Course Title: Pre-Kindergarten Visual Arts Curriculum

Subject: Visual Arts

Grade Level: Pre-Kindergarten

Duration: Pre-Kindergarten Classes meet once in a 6 day cycle

Prerequisite: None

Elective or Required: Required – All students participate in Art

Visual and Performing Arts Mission Statement

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self-esteem in students. An interdisciplinary approach to the Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into lifelong learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

An education in the visual arts serves to develop technical skill within students through the introduction and exposure to a wide and diverse selection of media, discussion of artists (both past and present), and the execution of a final and unique product. However, beyond the development of technical skill, through the vehicle of the visual arts there is a culmination of idea formation, visualization, communication, and self-expression displayed by students. Students are allowed and encouraged to explore their imagination, personal voice, and creativity. The visual arts allow students to express a unique piece of themselves in physical form, a personal message so to
speak. Students are empowered to create visual messages and express their ideas to their peers, communities, and the world around them. Furthermore, an education in the visual arts provides students with the grounding and skills to become effective members in the modern-day workforce and society. An education in the arts affords students the opportunity to find creative and innovative solutions to problems through the practice of visualization, personalization, critical thinking, communication, and sharing of ideas. The development of these skills will put students at a distinct advantage among their peers.

Course Description: Students will be introduced to the basic elements of art. Students will observe and reflect upon how the elements of art can be found in their surroundings. Students will come to the understanding that the elements of art are useful tools that help them to create and express their ideas through the visual arts. They will discuss and examine how artists in the both the past and present use the elements of art in their work. Students will be introduced to a variety of media and will begin to practice and enhance their skill through the creation of a variety of artworks.

Author: Danielle Chesney
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Visual and Performing Arts – Curriculum Standards – 2014

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

A. Dance  
B. Music  
C. Theatre  
D. Visual Art

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

A. Dance  
B. Music  
C. Theatre  
D. Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses  
B. Critique Methodologies
Topic/Unit: #1 “Follow that Line!”

Approximate # of Weeks: One Trimester- 11-12 weeks

Essential Questions:
What are the elements of art?
What do they help artists do?
Why are they important?
Where can we find the elements of art?
Do they only exist inside of a picture?
What is a line?
What are some lines that you see (inside of the classroom, outside the classroom, in various artists’ works)?

Upon completion of this unit students will be able to:

- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various lines found in their surroundings as well as in the works of various artists.
- Create, replicate, and produce various lines in the creation of unique visual products.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.3.P.D.1-Demonstrate the safe and appropriate use and care of art materials and tools.
1.3.P.D.2- Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
1.3.P.D.3- Use vocabulary to describe various art forms, artists, and elements in the visual arts.
1.3.P.D.4- Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
1.3.P.D.5- Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
1.3.P.D.6- Create more recognizable representations as eye-hand coordination and fine motor skills develop.

Interdisciplinary Standards-
Activities – include 21st Century Technologies:

- Teacher will discuss and introduce students to the art classroom rules, procedures and behavior modification management systems.
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Teacher will begin to introduce essential art room tools and materials.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the element of line, students will create various artwork (including but not limited to the following):
  - Mondrian Line drawing
  - Yarn abstract painting
  - Michelangelo ceiling drawing
  - Self-portrait
  - Ish vase painting/collage

Enrichment Activities:

- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:

- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

Resources:
• *Arts and Activities* Magazine
• *School Arts* Magazine
• Various artist biographies, related books, magazines
• Art Reproductions

**Online Resources:**
• Teacher webpage
• YouTube- Various artist videos, technique demonstration videos
• Google- Various artist representations, images for PowerPoint presentations
• Pinterest
• [www.kinderart.com](http://www.kinderart.com)
• [www.artcyclopedia.com](http://www.artcyclopedia.com)
• Online visual art galleries
• Virtual art museums
Approximate # of Weeks: One Trimester- 11-12 weeks

Essential Questions:
What are the elements of art?
What do they help artists do?
Why are they important?
Where can we find the elements of art?
Do they only exist inside of a picture?
What is a shape?
What are some shapes that you see (inside the classroom, outside the classroom, in various artists’ works)?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various shapes found in their surroundings as well as in the works of various artists.
- Create, replicate, and produce various shapes in the creation of unique visual products.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014)-
1.3.P.D.1-Demonstrate the safe and appropriate use and care of art materials and tools.
1.3.P.D.2- Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
1.3.P.D.3- Use vocabulary to describe various art forms, artists, and elements in the visual arts.
1.3.P.D.4- Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
1.3.P.D.5- Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.

