

Stratford School District  
Art  
Grades K-2  
August 2022

Essential Questions

- What is a shape? What is the difference between a shape and a line?
- Can you see shapes in complicated figures (people, animals, trees, rocks, etc)?
- How do you start a drawing of a person, animal or landscape? What do you look for to begin?

● How do artists work? ● How do artists use various tools and techniques? ● How do artists learn from trial and error? ● How can creative risks be encouraged? ● How can a positive mindset help me grow as an artist and learner?

How do artists use various tools and techniques? ● How do artists learn from trial and error? ● How can the elements of art help me to represent ideas and improve aesthetic qualities in artworks? ● How can an artist improve/refine their work?

Core Content Objective		Instructional Actions	
Concepts	Skills & Enduring Understandings	<b>Activities</b> /*Strategies	Assessment

<p>*Mediums, artistic styles and techniques can be unique to specific or multiple cultures.</p> <p>*Culture, societies, genres, and eras influence art. *Visual art can be a representation of an individual's response to the world.</p> <p>*Creative problems are solved by using the elements of art and principles of design.</p> <p>*Art can be individually and collaboratively created and presented in multiple arrangements.</p>	<p>Introduction to the Art Room ● Introduction of available supplies ● Review of rules and routines ● Introduction lessons using growth mind, creativity and problem solving skills. ● Use a variety of courses such as imagination and creative process to inspire and transform ideas into artistic expressions. *Works of art can be accessed through analysis of function, craftsmanship and originality.</p> <p>*Art is a universal language.</p> <p>*Visual communication through art crosses cultural and language barriers throughout time.</p>	<p>Introduce students to rules and routines.</p> <p>Free draw/centers activity to practice rules and routines</p> <p>Kindergarten practices drawing lines and shapes. Kindergarten makes line sculptures ● 1st Grade practices cutting geometric and organic shapes while studying Henri Matisse. ● 2nd Grade creates a narrative collage. Students view multiple collage artists, create 3 sketches for ideas, and choose from a variety of materials to cut and glue. -----</p> <p>--- ● Kindergarten learns to mix primary and secondary colors. ● 1st Grade chooses colors to create a</p>	<p>Formative Assessments - Analyzing students work - Strategic questioning - Think-pair-share - Classroom polls - Thumbs up, Thumbs down</p> <p>Summative Assessment - Exhibitions of student work - Portfolios</p> <p>*Informal assessment identifying common and distinctive characteristics of artwork.</p> <p>*Informal assessment identifying significant contributions of various artists and cultures throughout history.</p> <p>Informal assessment of creative use of information and resources provided. *Informal assessment identifying the elements of art and principles of design. *Informal assessment of student self-evaluation.</p>
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<p>*Artwork is evaluated using an analysis of the elements of the elements of art and principles of design.</p> <p>* Context influences the way we make and evaluate art.</p>	<p>*The elements of art and principles of design can be used in infinite variety as personal responses to creative problems.</p> <p>*there are many types of aesthetic arrangements for the exhibition of art.</p> <p>Creating or assembling gallery exhibitions requires good time management and creative problem solving skills. *The elements of art and principles of design are universal in nature. Decoding simple contextual clues requires evaluation mechanisms, such as rubrics to sort fact from opinion. *Share visual art vocabulary with other subjects.</p> <p>*Levels of proficiency can be accessed through an analysis of the application of the elements of art and the principles of design.</p> <p>*Artist and individuals do disagree about the relative merits of artwork.</p> <ul style="list-style-type: none"> <li>● Forming, integration and refinement of aesthetic components, principles and process creates purpose, meaning and artistic quality in artworks. ●</li> <li>● Introduction to integrating elements of art to represent ideas in artworks. ●</li> </ul>	<p>pattern. 1st grade has a color mixing challenge using limited, teacher selected colors</p> <ul style="list-style-type: none"> <li>● 2nd Grade mixes tints and shades</li> <li>Kindergarten makes texture rubbings.</li> <li>● 2nd grade creates textures through printmaking with various objects. ● 1st grade learns about implied texture by drawing/painting furry animals.</li> </ul> <p>Students will learn about the lives and works of an influential artist. Students will make artwork in the style of that artist. Suggested famous artists; Kandinsky, Da Vinci, Matisse, Van Gogh, Monet, Klimt, Pollock, Okeefe, Degas, Kusama, Picasso, Goldsworthy, Seurat, Klee, Kahlo, Mondrian, Dali. ● Suggested lesser known artists; Ted Harrison, Alma Thomas, Hanoch Piven, Luke Egan, Claes Oldenburg, Dale Chihuly, Romero Britto, Sandra Silberzweig, Wayne Thiebaud, Pete Cromer, Jen Stark, Henry Rousseau, David Hockney, James Rizzi, Alexander Calder</p> <ul style="list-style-type: none"> <li>● Students will study a specific culture and their style of art. Students will incorporate their own ideas and create a work of art using the same materials, ideas, or styles studied. ● Suggested media and corresponding cultures; Ceramic pots- mexico and asia Weaving- Kente Cloth, Native</li> </ul>	
