

# Visual Arts Curriculum

## Pre-Kindergarten

By the end of Pre-Kindergarten students will begin to distinguish between art materials, techniques and processes and use age appropriate art materials and tools in a safe and responsible manner. They will experiment with a variety of media and 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 Pre-Kindergarten

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students explore and demonstrate the differences between materials, techniques and processes.</b>		
1. Identify the media used in art: <ul style="list-style-type: none"> <li>• Drawing tools (crayon, marker, pencil)</li> <li>• Paint</li> <li>• Paper</li> <li>• Clay</li> <li>• Recyclable or found objects</li> </ul>	<ul style="list-style-type: none"> <li>• Students experiment with different media to understand differences.</li> </ul>	
2. Demonstrate techniques and processes: <ul style="list-style-type: none"> <li>• Drawing (tracing)</li> <li>• Color mixing exploration</li> <li>• Painting (finger, brush)</li> <li>• Collage (cutting, pasting)</li> </ul>	<ul style="list-style-type: none"> <li>• Students paint using fingers and brush to explore the different processes.</li> </ul>	

<ul style="list-style-type: none"> <li>• Clay (coils, ball, pinch)</li> <li>• Printmaking (stamping, thumb print)</li> </ul>		
<b>B. Students use different media, techniques and processes to communicate.</b>		
1. Using the media, techniques and processes from A1 and A2, students will communicate: <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Ideas</li> <li>• Experiences</li> <li>• Personal expression</li> <li>• Stories</li> <li>• Memories</li> <li>• Family</li> <li>• Catholic faith</li> </ul>	<ul style="list-style-type: none"> <li>• When finger painting, students draw an image from memory in paint. Then they make a print of the image by laying a piece of paper on the paint to create a mono-print.</li> </ul>	
<b>C. Students use art materials and tools in a safe and responsible manner.</b>		
1. Students use age and grade level art materials and tools in a safe and responsible manner.	<ul style="list-style-type: none"> <li>• Teacher demonstrates procedures for the students to follow, i.e., cleaning their area after a project.</li> </ul>	

**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.**

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<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students identify the elements of art and principles of design.</b>		
1. Students identify, name and define the	<ul style="list-style-type: none"> <li>• Students find colors, lines and shapes in</li> </ul>	

<p>elements of art:</p> <ul style="list-style-type: none"> <li>• Space <ul style="list-style-type: none"> <li>○ big/little, overlapping</li> </ul> </li> <li>• Shape <ul style="list-style-type: none"> <li>○ square, rectangle, triangle, circle</li> </ul> </li> <li>• Form <ul style="list-style-type: none"> <li>○ flat/round</li> </ul> </li> <li>• Line <ul style="list-style-type: none"> <li>○ straight, curved</li> </ul> </li> <li>• Color <ul style="list-style-type: none"> <li>○ red, blue, yellow, green, purple, orange</li> </ul> </li> <li>• Texture <ul style="list-style-type: none"> <li>○ hard, soft</li> </ul> </li> <li>• Value <ul style="list-style-type: none"> <li>○ Dark, light</li> </ul> </li> </ul>	<p>the classroom, i.e., “I spy a square,” etc.</p> <ul style="list-style-type: none"> <li>• Students compare and contrast, i.e., texture (soft and hard).</li> <li>• Students can distinguish between various shapes, lines, colors, textures and values.</li> </ul>	
<p>2. Students identify, name and define the principles of design:</p> <ul style="list-style-type: none"> <li>• Pattern <ul style="list-style-type: none"> <li>○ (rhythm/movement)</li> </ul> </li> <li>• Variety and unity <ul style="list-style-type: none"> <li>○ (same/different)</li> </ul> </li> <li>• Emphasis <ul style="list-style-type: none"> <li>○ (large/small)</li> </ul> </li> <li>• Balance <ul style="list-style-type: none"> <li>○ (heavy/light)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students find patterns in their classroom, environment, clothing, etc.</li> <li>• When exploring balance, students compare balance to a see saw on a playground where one person may be heavier than another.</li> </ul>	
<p><b>B. Students understand and apply the elements of art.</b></p>		
<p>1. Space</p> <ul style="list-style-type: none"> <li>• Recognize and describe space <ul style="list-style-type: none"> <li>○ Large/small</li> <li>○ Overlapping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students can point out a large space in contrast to a small space.</li> </ul>	
<p>2. Shape</p> <ul style="list-style-type: none"> <li>• Use line to create shape <ul style="list-style-type: none"> <li>○ Organic <ul style="list-style-type: none"> <li>▪ Shapes with no rules</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• With paint, students draw organic or geometric shapes and fill in with mixed colors.</li> </ul>	

