

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
VISUAL ARTS**

STANDARD 1: PERCEPTUAL AND SENSORY AWARENESS

Learners will enhance artistic perception and visual and tactile awareness.

-KINDERGARTEN-

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Develop visual awareness of art elements</p> <p>Learners will:</p> <p>1.1.1 identify and use geometric shapes; (Essential)</p> <p>1.1.2 identify and use organic (free-form) shapes; (Expected)</p> <p>1.1.3 identify and use a variety of lines (e.g., horizontal, vertical, diagonal, thick, thin, open, closed, curved, straight, looped, spiral, zigzag); (Expected)</p> <p>1.1.4 identify and use a variety of textures (e.g., rough, smooth, hard, soft, bumpy, scaly, furry); (Expected)</p> <p>1.1.5 explore a variety of patterns; (Expected)</p> <p>1.1.6 identify and use a variety of colors. (Essential)</p>	<p>1.1.1, 1.1.6 Using the collages described in the Strategies section, check that student is able to correctly identify each shape and color.</p>	<ul style="list-style-type: none"> • Have students create collages using geometric shapes (i.e., circle, square, rectangle, triangle) and colors (i.e., red, blue, yellow, orange, purple, green, brown, black, white).

PERCEPTUAL AND SENSORY AWARENESS

Kindergarten VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2 Recognize directional/spatial relationships in the environment and in art</p> <p>Learners will:</p> <p>1.2.1 identify up and down, in and out; (Essential)</p> <p>1.2.2 identify top and bottom, near and far, in front of and behind, over and under, and middle. (Expected)</p>	<p>1.2.1 Using visual realia, observe that student is able to point to specific places (e.g., over the mountain, in the box).</p>	<ul style="list-style-type: none"> • Have students point out directional and spatial relationships while viewing and creating art (e.g., Who can show me the bird over the house? The dog in the car? The man behind the tree?).
<p>1.3 Recognize design principles in art</p> <p>Learners will:</p> <p>1.3.1 explore repetition; (Expected)</p> <p>1.3.2 explore contrast; (Expected)</p> <p>1.3.3 explore symmetry; (Expected)</p> <p>1.3.4 explore balance. (Expected)</p>		<ul style="list-style-type: none"> • While taking a nature walk at school, identify examples of repetition, contrast, symmetry, and balance within the environment. Have students draw a picture of something they saw which represents these design principles.

STANDARD 2: MEDIA SKILLS

Learners will explore a variety of visual arts media.

Kindergarten VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Demonstrate correct use of visual arts tools</p> <p>Learners will:</p> <p>2.1.1 demonstrate safe and appropriate use of basic visual arts tools (e.g., scissors, brushes); (Essential)</p> <p>2.1.2 demonstrate correct use of art tool vocabulary. (Expected)</p>	<p>2.1.1 Have student demonstrate the safe way to pass scissors to a new classmate.</p>	<ul style="list-style-type: none"> • Demonstrate the safe way to pass scissors to a partner. Have students practice this skill. Monitor students' use, providing help when necessary. • Name various art tools and identify correct usage.
<p>2.2 Explore skills, techniques, and materials for a variety of visual arts media</p> <p>Learners will:</p> <p>2.2.1 produce 2-D art (e.g., drawing, painting, collage) using crayons, markers, water-color, paper, glue; (Expected)</p> <p>2.2.2 produce 3-D art (e.g., sculpture, collage) using clay, paper, yarn. (Expected)</p>		<ul style="list-style-type: none"> • Introduce various techniques (e.g., holding a brush, creating different lines when moving hand in numerous ways, scoring clay, blending pastels) and materials which will enable students to produce a variety of 2-D and 3-D art.

STANDARD 3: ART REFLECTION AND INTERPRETATION

Learners will develop critical thinking skills, analytical skills, and artistic perceptions through observing, comparing and contrasting, and discussing a variety of art.

