

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Visual Arts**  
**Kindergarten**

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| <p><b>Marking Period 1:</b></p> <p><b>Unit 1:</b><br/> <u><b>Intensity, Texture, Emphasis and Balance</b></u></p> <p>“Skeleton Skulls”</p> <p><b>Objectives:</b></p> <p>Recognize balance and symmetry in objects and nature/people’s faces.</p> <p>Identify emphasis in contrasting colors.</p> <p>Identify balance and rhythm in unknown works of art (inkblots).</p> <p>Create painting/collage from inkblots inspired by Rorschach that represent balance, emphasis and texture.</p> <p>Interpret and analyze work from personal point of view.</p> | <p><b>Marking Period 2:</b></p> <p><b>Unit 2:</b><br/> <u><b>Line, Shape, Repetition, Rhythm and Pattern</b></u></p> <p>“Starry Night”</p> <p><b>Objectives:</b></p> <p>Identify various ways to form a line and make lines into shapes.</p> <p>Identify repeated lines and shapes that show patterns and rhythm.</p> <p>Create a painting/collage that represents natural causes in nature inspired by Van Gogh.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe repeated lines and shapes that create patterns and rhythm in a famous work of art by Van Gogh.</p> | <p><b>Marking Period 3:</b></p> <p><b>Unit 3:</b><br/> <u><b>Color, Value, Movement, Harmony and Unity</b></u></p> <p>“Picasso’s Snowman”</p> <p><b>Objectives:</b></p> <p>Recognize harmony, movement, value and unity through shape and color.</p> <p>Create a collage that represents natural causes in nature inspired by Picasso and an art movement.</p> <p>Interpret and analyze work from personal point of view.</p> <p>Understand critiquing one another’s work and how each person expresses himself/herself differently.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will listen to a story about Picasso.</p> | <p><b>Marking Period 4:</b></p> <p><b>Unit 4:</b><br/> <u><b>Form, Space and Proportion</b></u></p> <p>“Modeling Miniature”</p> <p><b>Objectives:</b></p> <p>Identify sculptures and 3-dimensional forms.</p> <p>Recognize geometric forms.</p> <p>Identify the geometric forms in 3-dimensional works of art and their surroundings.</p> <p>Mimic motor skills required to manipulate materials to create the geometric forms.</p> <p>Create an animal, using geometric forms.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students identify the geometric</p> |
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| <p><b>Lessons, Activities &amp; Student Products: “Skeleton Skulls”</b></p> <p>Students will observe symmetry and balance around them and in the inkblots by Rorschach.</p> <p>Using black paper and white paint, they will create an inkblot by folding the paint onto the two halves. Use of contrasting colors will show emphasis and intensity.</p> <p>Cutting from black paper, they will make identical shapes by folding the paper to create balance and rhythm.</p> <p><b>“Egyptian Mummies”</b></p> <p><b>Objectives:</b></p> <p>Recognize balance and symmetry in objects and nature/people’s faces.</p> <p>Identify emphasis in contrasting colors.</p> <p>Identify balance and rhythm in unknown works of art.</p> <p>Create painting/collage that represents balance, emphasis</p> | <p>Students will watch a video emphasizing the history and artistic contributions made by the artist, Van Gogh.</p> <p>Using repeated lines and shapes, the students will create a landscape inspired by the work of art, <i>Starry Night</i>.</p> <p>Cutting from black paper, the students will create a silhouette of the repeated shapes of the trees, hills and buildings in the foreground.</p> <p><b>Essential Questions:</b></p> <p>What kind of lines and shapes do you see repeating in the art?</p> <p>How would you describe the painting?</p> <p>What do you think the artist is trying to express?</p> <p>How does the work of art make you feel</p> <p><b>Materials:</b></p> <p>Samples of Van Gogh’s <i>Starry Night</i>, BrainPop, Jr.: <i>Van Gogh</i>, watercolor paper, pencil, oil pastels, watercolors, brush,</p> | <p>Using templates, the students will trace precut squares (small, medium, large).</p> <p>Students will complete a collage by gluing precut squares of tissue paper with a brush in the various shades and tints of blue (value), repeating colors and shapes to emphasize harmony, movement and unity.</p> <p><b>“Doodle-4-Google”</b></p> <p><b>Objectives:</b></p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> | <p>forms: sphere, cylinder, cone, cube, rectangular prism, pyramid.</p> <p>Students will identify geometric form around the room.</p> <p>Students will manipulate clay to form the geometric forms.</p> <p>Students will create an animal, using the geometric forms.</p> <p><b>“O’Keeffe’s Flower”</b></p> <p><b>Objectives:</b></p> <p>Observe a short film about O’Keefe.</p> <p>Identify the different types of flowers.</p> <p>Create a work of art that imitates nature inspired by O’Keefe.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe famous works of art.</p> |
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| <p>and texture.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products: “Egyptian Mummies”</b></p> <p>Students will listen to a story about the history of the pyramids and King Tut.</p> <p>Using yellow paper and blue paint, students will create the head and the headdress of King Tut. Use of contrasting colors will show emphasis and intensity.</p> <p>Painting the repeated shapes and color in the headdress will address patterns and rhythm.</p> <p><b>Essential Questions:</b></p> <p>What do you see in the inkblots?</p> <p>How is the work organized?</p> <p>What do you think the artist is trying to express?</p> <p>What is your personal point of view?</p> | <p>black construction paper, scissors, glue</p> <p><b>Assessment:</b><br/>Students will present work of art for exhibition and critique.</p> | <p><b>“Self Portrait”</b></p> <p><b>Objectives:</b></p> <p>Recognize balance and symmetry in objects and nature/people’s faces.</p> <p>Identify the similarities and differences in each other’s faces and student’s reflection.