

Visual Arts Curriculum

Kindergarten and First Grade

By the end of First Grade students will begin to distinguish between art materials, techniques, and process and use art materials and tools in a safe and responsible manner. They will begin to explore works of art and select and use subject matter, symbols and ideas to communicate meaning. At this level, students will begin to identify specific works of art as belonging to particular cultures, times and places and will celebrate their heritage through art reflective of Catholic tradition.

Archdiocese of Santa Fe Standard 1: Students understand and apply a variety of art materials, techniques and processes.

NSAE Visual Arts Standard 1. Understanding and applying media, techniques, and processes.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore and demonstrate the differences between materials, techniques and processes.		
1. Identify the media used in art: <ul style="list-style-type: none"> • Drawing tools (crayon, marker, pencil, <i>oil pastel, chalk, template/stencil</i>) • Paint (<i>water color, tempera</i>) • Paper (<i>drawing, construction</i>) • Clay <i>or dough</i> • Recyclable, <i>natural</i> and/or found objects 	<ul style="list-style-type: none"> • Students look at a variety artwork. • Students use art vocabulary. • Students identify the media used in a variety of multimedia drawings with crayons or oil pastels and a watercolor resist. • Students look at artwork from teacher suggested artists. • Students identify media used in Haitian folk art. 	

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	<ul style="list-style-type: none"> • Students identify recyclable, natural and/or found objects suitable for art creation. 	
<p>2. Demonstrate techniques and processes:</p> <ul style="list-style-type: none"> • Drawing (<i>guided drawing, drawing from observation, tracing</i>) • Color mixing <i>a variety of media</i> • Painting (finger, brush, <i>resist</i>) • Collage (cutting, pasting) • Clay (coils, ball, pinch) • Printmaking (stamping, <i>rubbing, gadget, fruit and vegetables, string, monoprint, hand and thumb print</i>) • <i>Fibers (weaving)</i> • <i>Sculpture (3-dimensional construction)</i> 	<ul style="list-style-type: none"> • Each student uses a sketchbook for drawings, ideas, etc. • Students and teachers use portfolios and together reflect, review and assess growth. • Students use simple step by step drawing lessons for sketchbook work. • Students make a color wheel using tempera paint, watercolor, crayon, etc. • Collage featuring Romare Bearden’s, “The Block,” Students make collage (of their block or neighborhood) inspired by this work using variety of color papers, found images, drawing tools. 	
B. Students use different media, techniques and processes to communicate.		
<p>1. Using the media, techniques and processes from A1 and A2, students will communicate:</p> <ul style="list-style-type: none"> • Feelings • Ideas • Experiences • Personal expression • Stories • Memories • Family • Catholic faith 	<ul style="list-style-type: none"> • Each student uses a sketchbook for drawings, ideas, etc. that can be used for projects. • Suggested artist: Romare Beardeu, “The Block,” “Me Collage” Using a very large stencil outline of a person, students use found images from magazines to fill in the space and to tell about themselves, things that they like or are special to them, etc. • Students participate in a religious Christmas card art contest. 	
C. Students use art materials and tools in a safe and responsible manner.		
<p>1. Students use age and grade level art materials and tools in a safe and responsible manner.</p>	<ul style="list-style-type: none"> • Teacher demonstrates steps to clean a brush: wash, wipe, blot. • Teacher demonstrates how to safely carry scissors. 	

Archdiocese of Santa Fe Standard 2: Students identify, understand and apply the elements of art and principles of design.

NSAE Standard 2: Using knowledge of structures and functions.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students identify the elements of art and principles of design.		
1. Students identify, name and define the elements of art. <ul style="list-style-type: none"> • Space • Shape • Form • Line • Color • Texture • Value 	<ul style="list-style-type: none"> • Students view Wilton’s Art Appreciation Program CD’s (a good resource to introduce students to the elements of art). Looking at abstract art is a good start to facilitate discussions. • Students identify a color wheel. • Teacher creates a permanent wall display of the elements of art and principles of design with term (printed very large) and a piece of art work or photo (calendar size) that exemplifies the particular element/principle. The display is always available for teacher to reference. 	
2. Students identify, name and define the principles of design. <ul style="list-style-type: none"> • Pattern (rhythm/movement) • Variety and unity • Emphasis • Balance • Proportion 	<ul style="list-style-type: none"> • Students view Wilton’s Art Appreciation Program CD’s (a good resource to introduce students to the principles of design). • Students look at famous artwork and identify the principles of design. 	
B. Students understand and apply the elements of art.	<ul style="list-style-type: none"> • Students combine elements in a multi-media painting inspired by the work of Wassily Kandinsky. 	

