***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject:*

*Art*

*Grade Level:*

*Kindergarten*

*Grade: Kindergarten Subject: Art*

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| --- | --- | --- | --- |
| ***Time Period*** | ***GLE/******MO Standard/******Common Core*** | ***Description and Assessments***  | ***Notes--*** |
| ***August: Introduce lines. Types of lines –straight, horizontal, vertical, zig-zag, curved, wavy, squiggly, dotted*** |
| *August* | **GLE:** Strand II: 1A, Strand IV: 1A **MO STANDARD:**FA 2FA 4 **DOK:** Level 1 Level 2 **CC Standards for English/Writing:**  | **Dancing Lines Project** * Use physical movement in dance to interpret lines in artwork
* Identify and use lines

**Pre-Project Assessment:*** Question/Answer Sessions
* Show of Hands, etc.

**Mid- Project Assessment:** * Ask students questions individually that ask them to question and correct lines on their own

**Post Project Assessment:** * Completed Projects, Participation
 | Question |
| *August* | **GLE:** Strand I: 1A Strand I: 3A Strand II: 1A **MO STANDARD:**FA 1 FA 2 **DOK:** Level 1Level 4 **CC Standards for English/Writing:** SL 1,2,3 | **Line Name Design*** Identify and use lines
* Produce a line using crayon
* Create a design using a variety of lines

**Pre-Project Assessment:*** Review previous lesson
* Question/Answer Out loud
* Have students draw diagrams on board

**Mid- Project Assessment:** * Question students individually
* Ask students to individually demonstrate ideas on paper
* Line worksheet

**Post Project Assessment:** * Question/answer
* Finished Project
 | Share time/critique at end of class |
| ***September: Continue work on lines. Introduce shapes and color. Learn to use scissors and glue with control.***  |
| *September* | **GLE:** Strand II: 1A Strand II: 1B**MO STANDARD:**FA 2 **DOK:** Level 1Level 2Level 3 Level 4 **CC Standards for English/Writing:** SL 1,2,3,5,6 | **Matisse Line and Shape Collage** * Identify and use lines
* Identify and use shapes
* Categorize shapes as large and small
* Create/Develop a collage

**Pre-Project Assessment:*** Question/Answer as a group
* Have students come up and draw diagrams on board of lines and shapes
* Class Discussion

**Mid- Project Assessment:** * Ask thought provoking questions to students individually
* Ask students to point to and identify different lines and shapes as they work on their collage

**Post Project Assessment:** * Question/answer
* Finished project
 | PowerPoint Presentation on Matisse and Collages “From Matisse to You” song Share time/critique at end of class |
| *September* | **GLE:** Strand II: 1E **MO STANDARD:**FA 2**DOK:** Level 1Level 2Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5,6 | **Finger Painting** * Use fingers to create lines and shapes with paint
* Identify and use color
* Learn names of primary and secondary colors; create secondaries by mixing primaries

**Pre-Project Assessment:*** Question/Answer as group
* Class discussion

**Mid- Project Assessment:** * Ask students individually to identify colors, lines and shapes during painting process
* Ask students to recite which colors are mixed to make other colors

**Post Project Assessment:** * Completed project
* Question/Answer
 | Powerpoint Presentation on the color wheel Class discussion on rules when using paint, color choice, etc. Share time/critique at end of class |
| *September* | **GLE:** Strand I:1AStrand I:2A Strand II: 1E**MO STANDARD:**FA 1FA 2**DOK:** Level 1Level 2Level 4**CC Standards for English/Writing:** SL 1,2,3,6 | **Traced Hand Color Wheel** * Identify and use color
* Use scissors with control
* Produce a line using crayon
* Create a color wheel
* Use glue with control and glue pieces in the appropriate places.

**Pre-Project Assessment:*** Question/answer as group
* Line Tracing and Cutting Practice sheet

**Mid- Project Assessment:** * Consult with students individually to check progress during tracing, cutting and gluing parts of project

**Post Project Assessment:** * Finished project
* Question/Answer
 | Review of color wheel Class Discussion Share time/critique at end of class |
| *October: Continue work with lines, shapes and colors. Introduce patterns. Make the connection between written word and illustrations.*  |
| *October* | **GLE:** Strand II: 1A Strand II: 1B Strand IV: 1A **MO STANDARD:**FA 2FA 4 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** RL 1, 2, 3,4,5,6,7,10SL 1,2,34,5,6 | **Where the Wild Things Are** * Explain how stories can be told in pictures and/or words
* Identify and use shapes
* Identify and use lines
* Create a wild thing animal
* Identify author and illustrator

