

Kindergarten Art Curriculum

Strand: CREATE

Big Idea #1: Generate and conceptualize artistic ideas and work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Play & Ideation	Engage in exploration and imaginative play with materials. (VA:Cr1A.k)	1-3	Explore, imagine, and play during creative art making; and understand that many tools and mediums can be used to create art. e.g. centers/studios, exploration with a variety of art media
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?			
B. Investigation	Engage collaboratively in creative art-making in response to an artistic problem. (VA:Cr1B.k)	2-4	Understand that there are many ways to solve artistic problems and that artists are inspired by other artists, artwork, and their environment. e.g. prompts/defined artistic challenges, collaborative activities
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.			

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Big Idea #2: Organize and develop artistic ideas and work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Skill Acquisition	Through experimentation, build skills in various media and approaches to art-making. (VA:Cr2A.k)	1-3	Understand that art tools and materials can be used for a variety of purposes; and that artistic skills are built through practice. e.g. centers/studios; teacher demonstration; individual practice, discover making lines, shapes, textures, and simple patterns with a variety of art tools and materials. Demonstrate: mark-making, using scissors with control, modeling a sphere, 3D paper manipulation, fibers exploration, and simple printmaking (stamping with gadgets, sponges, hands)
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?			
B. Safety & Ethics	Identify safe and non-toxic art materials, tools and equipment. (VA:Cr2B.k)	1-2	Develop productive work habits in the use and clean-up of art tools and materials. e.g. teacher-led identification of non-toxic art materials, role-playing, modeling routines, practice, storytelling
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?			
C. Creating Interactions with Art	Create art that represents natural and constructed environments. (VA:Cr2C.k)	3-4	e.g. create an outdoor scape, view artwork that depicts the outdoors, make connections between literature and concepts of environment, community and/or nature walk followed by discussion & art making
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?			

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Big Idea #3: Refine and complete artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Reflect-Refine	Explain the process of making art while creating. (VA:Cr3A.k)	1-2	Demonstrate and identify the steps of art making in developmentally appropriate language e.g. centers/studios, modeling, paint to music & explain how music influences choices during the process of art making
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?			

Strand: PRESENT

Big Idea #4: Select, analyze, and interpret artistic work for presentation.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Select	Select art objects for personal portfolio and display, explaining why they were chosen. (VA:Pr4A.k)	2-3	Communicate personal preferences and thoughts about completed artwork and convey reasoning e.g. peer discussion, group discussion, one-on-one discussion, art shows/displays
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?			

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Strand: PRESENT

Big Idea #5: Develop and refine artistic techniques and work for presentation.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Analyze	Explain the purpose of a portfolio or collection. (VA:Pr5A.k)	1-2	Know the purpose of a portfolio is to gather artworks from one artist to display. Know the purpose of a collection is to gather artworks from one or more artists to display. e.g. group discussion, visual resources (electronic or print versions of professional artist portfolios), digital student portfolios

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Strand: PRESENT

Big Idea #6: Convey meaning through the presentation of artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Share	Explain what an art museum is and distinguish how an art museum is different from other buildings. (VA:Pr6A.k)	1-3	Explain what an art museum is in own words and understand that a museum safely houses artwork, so people can view and appreciate the work e.g. Read and discuss The Story of Paintings and/or Dr. Suess's Horse Museum; virtual museum tour; visit an art museum, gallery, or center that displays artwork and compare it to other buildings or settings where art is displayed (such as a public library, community center, or school)

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

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Strand: RESPOND

Big Idea #7: Perceive and analyze artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Perceive	Identify uses of art within one's personal environment. (VA:Re7A.k)	1-2	Identify examples of artwork at home, in the classroom, at school, in the community, or at other events outside of school and describe various purposes or functions. e.g. functional pottery, tools, instruments, wearable art
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?			
B. Analyze	Describe what an image represents. (VA:Re7B.k)	3-4	Identify the subject of an artwork and the story or feeling the image conveys. e.g. VTS; discussion throughout the art-making process; self and peer-reflection; production of emotionally inspired or sensory (what is smelled, heard, felt, seen, tasted) inspired work, read and respond to picture books, view visual resources (of clothing, murals, pictures, heirlooms, masks, artifacts, etc)
Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?			

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Strand: RESPOND

Big Idea #8: Interpret intent and meaning in artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Interpret	Interpret art by identifying subject matter and describing relevant details. (VA:Re8A.k)	1-2	Look for details in an artwork that help in forming interpretations. e.g. use learned art vocabulary to talk about personal or professional artwork .

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Strand: RESPOND

Big Idea #9: Apply criteria to evaluate artistic work.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Evaluate	Explain reasons for selecting a preferred artwork. (VA:Re9A.k)	2-4	Express WHY a work of art is preferred, and understand that characteristics (art elements) present in an artwork influence opinion. e.g. group brainstorming to create a list of features that stand out in a particular work of art, followed by a discussion of what is liked or disliked by students and why

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Kindergarten Art Curriculum

Strand: CONNECT

Big Idea #10: Synthesize and relate knowledge and personal experiences to make art.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Synthesize	Create art that tells a story about a life experience. (VA:Cn10A.k)	3-4	Create narrative artwork and understand that life experiences can be shared through art making e.g. story quilts (Faith Ringgold), artful thinking routine: Beginning-Middle-End, comic strips

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Strand: CONNECT

Big Idea #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Concept	Measurable Learner Objective	DOK	Instructional Strategies/Student Activities/ Resources
A. Relate	Identify a purpose of an artwork. (VA:Cn11A.k)	2-4	Connect art with its purpose and understand that people make art for a variety of reasons e.g. discuss cultural contexts for wearable art, containers, and other functional artifacts; VTS

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?