<p>1. Space</p> <ul style="list-style-type: none"> ● Recognize and describe space <ul style="list-style-type: none"> ○ Large/small ○ Overlapping ○ In front of/in back of ○ Background 	<ul style="list-style-type: none"> ● Students use tissue paper cut in various shapes and sizes and paste them to paper with liquid starch in layers. ● Students draw simple object or person and glue to a calendar background. ● “What is a background?”—Students choose their favorite object to draw, color and cut out. Students then choose a background from magazine or calendar scenes (landscapes, etc.) that is appropriate for their object and glue on paper. 	
<p>2. Shape</p> <ul style="list-style-type: none"> ● Use line to create shape <ul style="list-style-type: none"> ○ Organic ○ Geometric 	<ul style="list-style-type: none"> ● Students demonstrate how line can become shape by drawing a line with paint, connecting that line and filling it in with color or space. ● Students identify the shapes that are contained in letters. ● Simplified skeletons— students identify that lines make up bones, dots used for joints-can be used for “action” poses with background added. 	
<p>3. Form</p> <ul style="list-style-type: none"> ● Use shape to develop form <ul style="list-style-type: none"> ○ Three dimensional 	<ul style="list-style-type: none"> ● Students use simple origami folding to demonstrate a shape becoming 3D. (E.g., fold a rectangular paper into the shape of a house [a very basic origami fold] and then students decorate the house). ● Students make a clay pinch pot (also can use tools to apply texture). 	
<p>4. Line</p> <ul style="list-style-type: none"> ● Know and draw a variety of lines <ul style="list-style-type: none"> ○ Directional <ul style="list-style-type: none"> ▪ Horizontal ▪ Vertical ▪ Diagonal ○ Quality 	<ul style="list-style-type: none"> ● Students draw a variety of lines with crayons, overlapping and crossing those lines to create an abstract image. ● Students do a watercolor wash over the crayon to finish the painting. ● Students create a line book. 	

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<ul style="list-style-type: none"> ▪ Zig-zag, curved, straight thick, thin, dotted, etc. 	<ul style="list-style-type: none"> • “My Line Book”—students are introduced to a line direction (e.g., horizontal). Students reproduce horizontal lines on a “page” of book, by drawing or cutting lines (thick, thin, short, long) from strips of paper and gluing on a page. The line book has a “page” for each direction, in addition to a title page. 	
<p>5. Color</p> <ul style="list-style-type: none"> • Use color wheel, color mixing (primaries/secondaries) <ul style="list-style-type: none"> ○ Color wheel <ul style="list-style-type: none"> ▪ Primary ▪ Secondary ○ Color mixing ○ Color as emotion 	<ul style="list-style-type: none"> • Students use the shapes created in #2 above. Fill the shapes with two colors and see the color that is mixed. • Students create a fruit color wheel. • Students color a basic color wheel that uses color name as well as a drawing of fruit (visual cues for emerging readers) using only primary crayons, mixing secondary colors. 	
<p>6. Texture</p> <ul style="list-style-type: none"> • Use, identify, understand and apply texture <ul style="list-style-type: none"> ○ Actual ○ Implied 	<ul style="list-style-type: none"> • Students place a piece of newsprint over a textured template and rub with the side of a crayon to see how an actual texture can become a drawn or implied texture. • Students participate in a “Texture Hunt.” They explore, looking for textures in classroom, hallway, outdoors “armed” only with crayon and paper to make a rub of the textures. 	
<p>7. Value</p> <ul style="list-style-type: none"> • Use light and dark <ul style="list-style-type: none"> ○ Dark ○ Light 	<ul style="list-style-type: none"> • When making shapes with paint students add black and white to the colors to create dark and light colors. 	
<p>C. Students understand and apply the principles of design.</p>	<ul style="list-style-type: none"> • Students use the shapes created from a previous project to create a collage that demonstrates the principles of design. 	
<p>1. Pattern (rhythm/movement)</p> <ul style="list-style-type: none"> • Recognize <i>and create</i> pattern 	<ul style="list-style-type: none"> • With oil pastels students draw a table with a patterned tablecloth. Students add 	