**Pre-Project Assessment:*** Question/answer

**Mid- Project Assessment:** * Consult with students individually to check progress, discuss ideas and suggestions

**Post Project Assessment:** * Finished project
* Question/answer
* Share time with class
 | Read “Where the Wild Things Are” Discussion on how stories can be told in words and storiesQ&A time Share time/critique at end of class |
| *October* | **GLE:** Strand I: 1A Strand II: 2D **MO STANDARD:**FA 1 FA 2 **DOK:** Level 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** SL 1,4,5,6  | **Halloween Windsocks** * Identify and use patterns
* Create an AB pattern
* Create a windsock using Halloween/ fall related designs

**Pre-Project Assessment:*** Question answer
* Pattern worksheet

**Mid- Project Assessment:** * Consult with students individually to check progress, discuss ideas and suggestions

**Post Project Assessment:** * Finished Project
* Question/answer
 | Discussion on Halloween Discussion and demonstration on patterns Share time/critique at end of class |
| *October* | **GLE:** N/A**MO STANDARD:**N/A**DOK:** Level 1Level 2**CC Standards for English/Writing:** SL 2,3.6 | **Black Cat Collages** * Create and decorate a black cat
* Use glue with control and glue pieces in the appropriate places

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Question/Answer

**Post Project Assessment:** * Question/Answer
 | Discussion on Halloween, proper use of glue |
| *November: Continue to work with lines, shapes and colors. Introduce printmaking. Work on creating artwork to reflect themes about themselves and others.*  |
| *November* | **GLE:** Strand I:1A Strand I: 3A Strand I: 3CStrand II: 1A Strand I: 1B **MO STANDARD:**FA 1 FA 2 **DOK:** Level 1 Level 2Level 3Level 4**CC Standards for English/Writing:** RL 1, 2, 3,4,5,6,7,10SL 1,2,3,4,5,6 | **The Crayon Box That Talked** * Produce lines using crayons
* Create an original picture of self
* Identify and use lines and shapes
* Understand that everyone is different and unique

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Consult with students individually and as a group during project to check progress, answer questions, give suggestions and ask questions

**Post Project Assessment:** * Question/answer
* Finished Project
* Have students present project verbally to class and identify factors that make them unique
 | Read “The Crayon Box That Talked” Relate discussion to book. Discuss the fact that everyone is different or unique and that is what makes us who we are. Q&A sessionShare time/critique at end of class |
| *November* | **GLE:** Strand I: 1D Strand I: 2A **MO STANDARD:**FA 1 **DOK:** Level 1Level 2Level 4 **CC Standards for English/Writing:** SL 1,2,3,6  | **Hand Print Turkeys for Thanksgiving** * Demonstrate a simple printmaking technique –handprints
* Use scissors with control
* Create a turkey using construction paper and hand prints

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Circulate around room and consult individual students with questions, give suggestions

**Post Project Assessment:** * Finished Project
 | Discussion on Thanksgiving. Discussion and PowerPoint on printmaking. Discuss how a simple print can be made with our hands. Share time/critique at end of class |
| *November*  | **GLE:** Strand I: 3A Strand I: 3C **MO STANDARD:**FA 1 **DOK:** Level 1 Level 2Level 3 Level 4**CC Standards for English/Writing:** W 2SL 1,2,3,5,6 | **Draw Your Own Superhero** * Create an original picture of another person- superhero
* Think about the extraordinary powers that super heroes and regular people have
* Name and record information about their superhero

**Pre-Project Assessment:*** Question/answer

**Mid- Project Assessment:** * Have discussion with students individually about project during the creation process, check for understanding, answer questions, etc.

**Post Project Assessment:** * Finished project
* Question/answer
* Have students verbally present project to class and discuss
 | Discuss superheroes and superpowers. Talk about how we can have superheroes in everyday life as well as those that exist in fantasy books, movies, etc. Share time/critique at end of class |
| ***December: Continue Lines, Shapes, Colors and Patterns. Introduce paint and proper painting procedures. Discuss the term indoors vs. outdoors.***  |
| *December* | **GLE:** Strand II: 1A Strand II: 1B Strand II: 1E Strand II: 2D **MO STANDARD:**FA 2 **DOK:** Level 1 Level 2Level 4 **CC Standards for English/Writing:** SL 1,2,3,6  | **Painted Paper Ornaments** * Use a paintbrush to create lines and shapes
* Use paints and paintbrush properly
* Properly clean brush before changing colors
* Create an ornament that has a pattern of lines and shapes

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Check students understanding during the creation process by asking questions about lines, shapes, colors and patterns

**Post Project Assessment:** * Finished project
* Question/Answer
 | Demonstration on properly holding paintbrush, using paintbrush, etc. Share time/critique at end of class |
| *December*  | **GLE:** Strand I: 3A Strand I: 3CStrand II: 1A Strand II: 1B**MO STANDARD:**FA 1 FA 2 **DOK:** Level 1Level 2Level 4**CC Standards for English/Writing:** SL 1,2,3,6 | **Winter Scene Snowman Collages** * Create a picture showing the outdoors- snow scene
* Identify and use shapes
* Categorize shapes as large and small
* Identify and use lines to create details

