

Visual Arts

K I N D E R G A R T E N

*denotes art once a week

As a result of this course, students will be able to...

GOAL 25

Know the language of the arts.

STANDARD A

Understand the sensory elements, organizational principles, and expressive qualities of the arts.

RECOGNIZE VARIOUS TYPES OF LINES IN GIVEN ART WORKS

- Recognize the difference between thick and thin lines.*
- Identify straight, slanted, and curved lines.*
- Recognize the difference between smooth and rough lines.
- Identify lines that show texture.
- Identify broken lines.*
- Identify lines that move and stand still.

DISCOVER SHAPES/FORMS

- Recognize that lines outline shapes.*
- Identify geometric shapes by name and locate in artwork.*
- Locate free-form shapes in the artwork and in the environment.*
- Locate geometric and free-form shapes in artwork and environment.
- Identify a self-portrait.*
- Compare size of body shapes in relation to sizes of people.
- Identify forms (e.g., sculpture, buildings).*

DIFFERENTIATE COLOR

- Recognize the correct order of the spectrum (e.g., create a rainbow using colors in the correct order).*
- Locate colors in artwork and in their environment.
- Recognize primary and secondary colors.*
- Identify colors from real life.
- Recognize how colors relate to feeling.*
- Identify light and dark colors.

DISTINGUISH BETWEEN TEXTURES

- Identify tactile textures.*
- Identify visual texture.*
- Identify types of textures (e.g., smooth, rough, bumpy, fuzzy, scratchy).
- Identify and compare fibers used in weaving.
- Recognize lines and shapes used to create real textures.
- Identify simple patterns (e.g., AB, AA, BB, ABA).*
- Recognize direction in an artwork (e.g., up and down, back and forth, across).*
- Name the mood or emotion shown in an artwork (e.g., happy, sad).*

STANDARD B

Understand the similarities, distinctions in and among the arts.

- Name one way each art form is different from the others (e.g., music and drama use voice; dance and visual arts do not).
- Compare rhythm used in visual art and music.*
- Describe the theme, idea, feeling, or story within an artwork (e.g., mood in "Starry Night").*

GOAL 26

Through creating and performing, understand how works of art are produced.

STANDARD A

Understand processes, traditional tools, and modern technologies used in the arts.

- Name simple materials used to paint, draw, and construct.*
- Select the correct tools necessary to create a 2-D or 3-D work.
- Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an artwork.*
- Demonstrate the safe use of materials and tools.*

STANDARD B

Apply skills and knowledge necessary to create and perform in one or more of the arts.

- ___ Manipulate a variety of materials (e.g., crayons, markers, oil crayons, pencil, chalks) to create 2-D artworks.*
- ___ Manipulate a variety of materials (e.g., clay, papier maché, wood blocks) to create 3-D artworks.*
- ___ Demonstrate eye/hand coordination when using tools and materials to create an artwork.*
- ___ Demonstrate the use of originality/imagination when creating an artwork.*
- ___ Construct a sculpture that expresses an idea (e.g., people, animals) from clay.
- ___ Create a weaving (e.g., paper).

GOAL 27

Understand the role of the arts in civilization, past and present.

STANDARD A

Analyze how the arts function in history, society, and everyday life.

- ___ Observe artworks attentively.*
- ___ Name one occupation associated with visual art.*
- ___ Name the four fine arts.
- ___ Identify ways arts are used in celebrations.*
- ___ Interpret visual images in artworks made by self and others.*
- ___ Tell about a personal experience in the arts.

STANDARD B

Understand how the arts shape and reflect history, society and everyday life.

- ___ Connect images and sounds from a work of art to stories about people and everyday life.*