

*East Penn School District*  
*Elementary Curriculum*

A Planned Course Statement  
for  
**Kindergarten - Art**

Length of Period (mins.) \_\_\_\_\_ 40 \_\_\_\_\_

Periods per Week \_\_\_\_\_ 1 \_\_\_\_\_

Length of Course (yrs.) \_\_\_\_\_ 1 \_\_\_\_\_

Adopted \_\_\_\_\_ 4/23/07 \_\_\_\_\_

Developed by:  
Carol Beightol  
Vicky Free  
Anne Garton  
Jeff Shreck  
Heather West

**Description of Course**

## Course Title

Art – Kindergarten

## Description

Students will be introduced to a variety of media and techniques. They will be introduced to creative problem solving that will result in a meaningful investigation and exploration of art.

## Goals

1. Students will be introduced to the elements and principles of design as they observe, discuss, and create art.
  2. Students will experience various media and technologies, and be instructed in how to use them.
  3. Students will express and communicate, both orally and visually, ideas about art and experiences.
  4. Students will explore various artists, and will focus, district wide, on the art of Eric Carle and Andy Warhol.
  5. Students will experience contemporary and past works of art exemplifying various cultures. The main focus will be on developing an awareness of self, community and the world around them.
  6. Students will examine the artworks of geographic regions, focusing on the specific region of Africa.
  7. Students will develop pride in their work, learn to work safely in the art room, and learn to follow verbal instructions.
- 

Key to Levels of Achievement (listed with each learning objective)

Awareness (A) Students are introduced to concepts, forms and patterns.

Learning (L) Students are involved in a sequence of steps and practice activities which involve further development and allow for evaluation of progress.

Understanding (U) Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.

Reinforcement (R) Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

| Unit                                    | Num | Objective   | Level | Content   | Evaluation   | Standards                |
|---|-----|---|-------|---|--|--------------------------|
| I. Art Aesthetics<br>Elements of Design | 1   | Students will explore and identify types of line in art.    | A     | <ul style="list-style-type: none"> <li>● Create line with a variety of art tools and media</li> <li>● Use line to create shapes, pattern, and texture</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3J,A,B,H<br>9.3.3B   |
|   | 2   | Students will explore and identify types of color in art.   | A     | <ul style="list-style-type: none"> <li>● Name and identify primary and secondary colors</li> <li>● Name warm and cool colors</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>   | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,C<br>9.3.3B       |
|   | 3   | Students will explore and identify types of shape in art.   | A     | <ul style="list-style-type: none"> <li>● Identify shape as an area enclosed by line</li> <li>● Name and identify the five basic geometric shapes<br/>○ □ ▭ ◯ △</li> <li>● Arrange shapes to create a composition</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul> | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B |
|   | 4   | Students will explore and identify types of texture in art. | A     | <ul style="list-style-type: none"> <li>● Identify texture as the look and feel of a surface: rough/smooth</li> <li>● Create texture using a variety of materials and tools</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>                                       | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B |

| Unit                                       | Num | Objective   | Level | Content  | Evaluation   | Standards                      |
|--|-----|---|-------|--|--|--------------------------------|
|  | 5   | Students will explore and identify types of form in art.                              | A     | <ul style="list-style-type: none"> <li>● Identify form as three dimensional</li> <li>● Create form by modeling and constructing</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul>                             | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B       |
|  | 6   | Students will explore and identify types of space in art.                             | A     | <ul style="list-style-type: none"> <li>● Create space in a two dimensional composition</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B       |
| II. Art Aesthetics<br>Principles of Design | 7   | Students will gain an awareness of balance in art.                                    | A     | <ul style="list-style-type: none"> <li>● Create balance in a two dimensional composition in relation to shape and color</li> </ul>   | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B       |
|  | 8   | Students will gain an awareness of variety in art.                                    | A     | <ul style="list-style-type: none"> <li>● Create variety in a two dimensional composition in relation to size, shape, and color</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B       |
|  | 9   | Students will gain an awareness of pattern in art.                                    | A     | <ul style="list-style-type: none"> <li>● Create pattern in a two dimensional composition as the regular repetition of a line, color, texture, shape or form</li> <li>● Use computer software such as the “Dropping In” series, “Kidpix” and the “Wilton Series” with the laptop and proxima</li> </ul> | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3A,B,C,H,J<br>9.3.3B       |
| III. Art Processes –<br>Media and Methods  | 10  | Students will explore and identify expression through various techniques of drawing.  | A     | <ul style="list-style-type: none"> <li>● Draw using a variety of materials</li> <li>● Draw from memory, imagination, or observation</li> </ul>   | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3C,L   |
|  | 11  | Students will explore and identify expression through various techniques of painting. | A     | <ul style="list-style-type: none"> <li>● Paint using a variety of tools and materials</li> <li>● Express idea, thoughts, and feelings individually or in a group</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3C,L,G |

