

Polaris Kindergarten Art	Grade Level	Kindergarten
	Grade Level Expectations (List all GLEs for grade level)	
Learn to Comprehend	a. Artists and viewers recognize characteristics and expressive features within works of art b. Personal feelings are described in and through works of art	
Critique to Reflect	a. Identify that art represents and tells the stories of people, places, or things b. Artists interpret connections to the stories told in and by works of art	
Discover to Create	a. Create two- and three-dimensional work of art based on person relevance	
Connect to Transfer	a. Artists and viewers contribute and connect to their communities	

Colorado 21st Century Skills	Creative Process in Visual Art	Studio Thinking
<p>Thinking and Reasoning: <i>Think Deep, Think Different</i></p> <p>Literacy: <i>Untangling the Web</i></p> <p><i>Working Together, Learning Together</i></p> <p><i>Owning Your Learning</i></p> <p><i>Generating Solutions</i></p>		<p>Develop Craft: <i>Learning to use materials, tools and techniques</i></p> <p>Engage and Persist: <i>Learning to embrace problems and persevere</i></p> <p>Envision: <i>Imagine the possible next steps; see what is possible</i></p> <p>Express: <i>Convey an idea, feeling, personal meaning</i></p> <p>Observe: <i>Seeing things that otherwise might not be seen</i></p> <p>Reflect: <i>think, talk and evaluate your work and the work of others</i></p> <p>Stretch and Explore: <i>Reach beyond one's perceived capabilities</i></p> <p>Understand Art World: <i>Learn about contemporary art</i></p>

Lesson Description	Lesson Length	Sequence
<p>Family. – We will discuss with students how artist's tell stories without using words. Explore ideas on how to use art to describe their family while exploring new materials. Include Paint. Students will choose their own colors and uses of line and shape to describe. They will observe some contemporary artists who do similar work. (http://www.artnet.com/20-most-cool-and-unusual/.) Ben Heine, Molly B. Right, Tom Fedro... After they are done, students can discuss with each other and us who they drew, why they drew and what choices they made during their process.</p>	One class period	1 of 8
<p>Working With Color - In this lesson students will continue their exploration with paint. They will observe images of artists paintings using color and discuss what they see. (http://www.earthamerica.com/images-medium-large-5/1-abstract-expressionist-landscape-richard-</p>	One class period	2 of 8

<p>com/originals/bb/e8/c3/bbe8c35f6d9a543b279f47c5a9341940.jpg sgram.com/img/33/65/1533809399-Abstract-Expressionism-Pics.jpg on-ferreira.com/wp-content/uploads/2013/08/nelson-ferreira-penumbra-abstract-og ckhardt.nl/paintings2/roodindonker.jpg</p> <p>ork with Paint on light and dark colored paper to create a visually interesting udents will discuss each other's works and reflect on new brush techniques, colors ary and secondary relationships if present), and how the colors varied on light vs dark</p>		
<p>astel Exploration: During this lesson, students will explore oil pastel as an art udents will generate and develop ideas for the subject of their work and ways to subjects artistically using their sketchbooks and in the completion of a finished ill use pastels to create compositions that feature human figures using demonstrated ques and expressive features of art. In preparation for this work, students will identify observe within examples of historic artwork. The discussion and demonstration will proportion and spatial relationship of shapes in a composition. Upon completion of students will analyze and discuss their process and discoveries with other members of</p>	One class period	3 of 8
<p>l and Watercolor: In this lesson students will continue to work on creating images udents will observe historic artwork that show scenery and landscapes and identify t will help simplify the images. Students will work with watercolor and pastel to il theme with landscape using a variety of shapes. Students will reflect on each other's ss their story, shapes used, and how the watercolor and pastels worked together in</p>	One class period	4 of 8
<p>Shape Exploration: During this lesson, students will expand on their recognition and ometric shapes found within complex shapes as a means of creating art. They will cuss these shapes using laminated examples of historical artwork and images of their students will also see examples of portraiture at http://mymodernmet.com/20-most-al/ in order to help them explore ideas for how to create their own facial likeness students will discuss the identification of shapes during the demonstration as well as ition of those shapes relative to others within the composition. The students will of media in order to create a mixed media artwork of the human face. When the ompleted their artwork, they will engage in a reflective gallery walk and discussion in e and learn from the artistic solutions and discoveries of their peers.</p>	One class period	5 of 8
<p>zelous Masks: In this lesson, students will view examples of masks from around the ss what they see. wordpress.com/2014/10/13/balinese-masks-designs-the-mask-traditional/ interest.com/pin/453667362445622251/ cacurio.com/12-african-masks-from-east-and-west-africa history.si.edu/arctic/features/yupik/slide01.html lective.com/newcolonial/Chinese-Dragon-Mask</p>	One class period	6 of 8