<ul style="list-style-type: none"> <li>○ Geometric <ul style="list-style-type: none"> <li>▪ Shapes with rules, i.e., squares, triangles, etc.</li> </ul> </li> </ul>		
<p>3. Form</p> <ul style="list-style-type: none"> <li>● Use shape to develop form <ul style="list-style-type: none"> <li>○ Three dimensional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use old paper to change from flat to 3D.</li> </ul>	
<p>4. Line</p> <ul style="list-style-type: none"> <li>● Direction and quality</li> <li>● Draw a variety of lines <ul style="list-style-type: none"> <li>○ Horizontal</li> <li>○ Vertical</li> <li>○ Diagonal</li> <li>○ Zig-zag</li> <li>○ Fat, skinny, dotted</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students clasp hands and form lines with their bodies. They can also go outside and lay in the grass making lines with their bodies.</li> <li>● Students draw and paint lines after they make them with their bodies.</li> </ul>	
<p>5. Color</p> <ul style="list-style-type: none"> <li>● Identify colors, color mixing (primaries/secondaries) <ul style="list-style-type: none"> <li>○ Color mixing</li> <li>○ Color as emotion <ul style="list-style-type: none"> <li>▪ Primary</li> <li>▪ Secondary</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use white frosting tinted with food coloring to make primary colors.</li> <li>● Students mix secondary colors with frosting and add to vanilla wafers. They can eat them when they are done.</li> <li>● Students use fingers to mix liquid starch with powdered tempera to make colors.</li> </ul>	
<p>6. Texture</p> <ul style="list-style-type: none"> <li>● Use, identify, understand and apply texture <ul style="list-style-type: none"> <li>○ Soft</li> <li>○ Fluffy</li> <li>○ Shiny</li> <li>○ Smooth</li> <li>○ Rough</li> <li>○ Hard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students place different objects in paper bags. Without looking in bag, students feel the objects and describe the texture they feel and try and guess the object.</li> <li>● Using paint or drawing materials, students can draw what they felt in the bags.</li> </ul>	
<p>7. Value</p> <ul style="list-style-type: none"> <li>● Use light and dark <ul style="list-style-type: none"> <li>○ Dark</li> <li>○ Light</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students mix white or black paint with colors to make dark and light colors.</li> </ul>	
<p><b>C. Students understand and apply the principles of design.</b></p>		

1. Pattern <ul style="list-style-type: none"> <li>Recognize pattern <ul style="list-style-type: none"> <li>Repeating patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students press large stamps in a paper towel soaked in liquid tempera to stamp patterns on newsprint. Paper can be used as wrapping paper.</li> </ul>	
2. Variety and Unity <ul style="list-style-type: none"> <li>Recognize variety and unity <ul style="list-style-type: none"> <li>Same and different</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students group similar supplies and objects in classroom. This can be practiced during cleanup procedures.</li> </ul>	
3. Emphasis <ul style="list-style-type: none"> <li>Recognize emphasis <ul style="list-style-type: none"> <li>Identify center of interest/focal point</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students identify what they see first in a work of art.</li> <li>Students look at artwork and can state what they see first and why.</li> </ul>	
4. Balance <ul style="list-style-type: none"> <li>Recognize balance</li> </ul>	<ul style="list-style-type: none"> <li>Students look at artwork and observe what side has more or less.</li> </ul>	
5. Proportion <ul style="list-style-type: none"> <li>Recognize proportion <ul style="list-style-type: none"> <li>Large and small</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students make large and small shapes, lines and objects with paint or drawing materials.</li> <li>Students organize pre-cut large and small shapes into a picture.</li> </ul>	

**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 Pre-Kindergarten**

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

2. Make connections between what they see and meaning, i.e.: <ul style="list-style-type: none"> <li>• Personal</li> <li>• Community</li> <li>• Cultural</li> <li>• Catholic Tradition</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at art from different cultures and can use one word to describe how it makes them feel.</li> <li>• Students can identify pictures of select saints and can state why saints are an important part of Catholic tradition.</li> </ul>	
<b>B. Students apply content and ideas to communicate through art.</b>		
1. Create artworks that express personal ideas and experiences/connections.	<ul style="list-style-type: none"> <li>• Students create a self-portrait, family portrait or a drawing from their imagination.</li> </ul>	
2. Plan and develop ideas in the creation of their own artwork.	<ul style="list-style-type: none"> <li>• Students create simple drawings in their sketchbooks.</li> </ul>	
3. Develop problem-solving skills in the creation of artwork.	<ul style="list-style-type: none"> <li>• Discuss with students what kinds of problems they may have creating art.</li> </ul>	