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	<p>Brainstorming ideas with support. Older students develop and sketch multiple ideas. ● With support, make improvements based on teacher suggestions. With support self-reflect, revisit and improve upon work over multiple days. ● Share process and final artwork with peers.</p>	<p>american, Mayan, Peru Pattern/cloth design- Adinkra Origami- Asia Gyotaku fish printing- Asia beading/jewelry making Mask Making- African</p> <p>Puppetry -Italy marionettes, Vietnamese water puppets Musical instruments- Australia Alebrijes- Mexico Tree of life- Mexico Mosaics- Greece, Roman Empire, Spain Stained glass- Rome, Middle East Symetric tiles- Middle East</p> <ul style="list-style-type: none"> <li>● Kindergarten focuses on product design. Book "If I built a car". Study landscaping and design imaginary buildings or play spaces. ●First grade makes a project in response to climate change. (Andy Goldsworthy, Zaria Forman-ice paintings, Courtney Mattison-coral, Study or endangered animals in New Jersey) ● 1st grade makes a symmetrical piece of art.</li> <li>● 1st grade creates props and background for their play, "bugz". ●2nd grade collaborates with STEAM. Create light up art with Led lights and robot maps. ●2nd grade makes poppy paintings to go along with memorial day, grade wide presentation.</li> </ul>	
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		<p>Students will work independently or collaboratively on a narrative artwork. Students will work with support to brainstorm ideas about a relevant topic; interests inspired by an artist, grade level studies, personal interests or experiences.</p> <p>Kindergarten: Identify and produce directional lines such as horizontal, vertical and diagonal. First grade: Identify and produce straight lines using a ruler, curvy lines and zigzag lines. Second grade: Identify and produce detail and contour lines.4 K-2 Art Curriculum Guide 37 2.</p> <p>Kindergarten: Identify and produce geometric and organic shapes. First grade: Identify and produce the center of shapes and the concepts of corners. Second grade: Use shape to create scale and distance by manipulating the relationship of two or more shapes. 3.</p> <p>Kindergarten: Identify primary and use primary colors to produce secondary colors via the mixing process. First grade: Identify and produce cool and warm colors. Second grade: Identify and produce complementary and monochromatic compositions. 4.</p> <p>Kindergarten: Identify and produce a grey scale order. First grade: Identify and produce tins and shades of color. Second grade: Identify and produce</p>	
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		<p>optical weight using value. 5. Kindergarten: Produce form with clay and identify top, bottom, and sides. First grade: Create a three dimensional sculpture using found objects and a variety of fastening materials. Second grade: Create a 3- dimensional sculpture out of paper. 6. Kindergarten: Identify and produce texture, using rubbings. First grade: Identify and produce texture on a clay form. Second grade: Identify and produce texture through lines to create common objects such as bricks, grass, and wood. 7. Kindergarten: Identify and produce emphasis, using size. First grade: Identify and produce emphasis, using color. Second grade: Identify and produce emphasis, using form. 8. Kindergarten: Identify and produce a symmetrical composition. First grade: Identify and produce an asymmetrical composition. Second grade: Identify and produce a balanced composition using color. 9. Kindergarten: Identify and produce rhythm through repeating printed shapes. First grade: Identify and produce rhythm through weaving. Second grade: Identify and produce rhythm through musical painting. 10. Kindergarten: Understand body proportions and draw with assistance a human body. First grade:</p>	
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		<p>Understand facial proportions and produce a variety of faces with a variety of expressions. Second grade: Create a realistic and wellproportioned self-portrait in conjunction with an abstract selfportrait. 11. Kindergarten: Balance and use the entire page in every project to create unity and harmony. First grade: Understand the concept of horizon. Draw, paint, collage using the concept that the “sky meets the ground”. Second grade: Understand the concept of space and composition by positioning and overlapping objects. Use shade and shadow to create the unity. Third grade: creating a composition with unity and harmony on the computer using KidPix.</p>	
<b>Resources/Technology</b> Elements of Art and Principles of Design			

**Targeted NJSL**

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