<ul style="list-style-type: none"> ○ Repeating <i>and alternating</i> patterns 	<p>a vase of flowers made from the painted shapes.</p> <ul style="list-style-type: none"> ● Sewing card-can be made by students, using thin cardboard (with holes pre punched by teacher around edges). Students can glue or draw a picture in the center. Shoe strings work well as a “needle and thread.” Students “sew” in and out of holes alternately (called a running stitch). 	
<p>2. Variety and Unity</p> <ul style="list-style-type: none"> ● Recognize <i>and create</i> variety and unity <ul style="list-style-type: none"> ○ Same and different ○ Identify things that go together 	<ul style="list-style-type: none"> ● Students make a collage using a variety of materials that come together to create an image. ● “Watercolor Desert” Using analogous warm colors only (red, orange, yellow) students paint a desert beginning with horizon, sky, mesas, etc. at top of the page and ending with cacti, rocks, etc. at bottom of page. Students use permanent black marker or black crayon to outline the landscape and to add details. May be an appropriate activity for Lent. 	
<p>3. Emphasis</p> <ul style="list-style-type: none"> ● Recognize <i>and create</i> emphasis <ul style="list-style-type: none"> ○ Identify center of interest/focal point ○ Use size and color to create emphasis 	<ul style="list-style-type: none"> ● Students create a still life of a vase of flowers from the painted shapes and place in the center of the paper as the largest object to establish emphasis. ● Students create a drawing or painting of the Sacred Heart of Jesus-with emphasis on colors and symbols used. 	
<p>4. Balance</p> <ul style="list-style-type: none"> ● Recognize <i>and create</i> balance <ul style="list-style-type: none"> ○ Recognize symmetry ○ <i>Create simple symmetry</i> 	<ul style="list-style-type: none"> ● Students look at butterflies and notice the symmetry. Then they draw a symmetrical butterfly by folding a paper in half and drawing half of a butterfly with oil pastel on the folded line. Then they transfer the other half of the butterfly by rubbing the back and creating a ghost image on the 	

	<p>other side. Students can then add color.</p> <ul style="list-style-type: none"> • Students make string paintings—paper folded in half, strings dipped in paint and placed in between the two “pages”. Students press on top page (on top of string) and slowly pull out string, producing a “butterfly” like effect. This can be done with several wet colors (mixing) or paintings can be left to dry between colors. 	
<p>5. Proportion</p> <ul style="list-style-type: none"> • Recognize <i>and create</i> proportion <ul style="list-style-type: none"> ○ Large, <i>medium</i>, small ○ <i>Placement of facial features and body parts</i> 	<ul style="list-style-type: none"> • Students use mirrors to make a step-by-step self-portrait. Teacher directs students in the proper placement of the facial features. They can use the mirrors to measure and draw their own features, e.g., draw an oval, look in a mirror to see that the eyes are made up of three shapes and are in the middle of the oval. • Students draw the same butterfly (small, medium, and large). 	

Archdiocese of Santa Fe Standard 3: Students communicate through the creative process.

NSAE Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students identify and describe content and ideas in works of art.		
1. Look at works of art and describe what they see.	<ul style="list-style-type: none"> • Teacher shows works of art using slides, PowerPoint, Prezi, posters, student work 	

