

K.1 Art has its own vocabulary that people use when making and talking about art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A,B,C,G,H</p> <p>Objectives:</p> <p>1. Identify basic shapes, lines, colors and textures.</p> <p>2. Use vocabulary appropriately.</p> <p>3. Differentiate between two dimensional and three dimensional art.</p> <p>4. Demonstrate the difference between repeated and alternated pattern.</p> <p>5. Appropriately use and care for materials and tools.</p> <p>6. Use tools and materials safely.</p> <p>7. Practice classroom routines.</p> <p>8. Follow three step directions.</p> <p>9. Apply elements when creating works of art.</p>	<p>1. When provided with a list of shapes, children will be able to draw the shape.</p> <p>2. Teacher will monitor appropriate use of vocabulary.</p> <p>3. When presented with works of art, students will differentiate between two and three dimensional works.</p> <p>4. Create a work of art that show repeated and alternating patterns.</p> <p>6. Teacher will monitor appropriate and safe use of tools and materials.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Shape <ul style="list-style-type: none"> • Circle • Square • Triangle • Rectangle • Oval • Line <ul style="list-style-type: none"> • Straight • Curved • Zigzag • Wavy • Dotted • Dashed (broken) • Thick • Thin • Curly • Color <ul style="list-style-type: none"> • Red • Blue • Yellow • Orange • Green • Purple • Black • White • Brown • Warm • Cool • Texture <ul style="list-style-type: none"> • Rough • Smooth • Sculpture • Form • Pattern <ul style="list-style-type: none"> • Repeated • Alternated <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Draw • Paint • Build • Cut • Listening • Following directions • Practice classroom routines • Care of tools and materials • Sharing 	<ul style="list-style-type: none"> • 3D-Three Dimensional • 2D-Two Dimensional • Geometric Shapes • Repeated pattern • Alternated pattern • Curved • Zigzag • Wavy • Dotted • Dashed (broken) • Thick • Thin • Curly • Texture • Rough • Smooth • Sculpture • Form • Pattern 	<p>Learning Task: Teacher will draw basic shapes on sheets of paper. Students will brainstorm to determine what that shape could be part of, and complete the composition. Each child will have the opportunity to claim the shape they would like to use as a visual clue.</p> <p>Essential Question: How is art made?</p>

Materials and Resources

Crayon, pencil, marker (thick and thin), construction paper, white drawing paper, bogus paper, manila paper, water color, tempera, brushes, scissors

K.2 People use a variety of tools to create art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1H,J,K</p> <p>Objectives: 1. Use tools safely and appropriately.</p> <p>2. Select tools appropriate to the task.</p> <p>3. Strive for quality craftsmanship.</p> <p>4. Practice fine motor skills.</p> <p>5. Develop eye-hand coordination.</p> <p>6. Identify found objects that can be used as art tools.</p>	<p>1. When provided with scissors, glue, paint brushes, etc. students will use them safely and appropriately.</p> <p>3. Demonstrate quality craftsmanship in their work of art with the strengthening of their fine motor skills.</p> <p>6. Find and select unconventional art tools to create a work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Artists use special tools to create art • Scissors • Paint brushes • Glue stick • White glue • Found objects <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Cut on a line • Develop fine-motor • Hold drawing and painting tools appropriate to the task • Control tools to achieve desired effects • Control adhesives to achieve quality craftsmanship • Select found objects that can be used as art tools 	<ul style="list-style-type: none"> • Scissors • Paint brushes • Glue sticks • White glue • Found objects • Cut • Control • Safety • Tools • Craftsmanship 	<p>Learning Task: Teacher will provide students with scissors, glue sticks, and paper to assemble a paper collage.</p> <p>Essential Question: What does an artist use to make a work of art?</p>

Materials and Resources

Crayon, pencil, marker (thick and thin), construction paper, white drawing paper, bogus paper, manila paper, water color, tempera, brushes, glue sticks, white glue

K.3 Art can convey emotion?

