

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Kindergarten Art

11/2021

BOE Approved April 2022

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Program Overview

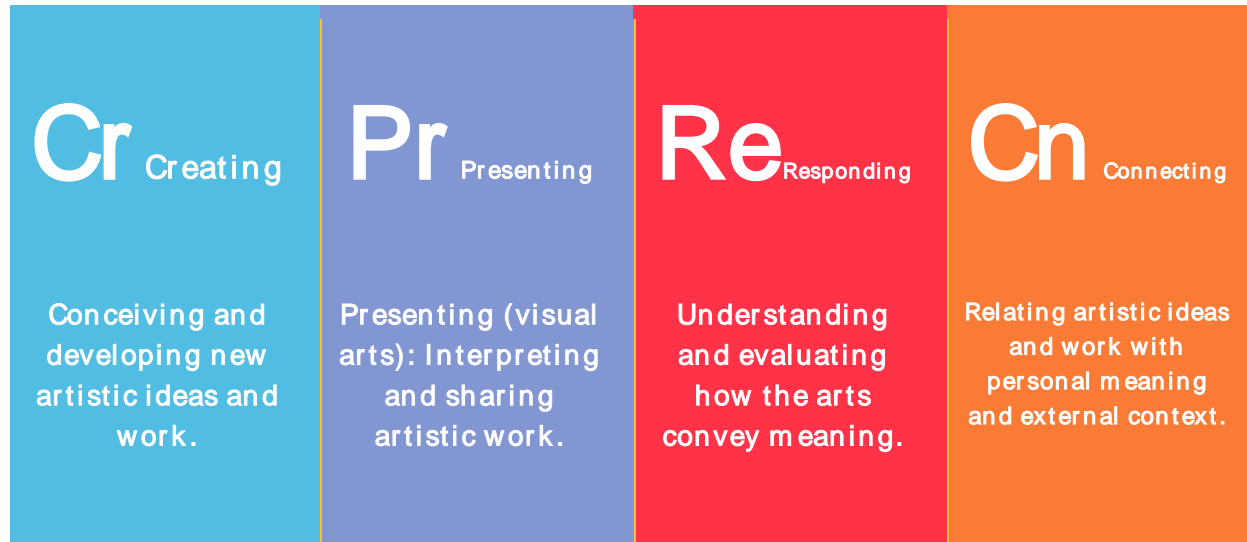
The Visual Art Curriculum K-3 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, this attainability of this curriculum is based upon a minimum of one forty-minute art class every four days for kindergarten, grade 1, and grade 2, and forty-minutes once every three days for grade 3.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the first rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

# NATIONAL CORE ARTS STANDARDS



**Stage 1 Desired Results**

<b>ESTABLISHED GOALS</b>		<b>Transfer</b>	
<p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>CCS-ELA-LITERACY-SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><i>Students will be able to independently use their learning to...</i></p>		
	<p>VA:Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.</p>		
	<p>VA:Cr3.1.Ka Explain the process of making art while creating.</p>		
	<p>VA:Cn11.1.Ka Identify a purpose of an artwork.</p>		
<b>UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>		<p>How do artists work?</p> <p>How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining, and developing work?</p>	
<b>Acquisition</b>			

	<p><i>Students will know...</i></p> <p>non-toxic materials, tools, equipment, process, purpose, artwork.</p>	<p><i>Students will be skilled at...</i></p> <p>identifying, explaining, creating.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):</p> <p>Conceptualizing, creating, and constructing a 3 dimensional specific composition form using clay and/or sculpture techniques: preparing, joining, and addition techniques; to express original artistic intent.</p> <p>Suggested Activities: Experiment with various tools and media. Include the study Elements and Principles of Design using various 3-D media, involving but not limited to using clay, carved sculptures, papier mache, paper, wire, wood, plaster, recycled items, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p>



## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	Summary of Key Learning Events and Instruction	Progress Monitoring
Transfer	<ul style="list-style-type: none"> <li>● Teachers will explain the purpose of the elements of 3 dimensional artwork using form.</li> <li>● Students will identify and explore the elements of 3 dimensional art form.</li> <li>● Students will conceptualize an artistic design through the sculpture process.</li> <li>● Teacher demonstrates the process and techniques of wedge, pinch, slip and score, and use non-toxic materials and tools to join clay.</li> <li>● Teacher demonstrates the process to prepare, join, and use construction techniques; to express original artistic intent using alternative tools and materials.</li> <li>● Students demonstrate understanding the process and purpose through practice and feedback.</li> <li>● Students use newly learned techniques to create 3 dimensional artwork using form.</li> <li>● Students communicate effectively using appropriate vocabulary.</li> <li>● Communicate effectively based on purpose, task, and audience using appropriate vocabulary</li> <li>● Teachers will organize the sequence of learning by introducing non-toxic materials, tools, and equipment for student success.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● Student/ teacher conferencing</li> <li>● One-on-one instruction</li> </ul>
Meaning		

***Essential Resources:***

Art room equipped with sinks, storage, and work tables.

*Ceramics* - A variety of media includes, but is not limited to:  
kiln, kiln accessories, earth clay, modeling materials, sculpting tools, glaze,  
tempera/acrylic/watercolor paints.

*Sculpture* - A variety of media includes, but is not limited to:  
papier-mache, wood, wire, cardboard, paper, recycled items, scissors,  
glue, mod podge, tape.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel,  
tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

<b>Stage 1 Desired Results</b>			
<p>Established Goals</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>CCS-ELA-LITERACY-SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<b>Transfer</b>		
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to artmaking.</p> <p>VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>How do artists work?</p> <p>How can the viewer "read" a work of art as text?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>How do artists work?</p> <p>How can the viewer "read" a work of art as text?</p>
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<i>Students will know...</i>	<i>Students will be skilled at...</i>		

	materials, various media, art making, subject matter, relevant details,	engaging, exploration, imaginative play, experimenting, interpreting, identifying, describing.
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):</p> <p>Conceptualizing, creating, and constructing a 2 dimensional subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities: Include the study of the Elements and Principles of Design using, but not limited to, creating self-portraits, portraits, landscapes, printing, abstract, still-life, collage, mosaics, watercolor, symmetry, or master artists inspired artworks.</p>
Meaning	Explaining personal choice, using art vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Students will use correct art vocabulary in reflection to discuss their original artwork.</p>

## Stage 3 – Learning Plan

<i>Code</i>	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Transfer	<ul style="list-style-type: none"> <li>● Teachers and students discuss and describe the art making process and relevant details of 2 dimensional design.</li> <li>● Students will explore their imagination to conceptualize an artistic design or artwork through various media.</li> <li>● Teacher demonstrates the processes of a variety of drawing and painting tools to lesson specific requirements.</li> <li>● Teacher demonstrates strategies to use materials and tools and in each media with sketching, resist, wash, wet/dry technique, and texture to express original artistic ideas.</li> <li>● Students will identify and interpret new tools and technique.</li> <li>● Students will engage in imaginative play and experiment with newly learned materials to create a 2 dimensional composition and receive feedback</li> <li>● Teachers will allow students to select their artwork to individual skill level and personal choice.</li> <li>● Students describe their choice of subject matter and relevant details using art vocabulary.</li> <li>● Teachers will organize the sequence of learning by introducing necessary techniques for student success.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> </ul>
Meaning		

***Essential Resources:***

Art room equipped with sinks, storage, and work tables.

*Drawing* - A variety of media that includes but is not limited to:  
pencil, erasers, markers, crayons, colored pencils, oil pastels, chalk pastels, charcoal,  
paper(s) tape.

*Painting* - A variety of media that includes but is not limited to:  
brushes, tempera, tempera cakes, watercolor, acrylic, scissors, glue, mod podge.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel,  
tablet/chromebooks, access to computer, appropriate software, and printer.

