

**Kindergarten**  
**First Quarter**  
**Recommended Time Frame:**  
**Nine Weeks**

**1st Quarter Overview:**  
**How Is Art Made?**

**1st Quarter Anchor Standards**  
Generate and refine original artistic ideas to create works of art.  
Identify, describe, and interpret the meaning of artistic work.  
Relate personal experiences to make art.

**1st Quarter Standards**

- Cr1.K.a. Engage in exploration **and imaginative play** with **materials**.  
Cr2.K.a. Through experimentation, build skills in various **media** and approaches to art- making.  
Re7.K.b. Describe what an image represents.  
Cn10.K.a. Create art that tells a story about a life experience.

**Vocabulary:**

Imaginative, Image, Experiment, Story

**Curriculum Resources:**

[K Planning Guide](#)  
[Standards Resource](#)  
[Lesson Plan Template](#)

**Essential Questions:**

**Cr:** How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials?  
**Re:** What is an image?  
**Cn:** How do life experiences influence artists?

**Evidences:**

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)  
When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

**Kindergarten**  
**2nd Quarter**  
**Recommended Time Frame:**  
**Nine Weeks**

**2nd Quarter Overview:**  
**Who makes art?**

**2nd Quarter Standards (include link to original document(s) if applicable)**

**Pr6-K.a. Explain what an art museum is and distinguish how an art museum is different from other buildings.**

**Re9-K.a. Explain reasons for selecting a preferred artwork.**

**Choose one standard below to include with the above standards to assess:**

**Cr1-K.a. Engage in exploration and imaginative play with materials.**

**Cr2-K.a. Through experimentation, build skills in various media and approaches to art-making.**

**Vocabulary:**

New Vocabulary: Communicate, present, symbol, display, artifact, preferred, realia, classify

Continue reviewing: Create, original Idea, experiment, skill

**Curriculum Resources:**

[K Planning Guide](#)

[Standards Resource](#)

[Lesson Plan Template](#)

**Essential Questions:**

**Pr:** What criteria and processes are used to select work for presentation? What makes an image a symbol? How do artists use sign/symbols to communicate?

**Cr:** How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How do you classify?

**Re:** How do people evaluate art based on various criteria?

**Evidences:**

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

**Kindergarten**  
**Third Quarter**  
**Recommended Time Frame: Nine weeks**

**3rd Quarter Anchor Standards**

Generate and refine original artistic ideas to create works of art.  
Identify, describe, and interpret the meaning of artistic work.

**2nd Quarter Standards**

**VA:Cr2-K.b.** Create art that represents natural and constructed environments.  
**VA:Re8-K.a.** Interpret art by identifying subject matter and describing relevant details.

**Vocabulary:**

Image, subject, details, collaborate, Create, experiment, skill

**Curriculum Resources:**

[K Planning Guide](#)  
[Standards Resource](#)  
[Lesson Plan Template](#)

**Essential Questions:**

**Re:** What is an image? How can a viewer “read” a work of art as text?  
**Cr:** How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

**Evidences:**

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)  
When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

**Kindergarten**  
**4th Quarter**  
**Recommended Time Frame:**  
**Nine Weeks**

**4th Quarter Overview:**  
**Why is Art made?**

**4th Quarter Anchor Standards**

Relate knowledge of personal experiences to deepen understanding of making art.  
Generate and refine original artistic ideas to create works of art.

**4th Quarter Standards** (include link to original document(s) if applicable)

**Cn11-K.a. Identify a purpose of an artwork**

**Cr3-K.a. Explain the process of making art while creating.**

Re8-K.a. Interpret art by identifying subject matter and describing relevant details.

Cn10-K.a. Create art that tells a story about a life experience.

Cr2-K.a. Through experimentation, build skills in various **media** and approaches to art- making.

**Vocabulary:**

Purpose, process, Create, experiment, skill, details, subject, image, story

**Curriculum Resources:**

[K Planning Guide](#)

[Standards Resource](#)

[Lesson Plan Template](#)

**Essential Questions:**

**Cn:** What is the purpose of creating art? How do life experiences influence artists?

**Cr:** How do artists work? What is an idea? Why is it important to follow directions when using art materials? How do artists care for tools and materials? How does collaboration expand the creative process?

**Evidences:**

Two types of evaluations: Procedural (can they do it) and Declarative (can they talk about it)

When developing your evaluation/assessment look at your standard and determine what you want your students to be able to do and/or say about the standard? What does that evidence look like?