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C,E,F, 9.3B, 9.4D</p> <p>Objectives: 1. Decode a work of art and speculate what emotion the artist wants the viewer to feel.</p> <p>2. Practice talking about how a work of art makes you feel.</p> <p>3. Accept other's opinions about the same work of art.</p>	<p>1.Begin identifying elements of art while decoding a work of art.</p> <p>2.View a work of art and express how it makes them feel.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Works of art can portray a feeling • Artists make choices based on what they want to convey • Know that not all people feel the same emotion when looking at a work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Look at works of art and suggest what emotion the artist wants us to feel. • Talk about how a work of art makes you feel 	<ul style="list-style-type: none"> • Emotion • Feeling • Opinion 	<p>Learning Task: Teacher will draw stylized lines on sheets of paper. Students will brainstorm to determine what emotion is associated with that particular line. Each child will have the opportunity to claim the line they would like to use as a visual clue to create an work of art that expresses an emotion.</p> <p>Essential Question: How can art make you feel?</p>

Materials and Resources

Select works of art that stimulate conversation related to human feelings. (Examples: Van Gogh's Starry Night, Picasso's Blue Guitar, Wyeth's Christina's World, Wood's American Gothic, Cassatt's Children at the Beach)

K.4 People create art for a variety of purposes.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2D, 9.4D</p> <p>Objectives: 1. Observe works of art to speculate regarding the artist's purpose.</p> <p>2. Discuss the rationale for why they believe that to be the purpose.</p>	<p>1. Discuss and speculate the purpose of a work of art.</p> <p>2. Explain their reasoning for their feelings of the work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists create work to tell a story, express emotions, convey a message, serve a functional purpose, celebration or decoration. Artists create art for pleasure. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Observe a work of art to speculate regarding the artist's purpose. Discuss why you believe that to be the artist's purpose. 	<ul style="list-style-type: none"> Purpose Speculate Emotions Functional Convey Celebration Decoration 	<p>Learning Task: Teacher will show students many examples of works of art: a portrait, a story book, a poster. Students will discuss to the different forms of art and particular purpose of each. How does the purpose of each vary?</p> <p>Essential Question: Why do people make art?</p>

Materials and Resources

examples of artists: Monet, Moses, Grant Wood, Various Children Books

K.5 People make judgements about the quality of artwork.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1C, 9.4C</p> <p>Objectives:</p> <p>1. Describe a work of art using the vocabulary of the elements of art (line, shape, color, etc.).</p> <p>2. Speculate when and where the work was created.</p> <p>3. Express how they feel about a work of art.</p>	<p>1. Use appropriate vocabulary to identify the line, shape and color used in a work of art.</p> <p>3. Express why they feel the way they do about a specific work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People can judge a work of art by looking at the elements in the composition. • People can judge a work of art by the time and place in which the art was created. • People can judge a work of art based on how they feel about the work of art. • How well a work is produced effects how we feel about the quality of the work. (craftsmanship) <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Describe a work of art and how it makes you feel. 	<ul style="list-style-type: none"> • Purpose • Craftsmanship • Describe • Judgement 	<p>Learning Task: Teacher will show a work of art and ask students what they think about it. Examples: is it good or bad, does it make you feel happy or sad, where and when do you think this was made.</p> <p>Essential Question: What makes art good?</p>

Materials and Resources

Internet resources, computer, books

K.6 People have opinions about art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
Standards: 9.1C, 9.3A, B Objectives: 1. Form opinions about works of art. 2. Use appropriate vocabulary when sharing opinions. 3. Show respect for others who share their opinions.	1.Share their opinion of a work of art with the class. 2.Use specific shapes, lines, and color names when describing their opinion. 3.Show respect when listening to other classmates opinions.	Concepts (Know): • People can have opinions about art. • People can have different opinions or the same opinion about the same work of art. • Opinions are personal and not right or wrong. Competencies (Do): • Form an opinion about a work of art. • Share your opinion. • Show respect for the opinions of others.	• Opinion • Respect	Learning Task: Teacher will present the class with a work of art. Through discussion, we will hear the various opinions of the students. Essential Question: Why do people have different opinions about the same work of art?

Materials and Resources

computer, internet resources, artists examples, teacher and student work