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	and facilitates student discussion.	
<p>2. Make connections between what they see and meaning, i.e.:</p> <ul style="list-style-type: none"> • Personal • Community • Cultural • Catholic Tradition 	<ul style="list-style-type: none"> • Students look at art from different cultures and connect it to their own lives, e.g., they look at images of saints in retablos and talk about how they are part of the Catholic tradition in the Hispanic community. Suggested artists-Romare Bearden, Mary Cassatt, Georgia O’Keeffe, Eric Carle (author and illustrator) Avi, and other illustrators from children’s literature • Students explore the works of art in a church— they take a mini field trip to look at icons, glass work, paintings, murals, sculptures/fountains, etc. including areas of the church that students may not be familiar with (chapel, gardens) because they may not be exposed to these areas within school Mass. 	
B. Students apply content and ideas to communicate through art.		
1. Create artworks that express personal ideas and experiences/connections.	<ul style="list-style-type: none"> • Students participate in a teacher led discussion about how faces can show feelings. Students then draw their own face showing feeling i.e., crying, angry, sad, laughing, etc. 	
2. Plan and develop ideas in the creation of their own artwork.	<ul style="list-style-type: none"> • Students use sketchbooks to practice ideas for their artwork. 	
3. Develop problem-solving skills in the creation of artwork.	<ul style="list-style-type: none"> • Read the book <i>Beautiful Oops</i> by Barney Saltzberg, and discuss with students how an “oops” can become a new idea. 	

Archdiocese of Santa Fe Standard 4: Students explore the visual arts in relation to history, cultures and Catholic tradition.

NSAE Standard 4: Understanding the visual arts in relation to history and cultures.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students explore the relationship between history and culture in the visual arts.	<i>Teachers integrate Common Core Standards</i>	
1. Explore works of art in: <ul style="list-style-type: none"> • Local community • Home • Church • School • Internet 	<ul style="list-style-type: none"> • Students view examples of art on slides, PowerPoint, Prezi, posters, student work and then discuss. • Students view New Mexico religious art-retablos and bultos as well as art in the church and school and then discuss. 	
2. Explore works of art from various cultures (including, but not limited to cultures in New Mexico).	<ul style="list-style-type: none"> • During Hispanic Heritage month (September 15th to October 15th) students look at artwork from the Hispanic community and discuss. • Students explore art related to El Dia de Los Muertos (The Day of the Dead—All Soul’s Day) and discuss. 	
3. Explore various subject matter in art i.e., landscape, still life, portrait, genre.	<ul style="list-style-type: none"> • Students look at paintings of the saints in retablos from Mexico and New Mexico. 	
B. Students identify works of art as belonging to various periods, styles and cultures.		
1. Identify works of art in: <ul style="list-style-type: none"> • Local community • Home • Church • School 	<ul style="list-style-type: none"> • Students visit a local museum, go on a walking field trip to the Church or a virtual tour and find examples of the cultures that have been discussed in class. 	

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<ul style="list-style-type: none"> • Internet 		
2. Identify and describe works of art from various cultures (including, but not limited to cultures in New Mexico).	<ul style="list-style-type: none"> • Students view and describe art clay sun faces from Metapec, Mexico. 	
3. Identify and describe various subject matter in art i.e., landscape, still life, portrait, genre.	<ul style="list-style-type: none"> • Students discuss the importance of painting the image of saints. • Students read stories about some of the saints. 	
C. Students create works of art that demonstrate a variety of periods, styles and cultures.		
1. Create works of art influenced by: <ul style="list-style-type: none"> • Local community • Home • Church • School • Internet 	<ul style="list-style-type: none"> • Students choose a piece of art they saw in their community and use it to inspire their own artwork. • Students create paintings of hot air balloons (emphasis on point of view of the viewer) inspired by photos. They can also emphasize size and placement as cues for depth. 	
2. Create works of art from various cultures (including but not limited to New Mexico).	<ul style="list-style-type: none"> • Students make a clay sun face inspired by the sun faces of Metapec, Mexico. 	
3. Create art in various subject matter i.e., landscape, still life, portrait, genre.	<ul style="list-style-type: none"> • Students create a painting or drawing of a saint inspired by the images of saints in retablos. • “Repeated Line Landscapes” (crayon resist). Students are inspired by photos of landscapes and find lines that make up the forms (ocean waves, mountains, etc.) in the photo. Those lines are repeated next to each other (using light color crayon). Students then watercolor wash over entire page. 	
D. Students create works of art inspired by Catholic identity, tradition and culture to contribute to the community of faith.		