**Pre-Project Assessment:*** Work sheet on size relationships
* Question/answer

**Mid- Project Assessment:** * Question students individually during project about size relationships, artistic decisions that were made

**Post Project Assessment:** * Finished project
 | Discuss the season change from fall to winter, size, use shapes and lines to create final productShare time/critique at end of class |
| ***January: Lines, Shape, Color continued. Project about self. Written Text and Illustration Connection. Indoor vs. Outdoor continued.***  |
| *January* | **GLE:** Strand I: 3AStrand I: 3C **MO STANDARD:**FA 1 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** W 2SL 1,2,3,4,5,6 | **What I Want To Be Drawings** * Create a picture of self – future drawing- what I want to be
* Write about what they would do at the occupation they have chosen

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Question/Answer with individual students throughout project

**Post Project Assessment:** * Finished Project
* Question/Answer
* Students will be asked to present projects to class, discussion
 | Discuss the words “job” and “occupation” Discuss variety of different occupations out thereShare time/critique at end of class |
| *January* | **GLE:** Strand I: 3C **MO STANDARD:**FA 1 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,3,4,5,6  | **Indoor Drawings** * Create a drawing of the indoors and activities that they like to do indoors
* Recognize/ Compare and Contrast the difference between indoors and outdoors

**Pre-Project Assessment:*** Create Indoor vs. Outdoor Diagram as a class
* Question/Answer

**Mid- Project Assessment:** * Question/Answer with students individually throughout project

**Post Project Assessment:** * Finished project
* Question/answer
* Share time with class
 | Do a compare and contrast chart on the board as a group charting the differences between “indoor” and “outdoor” Discuss activities that take place indoors vs. outdoorsShare time/critique at end of class |
| *January* | **GLE:** Strand II: 1A Strand II: 1BStrand IV: 2A**MO STANDARD:**FA 2FA 4**DOK:** Level 1 Level 2Level 3 Level 4 **CC Standards for English/Writing:** W 3,7SL 1,2,3,4,5,6 | **Collaborative Illustration Books** * Learn that artists use illustrations to tell a story
* Define illustration
* Create Illustrations about a character
* Explain how stories can be told in words and/or pictures
* Collaborate with other students as a group
* Create an order of events

**Pre-Project Assessment:*** Question/Answer
* Class discussion

**Mid- Project Assessment:** * Consult with students individually throughout the creation process
* Question/Answer

**Post Project Assessment:** * Finished project
* Share and explain projects with others
 | Class discussion on definition of illustration, illustrators of books vs. authors of books, how stories can be told in both pictures and words. Share time/critique at end of class |
| February: Continue lines and shapes. Collage. Introduce texture.  |
| *February* | **GLE:** Strand I: 1AStrand II: 1AStrand II: 1BStrand III: 2A **MO STANDARD:**FA 1FA 2 FA 3 **DOK:** Level 1Level 2 Level 3Level 4 **CC Standards for English/Writing:** RL 1,3,4,5,6,7,10SL 1,2,3,4,5,6 | **Eric Carle Animal Collages** * Identify and use texture, lines and shapes
* Create an animal Collage in Eric Carle Style
* Identify the subject of the artwork

**Pre-Project Assessment:*** Question/Answer
* As a class make list of texture words

**Mid- Project Assessment:** * Question/Answer Individually during project

**Post Project Assessment:** * Finished project
* Share time and discussion
 | Read one or 2 Eric Carle books (I change books every year). Discuss that Eric Carle was both an illustrator and an author. Review lines and shapes, introduce texture. Share time/critique at end of class |
| *February* | **GLE:** Strand I: 1AStrand II: 1AStrand II: 1B **MO STANDARD:**FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 4**CC Standards for English/Writing:** SL 1,2,3,6  | **Valentine’s Heart Butterflies** * Identify and use lines and shapes
* Use glue with control
* Use lines and shape to create a butterfly
* Identify and use symmetry

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Question/Answer individually during project

**Post Project Assessment:** * Finished project
* Share time and discussion
 | Review lines, shapes and glue usage quickly. Discuss Valentine’s Day. Share time/critique at end of class |
| ***March: Hands-on sculpture activities. Introduce forms. Continue work with line, shape, color and pattern.***  |
| *March* | **GLE:** Strand I: 2A **MO STANDARD:**FA 1 **DOK:** Level 1Level 4 **CC Standards for English/Writing:** SL 1,2,3,6 | **Pinch Pots** * Roll clay into a sphere
* Define sphere, ceramics, pottery, shapes and forms
* Create a pinch pot by rolling, pulling and pinching clay
* Identify and create a form

