

Art – Pre- Kindergarten

Based on National Visual Arts Standards

Course Description:

Pre-Kindergarten Art is based on exploratory experiences introducing a variety of art media and processes, as well as their safe use. Through repeated practice with varied media, students develop skills and refine techniques over time. Students learn basic, age-appropriate art vocabulary during the creative process. This allows them to describe and talk about their work and the work of other artists. Students study art and artifacts to help them make connections to their family, community and the world.

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): 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?

KNOW:

Where to find art materials

Proper use of materials

Art class procedures

DO:

VA:Cr1.1.PKa

Engage in self-directed play with materials.

- Work in centers of choice to explore a wide variety of media and materials: crayons, markers, pastels, pencils, etc., collage-making materials, play-dough, tools, blocks.
- Teacher plays with materials alongside students.
- Later, add supervised centers of printmaking, painting & basic fiber art.

(These activities meet the Brevard Public Schools PreK Program standards).

EXAMPLE ESSENTIAL QUESTIONS:

How did you create this work of art?

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

<p><u>KNOW:</u></p> <p>Appropriate art vocabulary</p> <p>How to “read” a work of art by identifying and describing the art (subject, media used, supplies needed)</p>	<p><u>DO:</u></p> <p><u>VA:Cr1.2.PKa</u> Engage in self-directed, creative making.</p> <ul style="list-style-type: none"> • Continue working in centers of choice, choosing a media to delve more deeply into: ex. draw details, add a second or third color, layer media, show patterns in it. <p>(These activities meet the Brevard Public Schools PreK Program standards).</p>	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>What do you like best about making this art?</i></p> <p><i>What is your artwork about?</i></p> <p><i>What art supplies did you try out?</i></p>
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Anchor Standard 2: Organize and develop artistic ideas and work.		
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.		
Essential Question(s): <i>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?</i>		
<p><u>KNOW:</u></p> <p>Various materials create different results</p> <p>crayons, markers, pastels, pencils, etc., collage making materials, play dough, tools, blocks, printmaking & paint centers, basic fiber art.</p>	<p><u>DO:</u></p> <p><u>VA:Cr2.1.PKa</u> Use a variety of art making tools.</p> <ul style="list-style-type: none"> • Students rotate through a variety of art centers, working for a set amount of time in each. • Besides basic drawing, play-dough, and block centers, teacher has painting and printmaking centers available for students to rotate through, with appropriate supervision. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>What is your favorite art media or material?</i></p> <p><i>What do you like best about it?</i></p>

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.		
Essential Question(s): <i>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</i>		

<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u>
<p>Listening/sharing skills</p> <p>Proper use of materials</p> <p>Safety and procedures in the art room.</p>	<p><u>VA:Cr2.2.PKa</u></p> <p>Share materials with others.</p> <ul style="list-style-type: none"> • Use visuals illustrating the right way to do things in the art room. • Have multiple examples of media available in each center, so students can use the same materials side by side in parallel play. 	<p><i>How do artists work?</i></p> <p><i>How do artists care for tools and materials?</i></p>

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.		
<i>Essential Question(s): 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?</i>		
<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u>
<p>How artwork can be used to illustrate a story, with or without words.</p> <p>Art vocabulary appropriate to level: line, shape, color, texture.</p>	<p><u>VA:Cr2.3.PKa</u></p> <p>Create and tell about art that communicates a story about a familiar place or object.</p> <ul style="list-style-type: none"> • Gather students on a rug and read them a beautifully illustrated, age-appropriate story. Help students to identify colors, lines and shapes and how they are used in the illustration. Next, students use their choice of media to tell a story about a place or thing familiar to them. 	<p><i>How does knowing art words help us to know more about the artwork?</i></p> <p><i>How is your story shown in your art?</i></p>

Anchor Standard 3: Refine and complete artistic work.		
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.		
<i>Essential Question(s): 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 of art help us experience it more completely?</i>		
<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u>
<p>Basic art etiquette; listening/sharing skills</p>	<p><u>VA:Cr3.1.PKa:</u></p> <p>Share and talk about personal artwork.</p> <ul style="list-style-type: none"> • Students tell the teacher about their artwork through informal conversation. • Tell a puppet about your artwork. Describe how you made it, and why you chose to make it that way. 	<p><i>Tell me about your artwork.</i></p> <p><i>What is happening in your artwork?</i></p>

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

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(s): 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?

<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u>
Examples of art/artifacts in several media. Comparing & contrasting, appropriate to level.	<u>VA:Pr4.1.PKa:</u> Identify reasons for saving and displaying objects, artifacts, and artwork. <ul style="list-style-type: none">• With the class in carpet time, show various artifacts that can be found in a home, such as a musical instrument, original painting, hand-embroidered pillow, etc. Students examine, touch and describe what they see, comparing and contrasting the objects.	<i>Why do you think this artwork is important?</i> <i>How are these artworks different?</i>

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

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(s): 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?