| Unit                   | Num | Objective  | Level | Content  | Evaluation   | Standards                                    |
|------------------------|-----|--|-------|--|--|--|
|                        | 12  | Students will explore and identify expression through various techniques of printmaking. | A     | <ul style="list-style-type: none"> <li>● Create prints using a variety of printing materials, fingers, hand prints</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3C,L,G               |
|                        | 13  | Students will explore and identify expression through various techniques of sculpture.   | A     | <ul style="list-style-type: none"> <li>● Identify sculpture as three-dimensional as opposed to two-dimensional</li> <li>● Construct and model three-dimensional works of art from a variety of materials (clay, wood, found objects, paper mache, etc.)</li> </ul> | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3A,C,E,G,L,K         |
|                        | 14  | Students will explore and identify expression through various techniques of collage.     | A     | <ul style="list-style-type: none"> <li>● Express individual ideas by creating a collage</li> <li>● Arrange a collage composition using a variety of materials</li> </ul>   | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3C,L,G               |
|                        | 15  | Students will explore simple architectural structures.                                   | A     | <ul style="list-style-type: none"> <li>● Express individual ideas by creating simple architectural structures (paper construction)</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,D,E,H,J<br>9.2.3C                   |
|                        | 16  | Students will explore different pottery techniques.                                      | A     | <ul style="list-style-type: none"> <li>● Create and examine slab work or pinch pots</li> </ul>   | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.2.3A,C,D,E,G,K                             |
| IV. Art Criticism      | 17  | Students will express ideas and opinions about art.                                      | A     | <ul style="list-style-type: none"> <li>● Explore and examine artwork of themselves and other students as well as artwork by major artists from various cultures</li> </ul>   | Student/teacher discussion   | 9.1.3K<br>9.2.3C,F,K<br>9.3.3B,D<br>9.4.3A,B |
| V. Subjects and Themes | 18  | Students will develop an awareness of the individual's real and imaginary world.         | A     | <ul style="list-style-type: none"> <li>● Create an art project using any media in relationship to the individual (self) incorporating: alphabet, family, friends, animals, and imagination</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,H,J,K<br>9.3.3C<br>9.4.3D           |
|                        | 19  | Students will develop an awareness of self and community.                                | A     | <ul style="list-style-type: none"> <li>● Create an art project using any media in relation to self and community (zoos, farms, holidays, school)</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3,B,C,H,J,K,I<br>9.2.3A,D,H,J,K,L        |

| Unit  | Num | Objective   | Level | Content  | Evaluation   | Standards   |
|---|-----|---|-------|--|--|---|
|   | 20  | Students will develop an awareness of the existing world around them.             | A     | <ul style="list-style-type: none"> <li>● Create an art project using any media in relation to weather, nature, environment, moods, feeling, and imaginary situations</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,H,J,K<br>9.2.3A,G,I,L<br>9.3.3C<br>9.4.3B,C,D  |
|   | 21  | Students will develop an awareness of fantasy and imagination in art.             | A     | <ul style="list-style-type: none"> <li>● Create an art project in relation to imaginary situations</li> </ul>  | Teacher observation<br>Student/teacher discussion<br>Class participation | 9.1.3B,C,H,J,K<br>9.2.3K,L  |
| VI. Art Appreciation through Culture, Heritage, and Environment | 22  | Students will examine contemporary and past works of art.                         | A     | <ul style="list-style-type: none"> <li>● View and discuss various prints of artwork in relation to various artists</li> <li>● Explore various artists, and focus, district wide, on the art of Eric Carle and Andy Warhol</li> </ul>     | Student/teacher discussion   | 9.1.3A,B,C,D,E,F,I<br>J,K<br>9.2.3A,B,C,D,F,G,H,<br>I,J,K,L<br>9.3.3A,B,C,D,E,F,G<br>9.4.3A,B,C,D |
|   | 23  | Students will explore art in different cultures.                                  | A     | <ul style="list-style-type: none"> <li>● View and discuss various prints of art in relation to different culture and regions</li> <li>● Examine the artworks of geographic regions, focusing on the specific region of Africa</li> </ul> | Student/teacher discussion   | 9.1.3C,I<br>9.2.3A,C,D,E,F,G,H,I<br>J,K,L<br>9.3.3A,C,D,E,F<br>9.4.3A,B,D                         |
| VII. Craftsmanship Discipline and Safety in Art Processes       | 24  | Students will develop pride, understanding, and craftsmanship in the end product. | A     | <ul style="list-style-type: none"> <li>● Compare and contrast examples of good and poor craftsmanship in the process and in the end production of the artwork</li> </ul>   | Student/teacher observation  | 9.1.3C,D,H,J,K<br>9.3.3B,C<br>9.4.4A,B  |
|   | 25  | Students will practice safety procedures during art processes.                    | A     | <ul style="list-style-type: none"> <li>● Demonstrate the proper use of art tools and materials</li> </ul>  | Student/teacher observation  | 9.1.3C,H,J  |