**Pre-Project Assessment:*** Question/Answer

**Mid- Project Assessment:** * Checking students off on each step before allowing them to move on to the next

**Post Project Assessment:** * Finished project
* Share time and discussion
 | Discuss how some artworks are flat (2D) and some artworks are not (3D). Talk about shapes vs. formsDefine “sphere”, “ceramics” and “pottery” Discuss rules with working with clay. Show pottery examples for a variety of different cultures on the smart board. Share time/critique at end of class |
| *March* | **GLE:** Strand I: 1AStrand II: 1A Strand II: 1B**MO STANDARD:**FA 1FA 2 **DOK:** Level 1Level 2Level 4**CC Standards for English/Writing:** SL 1,2,3,6 | **Fish Pillow** * Identify and create a form
* Create a fish “pillow”
* Use lines, shapes and patterns to decorate “pillow”

**Pre-Project Assessment:*** Question/Answer as group
* Class discussion

**Mid- Project Assessment:** * Question/Answer with individual students throughout project
* Ask students to describe lines, shapes and patterns they are using

**Post Project Assessment:** * Finished project
* Question/answer
* Share time and discussion
 | Review forms, lines, shapes and patternsShare time/critique at end of class |
| *March*  | **GLE:** Strand I: 1A Strand I: 3AStrand II: 1AStrand II: 1B **MO STANDARD:**FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,3,5,6  | **Collaborative Drawing*** Work as a team to create a non-objective drawing using crayons
* Define non-objective, abstract
* Use lines, shape, color and patternsto create design

**Pre-Project Assessment:*** Question/Answer
* Class discussion

**Mid- Project Assessment:** * Check on groups throughout project creation, ask questions, give suggestions

**Post Project Assessment:** * Finished project
* Share time and discussion with class
 | Discuss non-objective/abstract artworkReview lines, shapes, patterns brieflyShare time/critique at end of class |
|  |  |  |  |
| *April: Continue line, shape, color and pattern.*  |
| *April* | **GLE:** Strand I: 1A Strand II: 1A Strand II: 1B Strand II: 1E Strand II: 2D**MO STANDARD:**FA 1FA 2 **DOK:** Level 1Level 2Level 3Level 4 **CC Standards for English/Writing:** SL 1,2,3,5,6 | **Japanese Carp Kite For Kite Month** * Create a kite design using lines, shapes and color to make patterns
* Illustrate their interests as part of kite design
* Learn about Japanese culture with Children’s Day and Kites

**Pre-Project Assessment:*** Question/Answer
* Class Discussion

**Mid- Project Assessment:** * Discuss projects with individual students during work time, ask questions, give suggestions

**Post Project Assessment:** * Finished project
* Share time and discussion with class
 | Learn about Japanese culture and Children’s Day through PowerPoint Presentation. Talk about Carp Kites. Share time/critique at end of class |
| *April* | **GLE:** Strand I: 3C**MO STANDARD:****FA 1** **DOK:** Level 1Level 2Level 3 Level 4 **CC Standards for** English/Writing: RI 1,2,3,4,5,6,7,10SL 1,2,3,4,5,6 | **Seasons** * Reflect upon the four seasons
* Create artwork that reflects the four seasons

**Pre-Project Assessment:*** Question/Answer
* Seasons worksheet

**Mid- Project Assessment:** * Question/Answer with students individually as they work on project

**Post Project Assessment:** * Finished project
* Share time and discussion with class
 | Make chart as a class of the 4 seasons and characteristics of those seasons. Project. Share time/critique at end of class |
| *April* | **GLE:** N/A**MO STANDARD:**N/A**DOK:** Level 3Level 4 **CC Standards for English/Writing:**  | **Modeling Clay Sculptures** * Engage in imaginative play with materials
* Mold modeling clay to create forms/objects

**Pre-Project Assessment:*** Question /Answer

**Mid- Project Assessment:** * Question/Answer

**Post Project Assessment:** * Question/Answer
* Finished projects
 | Review 3D vs. 2DShare time/critique at end of class |
| ***May:***  |
| *May* | **GLE:** Strand I: 2A **MO STANDARD:**FA 1 **DOK:** Level 2 Level 4 **CC Standards for English/Writing:** RI 1,2,3,4,5,6,7,10SL 1,2, 3,4,5,6 | **Hand Print Flowers** * Use glue and scissors with control
* Create a collage
* Talk about how a plant grows

**Pre-Project Assessment:*** Question/Answer
* Fill in diagram page about plant growth

**Mid- Project Assessment:** * Question answer

**Post Project Assessment:** * Share time and discussion with class
* Finished project
* Question/Answr
 | Talk about Flowers and Plant Growth Share time/critique at end of class |