</p> <p>Students will understand what a portrait is.</p> <p>Interpret and analyze work from personal point of view.</p> <p><b>Lessons, Activities &amp; Student Products:</b></p> <p>Students will observe portraits from famous works of art.</p> <p>Students will observe each other’s faces and observe their own image in the mirror.</p> <p>Students will draw themselves from their reflection.</p> <p>Students will complete their self-portrait using watercolors.</p> | <p>Students will view film about O’Keefe.</p> <p>Students will draw a close-up of a flower inspired by O’Keefe.</p> <p><b>Essential Questions:</b></p> <p>What is a 3-dimensional form?</p> <p>What is the art term for a 3-dimensional form?</p> <p>What are geometric forms?</p> <p>Where do you see geometric forms?</p> <p>What can you make from geometric forms?</p> <p>What blooms outside that makes Spring so special?</p> <p>Have you ever heard of the artist Georgia O’Keefe?</p> <p>Why do you think she painted so many flowers?</p> <p><b>Materials:</b></p> <p>Samples of sculptures, samples of geometric forms, model magic</p> |
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| <p>What do you know about mummies?</p> <p>Why were there such elaborate tombs for their kings?</p> <p>How is life different or the same now?</p> <p><b>Materials:</b></p> <p>Samples of Rorschach's inkblots, black construction paper, white acrylic paint, pencil, scissors</p> <p>Images of King Tut, yellow construction paper, precut templates to trace, pencil, scissors, glue, blue tempera paint, brush</p> <p><b>Assessment:</b><br/>Students will present work of art for exhibition and critique.</p> |  | <p><b>Essential Questions:</b></p> <p>What kind of lines and shapes do you see in the works of Picasso?</p> <p>How would you describe his style?</p> <p>What do you think he is trying to express?</p> <p>What do you think of the work of art? How is it different from others we have seen?</p> <p>Do you know what a Logo is? Have you ever visited the website "google?"</p> <p>Why do you think a logo is important?</p> <p>What is a portrait?</p> <p>Have you ever drawn yourself by looking into a mirror?</p> <p>Why do you think someone would draw or paint portraits?</p> <p><b>Materials:</b></p> <p>Samples of Picasso's art work, Book: <i>When Picasso Met Mootisse</i>, heavy white paper,</p> | <p>Samples of O'Keeffe's flowers, BrainPop: <i>O'Keeffe</i>, heavy white paper, pencil, permanent marker, oil pastels</p> <p><b>Assessment:</b><br/>Students will present work of art for exhibition and critique.</p> |
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|  |  | <p>precut square templates (small, medium, large) to trace, pencil, black permanent marker, precut square tissue paper (shades and tints of blue and white) diluted glue, brush</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed “google” sheet, pencil, permanent marker, colored pencils</p> <p>Samples of portraits by famous artists, mirror, watercolor paper, pencil, permanent marker, watercolors, brush</p> <p><b>Assessment:</b><br/>Students will present work of art for exhibition and critique.</p> |  |
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| <p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art 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>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world 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</p> | <p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art 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>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world 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</p> | <p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art 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>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world 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</p> | <p><b>NJCCCS:</b></p> <p>1.1.2.D.1: Identify the basic elements of art 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>1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world 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</p> |
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| <p>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 representation.</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 <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style, etc.)</p> | <p>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 representation.</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 <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style, etc.)</p> | <p>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 representation.</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 <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style, etc.)</p> | <p>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 representation.</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 <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</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 <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art and identify characteristics of the artists who created them (e.g., gender,, age, absence or presence of training, style, etc.)</p> |
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| <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion 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 the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> | <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion 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 the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> | <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion 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 the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> | <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of art that evoke emotion 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 the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> |
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