

Cliffside Park
Kindergarten Art Curriculum

BOE Approved 8/18

Kindergarten: September

	Element of Art: LINE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify element of Line in artwork.● I can use array of art mediums to create two dimensional works of art.● I can compare and contrast culturally and historically diverse works of art● Identify artwork from Pablo Picasso, Wassily Kandinsky and Jackson Pollock● I can identify the elements used in my own artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Lines and geometric shapes are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use lines in art?● How do famous artists use lines in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP6. Demonstrate creativity and innovation.	

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.

PROJECTS

- Picasso's Elephant
- Abstract Design
- Line in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students will use pens, markers, crayons and paint to create works of art to the likes of Picasso and Kandinsky MP1, MP6

VOCABULARY

Thick, thin, zig-zag, curved, straight, diagonal

ARTISTS

- Pablo Picasso
- Wassily Kandinsky
- Jackson Pollock

RESOURCES

Books:

Action Jackson, Picasso Art Activity Pack

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Kindergarten: October to Mid-November

	Element of Art: COLOR
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can identify element of color.● I can identify Primary and Secondary Colors.● I can use different of art mediums to create two-dimensional works of art.● I can compare and contrast culturally and historically diverse works of art.● I can identify artwork from Paul Klee● I can identify the elements used in my own artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Lines and geometric shapes are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we identify and create artwork with shapes?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation. NJSLS TECHNOLOGY STANDARDS <ul style="list-style-type: none">● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.● 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.	

PROJECTS

- William the Hippo
- Color Wheel
- Masks
- Rainbow Fish
- Color in Art using various techniques and mediums.

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment: Modified Rubric

- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students draw geometric objects to use in their artwork. K.MD.A

VOCABULARY

Primary – red, yellow, blue

Secondary – orange, violet, green, color mixing, warm colors, cool colors

ARTISTS

- Paul Klee

RESOURCES

Books

Hot Hippo, Rainbow Fish, A Fish is a Fish

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Kindergarten: Mid-November to December

	Element of Art: SHAPES
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify the element of Shape in diverse types of artwork.● I can Identify and create organic shapes.● I can use array of art mediums to create two-&-three dimensional works of art.● I can Compare and contrast culturally and historically diverse works of art● I can Identify artwork from Henri Matisse and others● I can identify the elements in my own and other's artwork
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Lines and geometric shapes are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use lines and geometric shapes in art?● How do famous artists use lines and geometric shapes in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation. NJSLS TECHNOLOGY STANDARDS <ul style="list-style-type: none">● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.● 8.2.2.A.4 Choose a product to make and plan the tools and materials needed	

PROJECTS

- Making Leaves & Pumpkins
- Making Winter Shapes
- Shape in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

Students create art projects using shapes they have drawn

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). NJSL K.G.A.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-2

VOCABULARY

Organic shapes, geometric shapes

ARTISTS

- Henri Matisse

RESOURCES

Books:

Drawing With Scissors

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Kindergarten: January to Mid-February

	Element of Art: VALUE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify the element of Value in diverse types of artwork.● I can Identify how artists and artwork are affected by culture● I can use array of art mediums to create two-dimensional works of art.● Compare and contrast culturally and historically diverse works of art● I can identify artwork from African Art , Mexican Folk Artists and Frida Kahlo● I can identify the elements used in my own and other's artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Lightness and darkness are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use lightness and darkness in color (tints and shades)?● How do famous artists use value in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills. NJSLS TECHNOLOGY STANDARDS <ul style="list-style-type: none">● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.● 8.2.2.A.4 Choose a product to make and plan the tools and materials needed	

PROJECTS

- Mexican Sun & Moon
- Masks
- Value in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark:

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

Students experiment and discuss using value techniques to make projects in art class

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLA.R7.

VOCABULARY

Light, dark, tints, shades

ARTISTS

- African Art
- Mexican Folk Artists
- Frida Kahlo

RESOURCES

Books:

Why the Sun and Moon Live in the Sky

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Kindergarten: Mid-February to March

	Element of Art: FORM
<p>STUDENT LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> ● I can identify element of Form in diverse types of artwork. ● I can identify how artists and artwork are affected by culture ● I can use array of art mediums to create two-&-three dimensional works of art. ● I can compare and contrast culturally and historically diverse works of art ● I can Identify artwork from specific artists and artwork from Andy Warhol and Henri Matisse ● Identify the elements used in their own and each other's artwork.
<p>ENDURING UNDERSTANDING</p> <ul style="list-style-type: none"> ● Three dimensional shapes are important in creating art. <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can we form in creating art? ● What famous artists use form in their art? 	
<p>STANDARDS</p> <ul style="list-style-type: none"> ● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. ● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods ● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. ● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. ● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.) ● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. <p>21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. <p>NJSLS TECHNOLOGY STANDARDS</p> <ul style="list-style-type: none"> ● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product. ● 8.2.2.A.4 Choose a product to make and plan the tools and materials needed 	

PROJECTS

- *Pop Art*
- *Blue Dog*
- Form in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

Students use a variety and sizes of shapes to create masks and Mexican suns and moons,

- Correctly name shapes regardless of their orientations or overall size. K.G.A.2
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).K.G.A.3