**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 Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students explore the relationship between history and culture in the visual arts.</b>	<i>Teachers integrate Common Core Standards</i>	
1. Explore works of art in: <ul style="list-style-type: none"> <li>• Local community</li> <li>• Home</li> <li>• Church</li> <li>• School</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore art through pictures, books, online sources and multi-media. (Teacher directed)</li> </ul>	

<ul style="list-style-type: none"> <li>• Internet</li> </ul>		
2. Explore works of art from various cultures (including, but not limited to cultures in New Mexico)	<ul style="list-style-type: none"> <li>• Students are able to identify the flags of the United States and New Mexico.</li> </ul>	
3. Explore various subject matter in art, i.e., landscape, still life, portrait, genre.	<ul style="list-style-type: none"> <li>• Students can distinguish between a landscape and a still life picture.</li> </ul>	
<b>B. Students identify specific works of art as belonging to various periods, styles and cultures.</b>		
1. Identify works of art in: <ul style="list-style-type: none"> <li>• Local community</li> <li>• Home</li> <li>• Church</li> <li>• School</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify works of art through pictures, books, online sources and multi-media. (Teacher directed)</li> </ul>	
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"> <li>• Students view and describe teacher selected objects from various cultures.</li> </ul>	
3. Identify and describe various subject matter in art, i.e., landscape, still life, portrait, genre.	<ul style="list-style-type: none"> <li>• Students identify and describe teacher selected objects as a landscape or a still life picture.</li> </ul>	
<b>C. Students create works of art that demonstrate a variety of periods, styles and cultures.</b>		
1. Create works of art influenced by: <ul style="list-style-type: none"> <li>• Local community</li> <li>• Home</li> <li>• Church</li> <li>• School</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Inspired by cave paintings, students draw pictures of animals with charcoal on crumpled brown craft paper.</li> </ul>	
<b>D. Students create works of art inspired by Catholic identity, tradition and culture.</b>		
1. Explore God's creation.	<ul style="list-style-type: none"> <li>• Students draw pictures of animals and plants.</li> </ul>	
2. Identify themselves and children of God.	<ul style="list-style-type: none"> <li>• Students draw a picture of themselves.</li> </ul>	

3. Create works of art that reflect Catholic heritage, tradition and culture, i.e. <ul style="list-style-type: none"> <li>• Mary</li> <li>• Holy Family</li> <li>• Signs and symbols of the faith</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at images of the cross and then have students decorate their own cross.</li> </ul>	
<b>E. Students develop relationships between the visual arts and their communities (parish, local, global).</b>		
1. Explore art found in their home, school, neighborhood and church.	<ul style="list-style-type: none"> <li>• Students visit the church and talk about the art they see.</li> </ul>	
2. Use recycled materials in creating art.	<ul style="list-style-type: none"> <li>• Use scrap construction paper from previous projects and let students paste them on to a blank paper in a creative way.</li> </ul>	

**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 Pre-Kindergarten**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students observe, discuss, reflect upon and critique own artwork and works of others.</b>		
1. Look closely at works of art and discuss what they see.	<ul style="list-style-type: none"> <li>• Students explore art through pictures, books, online sources and multi-media and discuss what they like, don't like.</li> </ul>	
a. Develop pride and confidence in their own work.	<ul style="list-style-type: none"> <li>• Students "show and tell" about their work and talk about what they did.</li> </ul>	
b. Express thoughts and feelings, in works of art.	<ul style="list-style-type: none"> <li>• Students look at works of art and discuss their feelings about what they see.</li> </ul>	

**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 Pre-Kindergarten**

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<b>A. Students make connections between the visual arts and other fine arts disciplines.</b> <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. Explore connections between visual arts and other fine arts: <ul style="list-style-type: none"> <li>• Music</li> <li>• Dance (Movement)</li> <li>• Drama (Theater)</li> </ul>	<ul style="list-style-type: none"> <li>• Play music and have students draw with the music.</li> </ul>	
<b>B. Students make connections between the visual arts and other academic disciplines.</b> <i>(Art teachers are encouraged to collaborate with classroom teachers.)</i>	<i>Teachers integrate Common Core Standards</i>	
1. Explore connections between the visual arts and other academic disciplines.	<ul style="list-style-type: none"> <li>• Read a book by an author illustrator such as Eric Carle.</li> </ul>	