattern?
- Why do artists use patterns?
- Who are some artists that use patterns in their Art?
- What materials can you use to create a pattern?

## Enduring Understandings

- I can tell you what a pattern is.
- I can tell you why people use patterns in art.
- I can recognize patterns in art works.
- I can tell you the native American use pattern in their work.
- I can see that any material can be used to make a pattern.

- 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.
- 1.3.2.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.
- 1.3.2.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.
- 1.4.2.A.4- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

## Benchmark Assessment(s)

- SWBAT identify what a pattern is. As a class we will discuss and recognize that any material can be utilized to create a pattern. Students will be assessed on their knowledge of patterns based on the completion of a piece of art that utilizes pattern. Critique of the work of other artists will also justify knowledge of pattern. If they can talk about it, the concept is understood. (1.3.2.D.1, 1.3.2.D.4, 1.4.2.B2)

## Other Assessments

- ✓ Finished artwork.

## Materials

- Native American references
- Yarn
- Beads
- Pencil
- Paper
- Markers

# Kindergarten: Art Curriculum

## SUGGESTED ACTIVITIES

- Create a fish bowl drawing inspired by Henri Matisse's Goldfish from 1912. Discuss the reason for Matisse's use of pattern. Was he successful? Why?
- Look at the work of Andy Warhol. How does he use pattern? Take pictures of the kids. Print and copy 4 for each child. Have them glue these on another paper. Add marker to make them like a pop art piece.
- Make paper cut out eggs at Easter. Decorate the eggs using patterns.
- Make a Lakota Sioux bag out of brown construction paper. Have students draw patterns on them like the ones they have seen as a reference.

## REINFORCEMENT

- Look around the Art room and have the kids find patterns.
- Start a pattern and make them finish it.

## ENRICHMENT

- Challenge the students to create a pattern with 5 different elements and colors.

## Suggested Websites

- <https://youtu.be/GISVu6QA4YY>
- <http://makingartfun.com/htm/f-maf-art-library/henri-matisse-biography.htm>
- <http://mrnussbaum.com/andy-warhol/>

## Suggested Materials

- Uncle Andy's: A Faabbbulous Visit with Andy Warhol (Picture Puffin Books) Paperback – August 4, 2005
- Henri Matisse: Drawing with Scissors (Smart About Art) Paperback – March 18, 2002

by Jane O'Connor

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP6. *Demonstrate creativity and innovation. (When creating patterns in art.)*

**Technology.** 8.1.2.E.1. *Use digital tools and online resources to explore a problem or issue. (Exploring patterns from digital art.)*

**SEL Relationship Skills-** *Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)*

**Language Arts** SL.K.5. *Add drawings or other visual displays to descriptions as desired to provide additional detail.*

# Kindergarten: Art Curriculum

**Unit: Lines**

**Time: 4 weeks**

**Standards:**

## Essential Questions

- What is a line?
- Why do artists use line?
- Who are some artists that use lines in their Art?
- What materials can you use to create lines?
- How can lines make you feel an emotion?

## Enduring Understandings

- I can tell you what a line is.
- I can tell you why people use lines in art.
- I can recognize lines in artworks.
- I can tell you how Jackson Pollock and Wassily Kandisky used line in their artwork.
- I can see there are many mediums and materials I can use to make lines.
- Lines can present a feeling.

- 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.
- 1.3.2.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.
- 1.3.2.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.
- 1.4.2.A.4- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

## Benchmark Assessment(s)

- SWBAT identify what a is. As a class we will discuss that a line starts with a dot that moves. We will study various artworks that show lines and ask students how they feel when they look at them. Then I will draw a few types of lines on the board and have students identify some different emotions they think each line represents Students will be assessed on their knowledge of lines based on the completion of a piece of art that utilizes line. Discuss each others artwork when finished. If they can talk about it, the concept is understood. (1.3.2.D.1, 1.3.2.D.4, 1.4.2.B2)

## Other Assessments

- ✓ Finished artwork.
- ✓ Teacher Observation

## Materials

- Jackson Pollock and Wassily Kandinsky references
- Yarn
- Paper
- Markers

# Kindergarten: Art Curriculum

## SUGGESTED ACTIVITIES

- Create a collage using various materials line yarn, toothpicks, sliced pieces of paper, markers to create a mixed media collage of lines.
- Draw 4 different lines that create different feelings. Have students outline them in glue. Sprinkle the glue with salt and paint them with watercolor.

### REINFORCEMENT

- Look around the Art room and identify Lines
- Identify lines in art projects.

### ENRICHMENT

- Challenge students to draw 4 different lines and identify the feeling they have when you drew them.

### Suggested Websites

- <http://www.jacksonpollock.org/>
- <https://www.tate.org.uk/kids/make/make-jackson-pollock>

### Suggested Materials

- The works of Wassily Kandinsky
- Jackson Pollock examples

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP6. Demonstrate creativity and innovation. (When creating patterns in art.)

**Technology.** 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue. (Exploring patterns from digital art.)

**SEL Relationship Skills-** Utilize positive communication and social skills to interact effectively with others. (Sharing and discussing art with peers.)

**Language Arts** SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.