1. Explore God’s creation.	<ul style="list-style-type: none"> • Students look at the painting <i>The Peaceable Kingdom</i> by Edward Hicks and create an artwork inspired by the painting. 	
2. Identify themselves as children of God.	<ul style="list-style-type: none"> • When drawing a self-portrait, students discuss how God made each one of them special. 	
3. Explore and identify signs and symbols of the Catholic faith.	<ul style="list-style-type: none"> • Students go on a walking field trip to the Church and look for signs and symbols of the Catholic faith. 	
4. Create works of art that reflect Catholic heritage, tradition and culture, i.e. <ul style="list-style-type: none"> • Creation • Liturgical colors • Children of God • Mary • Holy Family • Signs and symbols of the faith 	<ul style="list-style-type: none"> • After looking at the painting <i>The Peaceable Kingdom</i> students draw two animals that are enemies in nature, but in the drawing are friends, i.e., a lion and a lamb, a wolf and a rabbit, a snake and a mouse, etc. • Students illustrate Bible stories (a particular scene) such as Noah’s ark, the Nativity scene, etc. • Students use simple shapes that have symbolic meaning—cross, fish, heart, etc. 	
E. Students develop relationships between the visual arts and their communities (parish, local, global).		
1. Explore art found in their home, school, neighborhood and church.	<ul style="list-style-type: none"> • Students visit a local museum, go on a walking field trip to the Church or take a virtual tour and find examples of art. 	
2. Use recycled materials in creating art.	<ul style="list-style-type: none"> • After reading <i>Beautiful Oops</i>, students create art from scrap materials or mistakes. 	
3. Exhibit works of art in school.	<ul style="list-style-type: none"> • After each project, teacher displays student work in hallways. • Students participate in school-wide art show. 	

Archdiocese of Santa Fe Standard 5: Students observe, reflect upon and critique works of art.

NSAE Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students observe, discuss, reflect upon and critique own artwork and works of others.		
1. Look closely at works of art and discuss what they see.	<ul style="list-style-type: none"> • Teacher displays art in the classroom or in visual presentations and students discuss what they see. 	
2. Use appropriate art vocabulary in discussion.	<ul style="list-style-type: none"> • Students use appropriate art vocabulary. 	
a. Develop pride and confidence in their own work.	<ul style="list-style-type: none"> • Students show drawings from their sketchbooks and talk to the class about their ideas. • Students are able to discuss their own art work with classmates and the teacher. 	
b. Develop and/or identify and express thoughts, beliefs, feelings, values, and meanings in works of art.	<ul style="list-style-type: none"> • When looking at works of art, students are asked how it makes them feel or what the meaning of the work might be. (There are no wrong answers, students are only giving their opinion). 	
c. Analyze, interpret and express preferences using the characteristics, merits and meanings of works of art.	<ul style="list-style-type: none"> • When looking at art, students are asked to find elements or principles of art, i.e., what colors they see and why did the artist use those colors. 	

Archdiocese of Santa Fe Standard 6: Students integrate visual arts across the curriculum.

NSAE Standard 6: Making connections between visual arts and other disciplines.

Critical for Mastery in Kindergarten and Grade One

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
A. Students make connections between the visual arts and other fine arts disciplines. <i>(Art teachers are encouraged to consult and dialogue with classroom and other fine arts teachers.)</i>	<i>Teachers integrate Common Core Standards</i>	
1. Express connections between the visual arts and other fine arts: <ul style="list-style-type: none"> • Music • Dance (Movement) • Drama (Theater) 	<ul style="list-style-type: none"> • Students compare patterns in art to patterns in music and dance. • Using chalk, students make a path and travel through the art walking or using scooters. • Students go outside and make shapes as a class, i.e., whole class joins hands and makes a circle, square, etc. • Students draw a line that reflects a piece of music. • Students make a puppet that can be used in a puppet theatre (characters and stories written by students). 	
B. Students make connections between the visual arts and other academic disciplines. <i>(Art teachers are encouraged to collaborate with classroom teachers.)</i>	<i>Teachers integrate Common Core Standards</i>	
1. Express connections between the visual arts and other academic disciplines.	<ul style="list-style-type: none"> • Students read a book and create an art piece inspired by the book, i.e., read <i>Mixed Up Chameleon</i> by Eric Carle and have students draw their own mixed up 	

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	<p>animal.</p> <ul style="list-style-type: none">• Students create symmetry in art and math (using a midline).	
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