



Kindergarten - Unit 2 - Using Shapes to Create

Unit Focus

In this unit, students will build upon their understanding of the elements to further explore how lines create shapes and the creation of color. They will apply drawing, painting, and cutting skills to compose a collage. Students will learn through the work of masters such as Piet Mondrian, Henri Matisse, and Paul Klee to explore how lines are used to create shapes. They will experiment with primary color mixing to discover what and how secondary colors are created.

Stage 1: Desired Results

Established Goals	Transfer	
Standards National Core Arts Standards <i>Visual Arts: K</i> Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.K) Explain the process of making art while creating. (VA:Cr3.1.K.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.K) Describe what an image represents. (VA:Re7.2.K.a) Common Core <i>Mathematics: K</i> Identify and describe shapes. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (CCSS.MATH.CONTENT.K.G.A.1) Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (CCSS.MATH.CONTENT.K.G.B.5) Other Goals Portrait of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.	<i>Students will keep considering...</i> Q1 What is important for me to communicate? When should the work stand on its own? Q2 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?
	Acquisition	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 When lines connect, they create shapes K2 Shape and color are two of the elements, or ingredients, of art K3 Simple shapes can be used to create objects and scenes. K4 There are three primary colors, which are used to create other (secondary) colors.	<i>Students will be skilled at...</i> S1 Creating basic shapes by drawing, painting, cutting, and printing S2 Using scissors and glue safely and responsibly S3 Using a variety of shapes to create a recognizable object or scene S4 Painting using conventional and invented techniques in a responsible manner. S5 Creating secondary colors from primary colors, and identifying how secondary colors are made.