

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Art Kindergarten**

	CT Frameworks/ Standards	Content and Skill Objectives Students will be :	Assessments	Resources
<p style="text-align: center;"><b><u>LINE</u></b></p> <p><b>Different tools make different kinds of lines</b></p> <p style="text-align: center;"><b>5 Weeks</b></p>	<p style="text-align: center;"><b><u>Content Standards</u></b></p> <p>1. Students will understand, <u>select and apply media, techniques and processes</u></p> <p>1. a. differentiate between a variety of media, techniques and processes;</p> <p>1. c. use different media, techniques, and processes to communicate ideas, feelings, experiences and stories</p> <p>1. d. use art media and tools in a safe and responsible manner.</p> <p>2. <u>Students will understand and apply elements and organizational principles of art</u></p> <p>2. c uses the elements of art and principles of design to communicate ideas.</p>	<p><b><u>Lines</u></b></p> <p><b><u>Concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. learning about the future year’s art curriculum and art room standards</li> <li>2. Introduced to eight different lines and be able to identify, create and use: straight, dotted, zigzag and wavy</li> <li>3. Use a variety of media: triangle pencils, markers, paint, paper-mobile and computer</li> <li>4. begin to learn how to hold each different media tools correctly</li> <li>5. begin to learn how to use different lines to communicate ideas and stories</li> <li>6. Begin to learn how to clean and care for their art supplies</li> </ol> <p><b><u>Concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. Use a variety of lines to communicate ideas in a landscape picture</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Student Oral Response</li> <li>• Student Works</li> </ul>	<p>Art lessons throughout the year include:</p> <ol style="list-style-type: none"> <li>1) Art room Resource Books</li> <li>2) Art teacher developed different line lessons to using different media</li> <li>3) Look at former students work</li> <li>4) YouTube</li> <li>5) “Get to know the Artist” series of books and videos</li> <li>6) ”Art Fun in a Bag” – Vincent Van Gogh</li> </ol> <p><b><u>Line Lessons</u></b></p> <ol style="list-style-type: none"> <li>1) Variety of Lesson and how to hold triangle pencil</li> <li>2) “Toad and Bee” – variety of lines – markers</li> <li>3) Alexander Calder’s Mobiles</li> <li>4) Microsoft Paint – “Toad and Bee- computer</li> </ol>

	Students			5)How to paint lines and hold a paintbrush
	<p>3. <u>Students will consider, select and apply a range of subject matter, symbols and ideas</u> 3.b select and use subject matter, symbols and ideas to communicate meaning</p> <p>4. <u>Students will understand the visual arts in relation to history and culture</u> 4.b create art work that demonstrates understanding of how history or culture can influence visual art</p>	<p><b><u>Concepts:</u></b></p> <p>1. Use different lines to identify will symbols and ideas to communicate meaning.</p> <p><b><u>Concepts:</u></b></p> <p>1. Use identify specific works of art as belonging to particular styles, cultures, times and places using different media</p>		
<p><b><u>Shapes &amp; Form</u></b></p> <p><b>Shapes come in many types and sizes - two-dimensional. Form is three-dimensional,</b></p>	<p><b><u>Content Standards</u></b></p> <p>1. <u>Students will understand, select and apply media, techniques and processes</u> 1.a differentiate between a variety of media, techniques and processes 1.b describe how different media, techniques and processes cause different</p>	<p><b><u>Form/Sculpture Concepts</u></b></p> <p>1. Begin to look at three-dimensional shapes (interdissicipinary lesson with math) 2. Begin to understand how three-dimensional shapes when flatten become numerous two-dimensional shapes (interdisciplinary lessons with</p>		<p><b><u>Form Lessons</u></b></p> <p>1) Michalengo’s David 2) Three-dimensional shape -/egg 3)Anamzi the Spider – book and sculpture 4)Japanese tea-cup and cultures</p>

<p><b>and takes up space</b></p> <p><b>8 weeks</b></p>	<p>effects and personal responses</p> <p>1.c use different media, techniques and processes to communicate ideas, feelings, experiences and stories</p> <p>1.d use art media and tools in a safe and responsible manner</p>	<p>math)</p> <p>3. Introduced to art terminology of sculptures</p> <p>4. Identify and create a sculpture</p> <p><b><u>Shapes Concepts</u></b></p> <p>1. Be introduced to art terminology of geometric and organic shapes</p> <p>2. Name, find and use: circles, squares, rectangles, triangles, ovals</p> <p>3. Begin to understand how to put two-dimensional shapes to create new objects (i.e. – houses, fish, etc.</p> <p>4. Begin to learn the skills of gluing and cutting</p>		<p><b><u>Shapes Lessons</u></b></p> <p>1) Egg- Oval – Chick</p> <p>2) Square – Quilt – book – My star Quilt</p> <p>3) Vincent Van Gogh’s Starry Night</p> <p>4) Microsoft Paint – Non-objective shapes</p> <p>5)</p>
	<p><u>2.Students will understand and apply elements and organizational principles of art</u></p> <p>2.c Use the elements of art and principles of design to communicate ideas</p>	<p><b><u>Concepts</u></b></p> <p>1. Using lines and shapes to communicate ideas of objects</p>		

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<b><u>3.Student will consider, select and apply a range of subject matter, symbols and ideas</u></b>	<b><u>Concepts</u></b> 1. Using lines to create symbols in artwork		
	<b><u>4.Students will understand the visual arts in relation to history and cultures</u></b> 4.b identify specific works of art as belonging to particular styles, culture, times and places	<b><u>Concepts</u></b> 1. Use Vincent Van Gogh's Starry night to identify with a particular style, time and place.		
<b>Name of Unit Weeks</b>				
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