use scissors, glue, foam, and collaged materials to investigate different layouts ask that has a visually interesting composition. Students will reflect on their s and decisions by comparing and contrasting their masks colors, design, and their peers.		
Creatures-Habitat: During this lesson, students will explore the medium of ceramic its will design and create a habitat that is suitable for the characteristics and perceived y creature created during the previous lesson. They will learn clay art technique and ents and principles of design in order to create two-dimensional art that may include ial elements. The student artists will explore the use of texture as an element of art. ll view examples of related artwork, including examples of the work of their peers. on, students will observe and discuss their own artistic process and product as well as llow student artists.	Two class periods	7 of 8
rful Clay Creations: During this lesson, students will add color to their clay slabs. ve examples of artists painted clay and discuss what they see. They will use their prior aint and color mixing to add color to their 3D surfaces to create an interesting udents will reflect on their color choices and artistic decisions with their peers	One class period	8 of 8

Lens/Lenses: Transferable and Beliefs/Values, Skills. Freedom, Design, Style, Origins, Change, Influence, Attention, Synergy/Flow, Inspiration, Function, Reform)	Exploration	Unit: Prepared Graduate Competencies	<p>Observe and learn to comprehend Analyze, interpret, and make meaning of art and design critically using written discourse Recognize, articulate, and debate that the visual arts are a means for expression</p> <p>Envision and critique to reflect Recognize, articulate, and implement critical thinking in the visual arts synthesizing, evaluating, and analyzing visual information Recognize, demonstrate, and debate the place of art and design in history</p> <p>Invent and discover to create Recognize, interpret, and validate that the creative process builds on the work of ideas through a process of inquiry, discovery, and research Develop and build appropriate mastery in art-making skills using traditional technologies and an understanding of the characteristics and expressive and design</p> <p>Relate and connect for transfer Explain, compare and justify that the visual arts are connected to other art forms, social activities, mass media, and careers in art and non-art arenas Transfer the value of visual arts to lifelong learning and the human experience</p>
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ble: t ing is n gly it	How do artists tell stories without using words?
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	Comprehend/Reflect/Create/Transfer
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Understandings: My students will UNDERSTAND... (Timeless, Transferrable and Universal. Shows a relationship between two concepts.)	Conceptual Guiding Questions	Factual Guiding Questions
Color and lines, and other expressive features and characteristics of art to express emotion.	Why would we use art to express our feelings?	Can artists make art that make a certain way?
Use art to tell their stories.	How can art tell your story? What kind of stories can you tell through art?	Can you name any artists that tell stories?
Use expressive features and characteristics to create art to express.	How does nature relate to art? Is nature considered art?	Where do you see patterns in nature? What makes a pattern?
Use materials and techniques to make art.	Is art present in my community? Is art important in your community?	What is the difference between art and craft?

Content: My students will KNOW... (Timeless, Transferrable and Universal. Factual information in the unit that students must know.)	Key Skills: What my students will be able to DO... (Timeless, Transferrable and Universal. What students will do AND transfer to new learning experiences as a result of learning the unit.)
<ul style="list-style-type: none"> • Create ideas • Tell a story through their artwork • Paint and painting techniques. • Mixing. • Tell a story with emotional significance • Show expressive qualities that show emotion • Use collage elements • Reflect on and explain their artwork to others • Look at artwork of others and think about their story • Cut and glue • Use pastel and watercolor washes • Recognize and make their own patterns • Use paint 	<ul style="list-style-type: none"> • Plan ideas • Organize projects step by step • Discuss and defend their ideas with others. • Work cooperatively in group settings • Make observations about the world around themselves and others. • Evaluate when to use specific materials and techniques

work with clay use 3D elements - slip and score	
	Line, shape, primary, secondary, complementary colors, pastels, wash, color, 3D, pattern, observation, slip and
critique	Verbally explaining their artwork, articulating their ideas, discussing others artwork, planning ideas in their sketches
integration	Making art sequentially and working in steps, looking at patterns,