VOCABULARY

Building, three-dimensional, symmetry, asymmetry, sculpture, paper craft

ARTISTS

- Andy Warhol
- Henri Matisse

RESOURCES

Books:

The New Encyclopedia of Origami and Papercraft Techniques, *Vincent van Gogh’s Café*,
The Purple Coat

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Kindergarten: April to Mid-May

	Element of Art: TEXTURE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● Identify element of Texture in diverse types of artwork.● Identify how artists and artwork are affected by culture● Use array of art mediums to create two- &-three dimensional works of art.● Compare and contrast culturally and historically diverse works of art● Identify artwork from specific artists and art periods● Distinguish patterns in nature found in works of art● Identify the elements used in their own and each other's artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● How things are visually perceived or felt are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use surface quality in creating art?● How do famous artists use texture in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP6. Demonstrate creativity and innovation.● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	

NJSLS TECHNOLOGY STANDARDS

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed

PROJECTS

- Clay Texture Tablets
- Value in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

Students use a variety of art utensils to experiment with making textural art

- **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

VOCABULARY

Bumpy, smooth, grainy, ridged, soft, etc.

ARTIST

- Carol Long

RESOURCES

Books: *Tar Beach*, *Dave the Potter*

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Book

Kindergarten: Mid-May to June

	Element of Art: SPACE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can identify element of Space in diverse types of artwork.● I can identify how artists and artwork are affected by culture● I can use array of art mediums to create two-&-three dimensional works of art.● I can compare and contrast culturally and historically diverse works of art● I can Identify artwork from specific artists and art periods such as Julian Beever, Kurt Wenner and Van Gogh● I can distinguish patterns in nature found in works of art● I can identify the elements used in their own and each other's artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Space or an area around, between and within the art work are important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use space to enhance our art work?● How do famous artists use value in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP6. Demonstrate creativity and innovation.● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	

NJSLS TECHNOLOGY STANDARDS

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed

PROJECTS

- Van Gogh
- Sunflowers
- Value in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

Students use the element of space to create a variety of art and compare it to other's use of space.

- Learn about and respect other cultures within the classroom and community.6.1.4.D.4
- Actively engage in group reading activities with purpose and understanding.RL.K.10

VOCABULARY

Foreground, middle ground, background

ARTISTS

- Julian Beever
- Kurt Wenner
- Van Gogh

RESOURCES

Books:

Pavement, Chalk Artist, Sidewalk Canva, Asphalt Renaissance

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Integrated Differentiation/Accommodations/Modifications for Elementary Art (Alternate Modes of Instruction and Support)		
Gifted and Talented	English Language Learners	Students with IEPs/504s and At Risk Learners
<ul style="list-style-type: none"> • Have students compare pictures of culturally diverse works of art and share with class • Encouragement of higher-level thinking using form in Art through analysis of artwork. • Students create more detailed works of art using elements. • Students research artists • Interest based content • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of higher skills in requirements 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat students close to the teacher. • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP/504 • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition. • Provide extended time. • Repeat directions • Check for understanding of directions • Give directions/instructions verbally and in simple written format. • Increase one on one time • Review behavior expectations and make adjustments for personal space or behavior as needed • Visual examples of Element of Art and historical references.

Sources:

NJSLS Visual and Performing Art Standards:

<https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

New Jersey Student Learning Standards (2016)

<http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014)

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

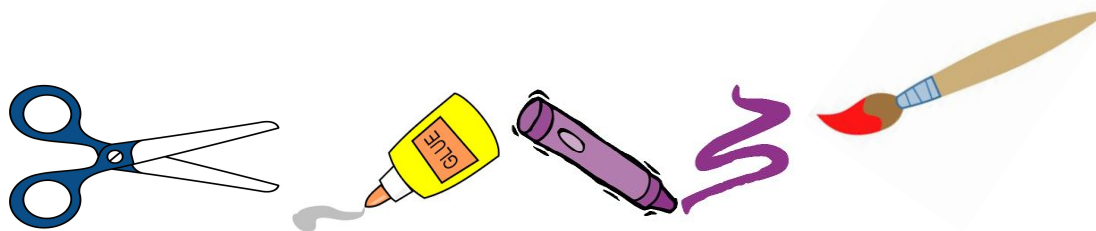
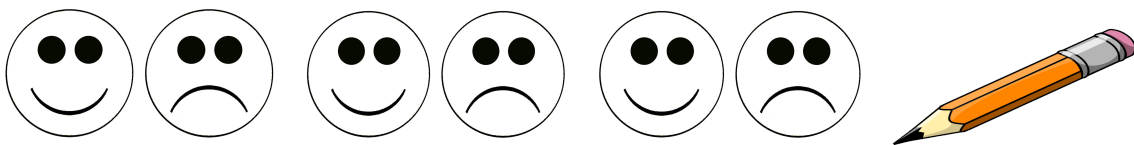
Career Ready Practices (2014)

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Kindergarten Art Rubric (modified)

Name _____ Date _____

Task	Did you complete the task?	
	YES	NO
1.		
2.		
3.		
4.		


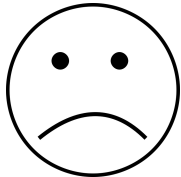


Art Self-Assessment (modified K-1)

Name _____

Grade _____ Teacher _____

Project Element _____

		
I finished my project.		
I followed directions.		
I behaved during art class.		
I did my best today.		