1.3.P.D.6- Create more recognizable representations as eye-hand coordination and fine motor skills develop.

Interdisciplinary Standards-

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Activities – include 21st Century Technologies:
- Teacher will promote student understanding and confidence by reading to the students related children’s literature.
- Students will view multi-media power point presentations about various examples of visual art/artists.
- Students will observe various technical teacher studio demonstrations.
- Student brainstorm together, sharing observations, comparing/contrastart.
- Students will view YouTube videos on various artists, media techniques and demonstrations.
- Using the elements of line, shape, and color, students will create various artwork (including but not limited to the following):
  - Picasso cut shape collage
  - The Dot watercolor resist painting
  - Draw me a Star landscape
  - Winter cut paper shape landscape
  - Jim Dine Pop Art heart painting

Enrichment Activities:
- Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
- Student behavior and attentiveness to rules and procedures.
- Teacher/student question and answer sessions.
- Students looking and talking about visual art.
- Students’ proper use of materials.
- Students’ successful completion of several multi-stepped art projects.
- Rubric (student)
- Rubric (teacher)

Resources:
- Arts and Activities Magazine
- School Arts Magazine
- Various artist biographies, related books, magazines
- Art Reproductions

Online Resources:
- Teacher webpage
- YouTube- Various artist videos, technique demonstration videos
- Google- Various artist representations, images for PowerPoint presentations
- Pinterest
- www.kinderart.com
- www.artcyclopedia.com
- Online visual art galleries
- Virtual art museums
Topic/Unit: #3 “Color My World!”

Approximate # Of Weeks: One Trimester- 11-12 weeks

Essential Questions:
What are the elements of Art?
How do the elements of art help us create strong visual art pieces?
What are the primary colors?
What are the secondary colors?
What are the warm colors?
What are the cool colors?
What are some art tools that artists use to create art? What tools have we used already?

Upon completion of this unit students will be able to:
- Understand and practice rules, procedures, and expectations in art class.
- Observe, discuss, and reflect upon how the elements of art are present in their everyday surroundings, as well as key ingredients found in the works of various master-artists.
- Identify and recognize various colors and color groupings found in their surroundings as well as in the works of various artists.
- Create, replicate, and produce various colors/color families in the creation of unique visual products.
- Grow and develop in the use of specific art tools/media.
- Recall various art vocabulary relative to specific projects and build upon that knowledge.
- Creatively and uniquely express themselves through a series of art assignments, while refining their motor skills.
- Verbally share and reflect on their work individually (one-on-one with the teacher), and in a group critique setting.
- Work independently and collaboratively to create visual art.

NJCCCS (2014) -
1.3.P.D.1-Demonstrate the safe and appropriate use and care of art materials and tools.
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1.3.P.D.3- Use vocabulary to describe various art forms, artists, and elements in the visual arts.
1.3.P.D.4- Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
1.3.P.D.5- Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. 
1.3.P.D.6- Create more recognizable representations as eye-hand coordination and fine motor skills develop.

Interdisciplinary Standards-
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Activities – include 21st Century Technologies:
• Teacher will promote student understanding and confidence by reading to the students related children’s literature.
• Students will view multi-media power point presentations about various examples of visual art/artists.
• Students will observe various technical teacher studio demonstrations.
• Student brainstorm together, sharing observations, comparing/contrasting art.
• Students will view YouTube videos on various artists, media techniques and demonstrations.
• Using the elements of line, shape, color, texture, space, and form students will create various artwork (including but not limited to the following):
  • Kandinsky primary color resist paintings
  • Monet pond tissue paper collage
  • Matisse fish-bowl collage
  • Warm/Cool color boat collage

Enrichment Activities:
• Students are encouraged to explore “How-to” drawing books, after-school art programs (offered locally at MAM-Montclair Art Museum), and STEAM activities found in the MPR or online activities (with parents/guardians assistance).

Methods of Assessments/Evaluation:
• Student behavior and attentiveness to rules and procedures.
• Teacher/student question and answer sessions.
• Students looking and talking about visual art.
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