

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

	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><u>Concepts:</u></p> <ol style="list-style-type: none"> 1. Use different lines to identify will symbols and ideas to communicate meaning. <p><u>Concepts:</u></p> <ol style="list-style-type: none"> 1. Use identify specific works of art as belonging to particular styles, cultures, times and places using different media 		
<p><u>Shapes & Form</u></p> <p>Shapes come in many types and sizes - two-dimensional. Form is three-dimensional,</p>	<p><u>Content Standards</u></p> <ol style="list-style-type: none"> 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><u>Form/Sculpture Concepts</u></p> <ol style="list-style-type: none"> 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><u>Form Lessons</u></p> <ol style="list-style-type: none"> 1) Michalengo’s David 2) Three-dimensional shape -/egg 3)Anamzi the Spider – book and sculpture 4)Japanese tea-cup and cultures

<p>and takes up space</p> <p>8 weeks</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> <ol style="list-style-type: none"> 3. Introduced to art terminology of sculptures 4. Identify and create a sculpture <p><u>Shapes Concepts</u></p> <ol style="list-style-type: none"> 1. Be introduced to art terminology of geometric and organic shapes 2. Name, find and use: circles, squares, rectangles, triangles, ovals 3. Begin to understand how to put two-dimensional shapes to create new objects (i.e. – houses, fish, etc. 4. Begin to learn the skills of gluing and cutting 		<p><u>Shapes Lessons</u></p> <ol style="list-style-type: none"> 1) Egg- Oval – Chick 2) Square – Quilt – book – My star Quilt 3) Vincent Van Gogh’s Starry Night 4) Microsoft Paint – Non-objective shapes 5)
	<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><u>Concepts</u></p> <ol style="list-style-type: none"> 1. Using lines and shapes to communicate ideas of objects 		

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