Kindergarten VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
3.1 Become familiar with art in different media Learners will: 3.1.1 observe and identify art in different media (e.g. clay, weaving, painting); (Expected) 3.1.2 use correct vocabulary to identify the medium used in specific pieces of art. (Expected)		<ul style="list-style-type: none">• Have students identify media used by artists and describe media used during a class art project.
3.2 Describe personal preferences in art Learners will: 3.2.1 describe likes and dislikes for specific pieces of art in terms of color and subject matter. (Extended)		<ul style="list-style-type: none">• Ask questions which will encourage students to discuss reasons for their personal likes and dislikes in art.

STANDARD 4: PERSONAL ART EXPRESSION

Learners will use visual arts as a means of self-expression.

Kindergarten VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Express personal ideas, feelings, and preferences through art</p> <p>Learners will:</p> <p>4.1.1 use a piece of original art as the basis for a story; (Expected)</p> <p>4.1.2 create art that expresses a specific emotion; (Expected)</p> <p>4.1.3 discuss art one-to-one or in a group setting; (Expected)</p> <p>4.1.4 create original art as a response to a particular piece of music or literature. (Expected)</p>		<ul style="list-style-type: none">• Give students several opportunities to create original stories based on their art. Encourage the sharing of these stories.

STANDARD 5: INTERPERSONAL DEVELOPMENT

Learners will develop qualities, attitudes, and behavioral attributes through visual arts experiences that contribute to continuous personal growth.

Kindergarten VA

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Develop teamwork skills</p> <p>Learners will:</p> <p>5.1.1 participate in a cooperative art experience with at least one other student; (Essential)</p> <p>5.1.2 share tools and materials during art activities; (Expected)</p> <p>5.1.3 recognize that there are differing opinions about art. (Essential)</p>	<p>5.1.1 Observe student’s use of positive, cooperative behavior while participating in an art experience. Check for the use of words like “please” and “thank you”.</p> <p>5.1.3 Observe that student participates in group discussion regarding differing opinions about art.</p>	<ul style="list-style-type: none"> • Have students pair up and take turns tracing each other’s body on paper. • When students are constructing a collage, have them share glue and paper. • Throughout year provide opportunities for students to participate in group discussions about art. Lead students to conclude that people have differing opinions about a piece of art.
<p>5.2 Develop a sense of accomplishment through completion of art</p> <p>Learners will:</p> <p>5.2.1 demonstrate on-task behavior to complete a piece of art; (Expected)</p> <p>5.2.2 sign finished pieces; (Expected)</p> <p>5.2.3 follow directions for cleaning up. (Essential)</p>	<p>5.2.3 Observe that student puts all tools in the designated places (e.g., paint brushes in can, crayons in boxes, scissors in basket).</p>	<ul style="list-style-type: none"> • When students have finished an art lesson, remind them to sign their work and put tools in designated places.
<p>5.3 Develop awareness of vocational and avocational possibilities in art</p> <p>Learners will:</p> <p>5.3.1 explore various art-related careers and avocations (e.g., photography, jewelry making, animation). (Extended)</p>		<ul style="list-style-type: none"> • When students are drawing an image to correspond with a story, introduce the concept of an illustrator.

STANDARD 6: HISTORICAL AND CULTURAL UNDERSTANDING

Learners will explore historical, cultural, and social contexts to understand the role of visual arts in their lives and in past and present civilizations.

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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>6.1 Participate in art-related activities within a historical, cultural or social context</p> <p>Learners will:</p> <p>6.1.1 discuss field trips, cultural events, and family celebrations; (Essential)</p> <p>6.1.2 explore similarities and differences in the ideas, customs, and art of others; (Essential)</p> <p>6.1.3 identify different artifacts associated with various cultural activities. (Expected)</p>	<p>6.1.1 Hold up a picture or real artifact that represents a holiday, celebration, or other cultural event. Ask student to describe the event, name the object, and/or identify the season of celebration. Check for accuracy.</p> <p>6.1.2 Have student create art (e.g., mandalas, Aztec calendars, round stained glass windows) that illustrates similarities between two or more cultures.</p>	<ul style="list-style-type: none"> • Have students take turns telling about a holiday and/or celebration that takes place in their homes. Have them describe music, food, artifacts, costumes associated with the celebration. • Compare and contrast artifacts common to more than one culture (e.g., masks). • When studying Native American art forms, have students experience weaving (paper) and clayworks (pinch pots).