<http://www.nationalartsstandards.org/>

**Grade Level: Visual Art ~ K**  
**Pacing Calendar 2017-2018**

Unit	Timeline
<p>3 Dimensional Design ~ Ceramics and Sculpture</p>	<p>September/October  District-Wide Pre-Assessment</p> <p>August - June  Ceramics - 4-6 weeks  Sculpture - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p> <p>Formative Descriptions:</p> <ul style="list-style-type: none"> <li>● Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in</li> <li>● Reflections</li> <li>● Vocabulary usage</li> <li>● Peer, self-reflection and teacher feedback during discussion and critiques</li> </ul> <p>Summative Descriptions:</p> <ul style="list-style-type: none"> <li>● Direct observation of student work</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Student/teacher rubric</li> </ul> <p>May/June  District-Wide Summative Assessment</p> <ul style="list-style-type: none"> <li>● Analyze and collect data</li> </ul> <p>Assessments: Must link to unit standards and objectives.</p>



2 Dimensional Design ~ Drawing and Painting

September/October  
District-Wide Pre-Assessment

August - June

Drawing - 4-6 weeks

Painting - 4-6 weeks

The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.

Formative Descriptions:

- Teacher feedback through the planning and creating processes; sketchbooks, in progress critiques, midpoint check in
- Reflections
- Vocabulary usage
- Peer, self-reflection and teacher feedback during discussion and critiques

Summative Descriptions:

- Direct observation of student work
- Specific feedback
- One-on-one instruction
- Student/teacher rubric

May/June

District-Wide Summative Assessment

- Analyze and collect data

Assessments: Must link to unit standards and objectives.

## Printmaking

### Kindergarten

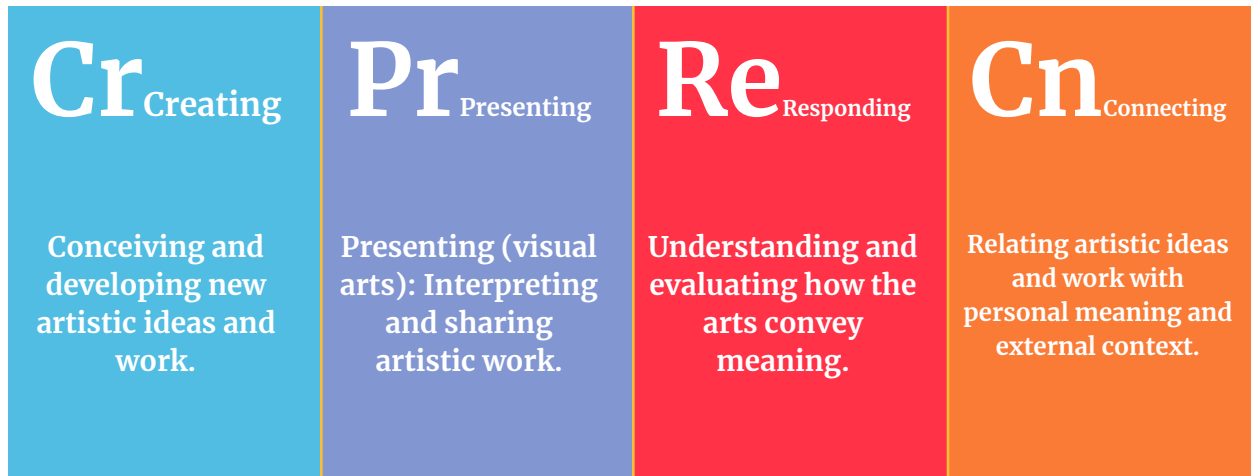
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While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, this attainability of this curriculum is based upon a minimum of one forty-minute art class every four days for kindergarten.