<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL QUESTIONS:</u>
How artists save and store their work. Why artists save work to see their progress over time.	<u>VA:Pr5.1.PKa:</u> Identify places where art may be displayed or saved. • Students save work in a portfolio or folder over the year, when they look it over and describe their growth or how their artwork has changed.	<i>How has your artwork changed over the year?</i>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

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.		
<i>Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</i>		
<p><u>KNOW:</u></p> <p>Examples of art displays: at school, the library, a museum, etc. View art display on a local field trip, or virtually through an online art museum.</p>	<p><u>DO:</u></p> <p><u>VA:Pr6.1.PKa</u> Identify where art is displayed both inside and outside of school.</p> <ul style="list-style-type: none"> Through a walk around school to view art, or as part of a local field trip, students view an art display and discuss what they see. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>What is the purpose of an art museum?</i></p> <p><i>What do you like best about this display?</i></p>

Anchor Standard 7: Perceive and analyze artistic work		
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.		
<i>Essential Question(s): 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?</i>		
<p><u>KNOW:</u></p> <p>Where art is found in the home: clothing design, toy design, furniture, dishes, cars, etc.</p>	<p><u>DO:</u></p> <p><u>VA:Re.7.1.Pka</u> Recognize art in one's environment.</p> <ul style="list-style-type: none"> In carpet circle time, students examine examples of everyday objects that have been designed by an artist: a toy, photo of an automobile, clothing, dishes. Artistic choices are discussed, using age-appropriate language. Next, students draw/design their own product, using their choice of media. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>Why do you think the artist designed this object this way?</i></p>
Enduring Understanding: Visual imagery influences understanding of and responses to the world.		
<i>Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</i>		

<p><u>KNOW:</u></p> <p>Difference between real objects and reproductions in prints, texts, or online resources.</p>	<p><u>DO:</u></p> <p><u>VA:Re.7.2.Pka</u></p> <p>Distinguish between images and real objects.</p> <ul style="list-style-type: none"> • In small groups or carpet circle time, students examine a real painting, sculpture, and fiber art, as well as prints of each type of artwork. They take turns describing, comparing/contrasting the real works vs. reproductions. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>What is an image?</i></p> <p><i>How is it different from a real object?</i></p>
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Anchor Standard 8: Interpret intent and meaning in artistic work.		
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.		
<p><i>Essential Question(s): What is the value of engaging in the process of art criticism?</i></p> <p><i>How can the viewer "read" a work of art as text?</i></p> <p><i>How does knowing and using visual art vocabularies help us understand and interpret works of art?</i></p>		
<p><u>KNOW:</u></p> <p>Art/descriptive vocabulary, appropriate for level.</p> <p>Does the artwork show a place, person, or thing(s)?</p>	<p><u>DO:</u></p> <p><u>VA:Re8.1.Pka</u></p> <p>Interpret art by identifying and describing subject matter •</p> <p>In carpet circle time, through class iPads, or through a classroom projection, students examine reproductions of select masterworks by famous artists over time, describing the subject matter and age-appropriate vocabulary to describe the lines, shapes, colors and textures in the artwork.</p>	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>What do you see in the artwork?</i></p> <p><i>What do you like and dislike about the artwork? Why?</i></p>

Anchor Standard 9: Apply criteria to evaluate artistic work.		
Enduring Understanding: People evaluate art based on various criteria		
<p><i>Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary?</i></p> <p><i>How is a personal preference different from an evaluation?</i></p>		
<p><u>KNOW:</u></p> <p>Art/descriptive vocabulary, appropriate for level.</p> <p>Comparing & contrasting, appropriate to level.</p>	<p><u>DO:</u></p> <p><u>VA:Re9.1.Pka</u></p> <p>Select a preferred artwork.</p> <ul style="list-style-type: none"> • Students save work in a portfolio or folder over the year, when they look it over and describe their growth or how their artwork has changed. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>Why do you think this artwork is the best?</i></p> <p><i>What do you like</i></p>

		<i>the most about it?</i>
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.		
<i>Essential Question(s): 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?</i>		
<p><u>KNOW:</u></p> <p>Art/descriptive vocabulary, appropriate for level.</p> <p>Visually and orally identify basic shapes, lines, colors and textures both in and out of the art room.</p>	<p><u>DO:</u></p> <p><u>VA:Cn10.1.Pka:</u> Explore the world using descriptive and expressive words and art-making.</p> <ul style="list-style-type: none"> Take the class on a walk around the school. Visually identify some of the basic shapes that you see: ex. Rectangle doors, triangle roof, square fence, etc. Students return to class and draw a picture of a school, using basic shapes, in their choice of media. Students finish by taking turns telling each other or the teacher about their artwork. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>How can you make artwork showing the things around you?</i></p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.		
<i>Essential Question(s): 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?</i>		
<p><u>KNOW:</u></p> <p>Examples of a few different cultures' artwork.</p> <p>Comparing & contrasting, appropriate to level.</p>	<p><u>DO:</u></p> <p><u>VA:Cn11.1.Pka:</u> Recognize that people make art.</p> <ul style="list-style-type: none"> In circle time, students examine several works of art/artifacts by varied cultures. Ex. batik from Indonesia, jewelry made by an aboriginal culture, wood carving, metal work, or dolls from aboriginal cultures. Students take turns describing the artwork and its functionality. 	<p><u>EXAMPLE ESSENTIAL QUESTIONS:</u></p> <p><i>Why do people make art?</i></p> <p><i>What do you think this artwork is used for? How do you know?</i></p>

RESOURCES

Books:

Beautiful Oops by Barney Salzberg

Meet Me at the Masterpiece: A Zany Peep at Art by Sandy Pugh

The Art Book for Children Ed. Phaidon Press

The Art Lesson by Tomie de Paola

Sky Color by Peter H. Reynolds

Too Much Glue by Jason LeFebvre

Online Art museums, such as the Metropolitan Museum of Art, Smithsonian, and National Gallery: Use for images in class discussion (preview first):

<http://www.metmuseum.org/collection/the-collection-online>

<http://americanart.si.edu/collections/search/>

<http://www.nga.gov/content/ngaweb/education/teachers.html>

<http://learn.michenerartmuseum.org/wp-content/uploads/2009/08/top-ten-words-preschool>

[pdf](#) The Creative Curriculum- Brevard County VPK or Head Start Pre-K teacher's guide