

Kindergarten

Unit 1: Fundamentals

ESSENTIAL QUESTION

How do I make artwork?

BIG IDEAS

- Students will practice safe and proper use of art materials.
- Students will experiment with various materials and media to build skills while making artwork.
- Students will work towards quality craftsmanship.

GUIDING QUESTIONS

Process/Content

- What fosters a safe environment for children to take creative risks? (Cr1.1.K)
- How do artists work? (Cr2.1.K)
- How do artists and designers learn from trial and error? (Cr2.1.K)
- How do artists and designers care for and maintain materials, tools, and equipment? (Cr2.2.K)
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? (Cr2.2.K)
- How do artists grow and become accomplished in art forms? (Cr3.1.K)

Reflective

- How can working collaboratively and with constructive criticism inform the artist and improve artwork? (Cr3.1.K)
- What role does persistence play in revising, refining, and developing work? (Cr3.1.K)

FOCUS STANDARDS

- Cr1.1.K Engage in exploration and imaginative play with materials.
- Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.
- Cr2.2.K Identify safe and non-toxic art materials, tools and equipment.
- Cr3.1.K Explain the process of making art while creating.

Unit 2: Personal

ESSENTIAL QUESTION

BIG IDEAS

How can art represent me?

- **Students will use their imagination to explore their identity.**
- **Students will communicate their ideas through a piece of art.**
- **Students will explore, develop, create, through their personal expression.**

GUIDING QUESTIONS

Process/Content

- How can students demonstrate collaborative exploration and imaginative play with materials? (Cr1.1.K)
- How do personal interests, questions, and curiosity develop and inspire student artmaking? (Cr2.1.K)
- How can art be used in a personal environment? (Re7.1.K)
- How is a personal preference different from an evaluation? (Re9.1.K)
- How can an artwork tell a story about a life experience? (Cn10.1.K)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? (Cn10.1.K)

Reflective

- How can students explain the process of making art while creating? (Cr3.1.K)
- How does comparing one's own interpretation of a work of art with the interpretation of others inform artmaking?
- How do life experiences influence the way I relate to art?
- How can art represent my artistic voice?
- What do I want others to learn about me through my art?
- How can I learn from others' input about my work?
- How do I give and receive constructive feedback?
- How do I generate creative ideas?

FOCUS STANDARDS

- Cr1.1.K Engage in exploration and imaginative play with materials.
- Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.
- Cr3.1.K Explain the process of making art while creating.
- Re7.1.K Identify uses of art within one's personal environment.
- Re9.1.K Explain reasons for selecting a preferred artwork.
- Cn10.1.K Create art that tells a story about a life experience.

Unit 3: Art Influences

ESSENTIAL QUESTION

How does art record and communicate the human experience?

BIG IDEAS

- Students will explore the contexts, histories, cultures and traditions of art forms as inspiration.

GUIDING QUESTIONS

Process/Content

- How can art from different cultures be used to enhance and empower the lives of young artists? (Cr2.3)
- How do objects, artifacts, and artwork collected preserved, or presented either by artists, museums, or other venues, communicate meaning and provide a record of social, cultural and political experiences resulting in the cultivation of appreciation and understanding? (Pr6.1)
- How does learning about art impact how we perceive the world? (Re7.1)
- How do images influence our views of the world? (Re7.2)
- How can the viewer “read” a work of art as text? (Re8.1)
- How can understanding that people from different places and times have made art for a variety of reasons contribute to awareness of and valuing unique communities and cultures? (Cn11.1)

Reflective

- How does the history, culture, and politics of various art influences shape ideas, beliefs, and art? (Pr6.1)
- How does knowing and using visual art vocabularies help us understand and interpret works of art? (Re8.1)
- In what ways is personal preference different from an evaluation? (Re.9.1)
- How does engaging in creating art enrich people’s lives? (Cn10.1)
- How does making art attune people to their surroundings? Cn10.1)
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? (Cn10.1)
- How does art help us understand the lives of people of different times, places, and cultures? (Cn 11.1)
- How is art used to impact the views of a society? (Cn11.1)
- How does art preserve aspects of life? (Cn11.1)

FOCUS STANDARDS

- Cr2.3.K Create art that represents natural and constructed environments.
- Pr4.1.K Select art objects for personal portfolio and display, explaining why they were chosen.
- Pr6.1.K Explain what an art museum is and distinguish how an art museum is different from other buildings.
- Re7.1.K Identify uses of art within one's personal environment.
- Re7.2.K Describe what an image represents.
- Re8.1.K Interpret art by identifying subject matter and describing relevant details.
- Re9.1.K Explain reasons for selecting a preferred artwork.
- Cn10.1.K Create art that tells a story about a life experience.
- Cn11.1.K Identify a purpose of an artwork.

Unit 4: Designing for an Audience

ESSENTIAL QUESTION

How can art communicate ideas?

BIG IDEAS

- Students will collaborate while working through the creative process.
- Students will consider their audience while they create.
- Students will explore how artists communicate through art.

GUIDING QUESTIONS

Process/Content

- How can an artist engage collaboratively in creative art-making in response to an artistic problem? (Cr1.2.K)
- How are artworks cared for and by whom? (Pr4.1)
- What criteria, methods, and processes are used to select work for preservation or presentation? (Pr4.1)
- Why do people value objects, artifacts, and artwork and select them for presentation? (Pr4.1)
- What is the purpose of a portfolio or collection? (Pr5.1.K)
- How does refining artwork effect its meaning to the viewer? (Pr5.1)
- What criteria are considered when selecting work for presentation, a portfolio, or a collection? (Pr5.1)
- What are the roles and responsibilities of people who work in and visit museums and other art venues? (Pr6.1.1)
- What is an art museum? (Pr6.1.K)
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? (Pr6.1)
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? (Pr6.1)

Reflective

- Why do people value objects, artifacts, and artwork, and select them for presentation? (Pr4.1)
- How is an art museum different from other buildings? (Pr6.1.K)

FOCUS STANDARDS

- Cr1.2.K Engage collaboratively in creative art-making response to an artistic problem.
- Pr4.1.K Select art objects for personal portfolio and display, explaining why they were chosen.
- Pr5.1.K Explain the purpose of a portfolio or collection.
- Pr6.1.K Explain what an art museum is and distinguish how an art museum is different from other buildings.