Within these sequential standards based, concept driven student centered learning activities, students discover methods for the construction of aesthetic visual composition and become skilled in art language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the first rung on the ladder to climb towards artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

**NATIONAL CORE ARTS STANDARDS**



## Pacing Guide

### Printmaking: 8-10 classes

Unit	Timeline
Printmaking	<p>September/October District-Wide Pre-Assessment</p> <p>August - June Printmaking - 4-6 weeks</p> <p>The estimated time may be revised. It is to assist teachers for planning purposes. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.</p>

<p><b>ESTABLISHED GOALS</b></p> <p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>Anchor Standard 7:</b> Perceive and analyze artistic work</p> <p><a href="#">CCSS.ELA-LITERACY.RI.K.4</a></p> <p>With prompting and support, ask and answer questions about unknown words in a text.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>VA:Cr2.1.Ka- Through experimentation, build skills in various media and approaches to artmaking.</p> <p>VA:Cr3.1.Ka- Explain the process of making art while creating.</p> <p>VA:Re.7.2.Ka-Describe what an image represents.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>-Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>- Visual imagery influences understanding of and responses to the world.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How do artists and designers care for and maintain materials, tools, and equipment?</li> <li>- How do artists grow and become accomplished in art forms?</li> <li>-What is an image?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p>skills, media, approaches, process, art, image.</p>	<p><i>Students will be skilled at...</i></p> <p>experimenting, building, artmaking, explaining, making art, creating, describing.</p>	

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	Neat, well-designed artwork demonstrating original design and personal choice using correct technique.	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>Conceptualizing, creating, and constructing a print with a subject matter specific composition using appropriate techniques for using line, shape, color, texture, pattern, rhythm, movement, and direction; to express original artistic intent.</p> <p>Suggested Activities:            Include the study of the Elements and Principles of Design using, but not limited to, stamping, relief methods, monoprints, or master artists inspired artworks.</p>

Meaning	-Explaining personal choice, using art vocabulary correctly.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
Transfer	-Recognize through play that printmaking is a process.	--Students will use correct art vocabulary and printing terminology in reflection to discuss their original artwork.

Pre-Assessment		
<b>Code</b>	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the District-Wide Baseline Assessment.	
Acquisition	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
Transfer	<ul style="list-style-type: none"> <li>● Teachers and students discuss and describe the art making process and relevant details of the printmaking process. <b>WHE</b></li> <li>● Students will explore their imagination to conceptualize an artistic design or artwork through various media. <b>WHETO</b></li> <li>● Teacher demonstrates the processes of a variety of printing tools to lesson specific requirements. <b>HRTO</b></li> <li>● Teacher demonstrates strategies to use materials and tools safely and in each media with stamping, resist, relief, monoprints, to express original artistic ideas. <b>HERTO</b></li> <li>● Students will identify and interpret new tools and techniques. <b>HETO</b></li> <li>● Students will engage in imaginative play and experiment with newly learned materials to create a successful print and receive feedback. <b>HERTO</b></li> <li>● Students and teachers will discuss the printing process as students create. <b>RETO</b></li> <li>● Teachers will allow students to select their artwork to individual skill level and personal choice. <b>HETO</b></li> <li>● Students describe their choice of subject matter and relevant details using art vocabulary. <b>HETO</b></li> <li>● Teachers will organize the sequence of learning by introducing necessary techniques for student success. <b>WHEO</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will get feedback from the teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction/discussion</li> </ul>
Meaning		
Acquisition		
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Transfer		
Meaning		
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Meaning		



***Essential Resources:***

Art room equipped with sinks, storage, and work tables.

*Printmaking* - A variety of media that includes but is not limited to: pencil, erasers, stamps, shapes and materials to stamp, printing ink , oil pastels, ink pads, tempera paint, paint scrapers, scissors, glue, monoprint plates, paper(s) tape, brayers, styrofoam plates, barens, printing plates, printing press.

*Recommended book*- Ed Emberley's Fingerprint Drawing Book.

*Multimedia*- Smartboard, hovercam, Art prints, chalkboard/whiteboard, color wheel, tablet/chromebooks, access to computer, appropriate software, and printer.

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