

## **Visual Arts Curriculum Kindergarten**

### **MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS: THE ARTS DISCIPLINES STRAND**

*Students learn about and use symbolic language of visual arts.*

#### **PreK-12 Standard 1: Media, Materials, and Techniques**

*Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.*

#### **Collage**

- Introduce term “collage.”
- Introduce care and use of collage materials and routines in art room.
- Introduce cutting, gluing, tearing with paper.
- Explore collage.

#### **Suggested Collage Artists and Resources, K-6**

- Eric Carle, Lois Elhert, Hans Arp, Romare Bearden, Henri Matisse

#### **Drawing**

- Introduce care and use of drawing materials and routines in art room.
- Introduce various drawing tools: pencils, crayons, markers, oil pastels, sharpie markers, tracers, templates, rulers.
- Introduce term “2-dimensional.”
- Draw from observation, memory, and imagination (continually reinforcing these three concepts).

#### **Suggested Drawing Artists and Resources, K-6**

- Van Gogh, Kathe Kollwitz, W. Theibaud, Kandinsky, Matisse, Calder, Rousseau, DaVinci, Paul Klee
- “Harold & The Purple Crayon,” “When a Line Bends a Shape Begins”

#### **Sculpture**

- Introduce term “3-dimensional.”
- Introduce sculpture materials care and use in art room.
- Introduce building and construction of objects.
- Introduce clay: hand working – pinch, press, roll, squeeze, working from a solid.

- Explore modeling clay.
- Introduce paper sculpture – folding, ways of connecting.
- Explore paper sculpture.

### **Suggested Sculpture Artists and Resources, K-6**

- Henri Moore, Barbara Hepworth, Jim Dine, Calder, David Smith, Louise Nevelson, George Segal, Giacometti, Oldenburg
- Ancient relief sculptures

### **Painting**

- Introduce care and basic use of painting materials and routines in art room.
- Introduce painting and its tools (tempera cakes, watercolor).
- Introduce the color wheel.
- Introduce primary and secondary colors and mixing colors.
- Explore painting and mixing colors.
- Explore sponge painting (optional).

### **Suggested Painting Artists and Resources, K-6**

- Arthur Dove, Georgia O'Keefe, Faith Ringgold, Harold Pippin, Picasso

### **Printmaking**

- Talk about and understand process of making a print.
- Explore stamping (optional).

### **Suggested Printmaking Artists and Resources, K-6**

- Hiroshige, Edvard Munch, Andy Warhol

### **Fibers**

- Explore some form of fiber arts (optional)

## **PreK-12 Standard 2: Elements and Principles of Design**

*Students will demonstrate knowledge of the elements and principles of design.*

### **Elements**

#### **Color**

- Introduce primary colors.
- Introduce secondary colors.

**Line**

- Use and identify a variety of line in the environment and in artwork.

**Texture**

- Experiment with tactile textures.

**Shape and Form**

- Introduce difference between shape (2D) and form (3D) in environment and in artwork.
- Identify basic simple shapes of different sizes/forms.

**Space**

- Explore and consider the use of space in artwork.

**Principles****Composition**

- Introduce pattern/repetition.
- Demonstrate an understanding of pattern/repetition in artwork.

**Pattern**

- Identify and use combinations of lines, colors, shapes, to create repetition.

**PreK-12 Standard 3: Observation, Abstraction, Invention, and Expression**

*Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.*

- Create artwork from direct observation.
- Create artwork from memory and imagination.

**PreK-12 Standard 4: Drafting, Revising, and Exhibiting**

*Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation*

- Discuss a work of art created during the year with a parent, classmate or teacher, explaining how the work was made.

### **PreK-12 Standard 5: Critical Response**

*Students will describe and analyze their own work and the work of others, using appropriate visual arts vocabulary.*

*When appropriate, students will connect their analysis to interpretation.*

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of the images seen in an art work and by identifying kinds of color, line, texture, shapes, and forms in the work.
- Classify artworks into general categories, such as drawing, painting, collage, sculpture.

### **CONNECTIONS STRANDS**

#### **HISTORY, CRITICISM, AND LINKS TO OTHER DISCIPLINES**

*Students learn about the history and criticism of visual arts and architecture, their role in the community and their links to other disciplines.*

### **PreK-12 Standard 6: Purposes and Meanings in the Arts**

*Students will continue to discuss the meaning/purposes of art and changes throughout history.*

#### **Questions**

- Why do we make art?
- How is art an integral part of everyday life?
- What is the artist trying to say?
- Who made this, and why?
- How does this work make me feel?

### **PreK-12 Standard 7: Roles of Artists in Communities**

*Students will continue to discuss:*

- How artists create their work by investigating and talking about the lives and works of artists through a variety of means, including: viewing prints, films, DVDs, pod-casts, online resources, or interacting with guest artists.
- The conditions under which artists work and exhibit.
- The roles of artists in different societies and periods of history (e.g., painters, sculptors, craftspeople, architects, illustrators, printmakers, product designers).

### **PreK-12 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change**

*Through the use of print, film and online resources students will be continue to be exposed to a variety of artists from past and present cultures, different styles, and movements in art.*

- Folk Art
- Pop Art
- Abstract Expressionism
- Realism
- Surrealism

### **PreK-12 Standard 9: Inventions, Technologies, and the Arts**

*Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.*

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.

### **PreK-12 Standard 10: Interdisciplinary Connections**

*Students will make connections to previous learning in art, and other content areas in the curriculum where appropriate.*

- Science – creating environments, observing and drawing from nature
- Math – symmetry, grid drawing, perspective, origami, tessellations
- Language – written evaluation of own works and/or works of others, written artist statements, visual
- Inventories – written and verbal

Art teachers and classroom teachers are encouraged to work together for two-way communication and reinforcement of ideas and concepts. Not only are art concepts reinforced in the regular classroom, but also other content area concepts are reinforced in the art room.