



# Sedalla School District #200

<b>Subject Area: Visual Arts</b>		<b>Grade: Kindergarten</b>		
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic: Self/Drawing-Line &amp; Color</b>	<b>Priority Standard</b> VA:Cr1A. K- Engage in exploration and imaginative play with materials.			
	Unit 1 2-4 weeks	<p><b>Visual Arts:</b>  <b>VA:Cr.1A. K</b> Engage in exploration and imaginative play with materials.  <b>VA:Cr2A.K</b> Through experimentation, build skills in various media and approaches to artmaking.  <b>VA:Cr2B.k</b>            Identify safe and non-toxic art materials, tools and equipment.</p> <p><b>Show Me:</b>            FA1            1.1, 4.7</p>	<ul style="list-style-type: none"> <li>• I can produce a line using crayon, pencil, or marker.</li> <li>• I can create an original picture of self or another person.</li> <li>• I can identify and use lines.</li> <li>• I can identify and use color.</li> </ul>	<p><b>Essential Questions:</b> What conditions, attitudes and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p>



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<b>Topic: Seasons/ Nature/ Painting-Shape &amp; Texture</b>	<b>Priority Standard</b> VA:Cr2C.K- Create art that represents natural and constructed environments.			
	Unit 2 3-6 weeks	<p><b>Visual Arts:</b> <b>Cr2C.k</b> Create art that represents natural and constructed environments</p> <p><b>VA:Re7B.1</b> Describe what an image represents.</p> <p><b>Show Me:</b> FA2 1.3, 1.7</p>	<ul style="list-style-type: none"> <li>• I can identify seasons in artwork</li> <li>• I can identify and create a horizon line</li> <li>• I can use paint to express my ideas</li> </ul>	<p><b>Essential Questions:</b> How do objects, places and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>



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<b>Topic: Fantasy/ Sculpture-Form &amp; Space</b>	<b>Priority Standard</b> VA:Cr3A.k- Explain the process of making art while creating.			
	Unit 3 3-5 weeks	<u>Visual Arts:</u> <b>VA:Cr3A.k</b> Explain the process of making art while creating.  <b>VA:Cr1A.k</b> Engage in exploration and imaginative play with materials.  <u>Show Me:</u> FA1,FA2 1.1, 2.4	<ul style="list-style-type: none"><li>• I can identify three dimensional artwork.</li><li>• I can experiment with various three dimensional materials.</li><li>• I can explain how my art is made.</li></ul>	<b>Essential Questions:</b> What role does persistence play in revising, refining and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on a work help us experience it more completely?



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<b>Topic: World/Mixed Media</b>	<b>Priority Standard</b> VA:Re7A.k- Identify uses of art within one's personal environment.			
	Unit 4 3-5 weeks	<p><b>Visual Arts:</b> <b>VA:Re7A.k</b> Identify uses of art within one's personal environment.</p> <p><b>VA:Cr1B.1</b> Engage collaboratively in creative art-making in response to an artistic problem.</p> <p><b>VA:Cn10A.k</b> Create art that tells a story about a life experience.</p> <p><b>Show Me:</b> FA3 1.5, 2.7, 3.1</p>	<ul style="list-style-type: none"><li>• I can demonstrate a simple printmaking technique. (e.g., stamping, thumb or hand prints, objects)</li><li>• I can use scissors with control.</li><li>• I can identify and use a pattern by repeating a single shape, line, or color.</li></ul>	<p><b>Essential Questions:</b> How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p>



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<b>Topic: Presenting Artwork/Museum Information/ Responding to Artwork</b>	<b>Priority Standard</b> VA:Pr5A.k- Explain the purpose of a portfolio or collection.			
	Unit 5 3-5 weeks	<p><b>Visual Arts:</b> <b>VA:Pr5A.k</b> Explain the purpose of a portfolio or collection</p> <p><b>VA:Pr4A.k</b> Select art objects for personal portfolio and display, explaining why they were chosen.</p> <p><b>VA:Pr6A.k</b> Explain what an art museum is and distinguish how an art museum is different from other buildings.</p> <p><b>VA:Re8A.k</b> Interpret art by identifying subject matter and describing relevant details.</p> <p><b>VA:Re9A.k</b> Explain reasons for selecting a preferred artwork.</p> <p><b>Show Me:</b> FA3, FA5 1.4, 1.5, 1.6, 1.8 2.4, 3.6, 4.1</p>	<ul style="list-style-type: none"> <li>• I can identify the subject of artworks.</li> <li>• I can explain how stories can be told in pictures and/or words.</li> <li>• I can make a statement explaining why I like or dislike a piece of artwork.</li> </ul>	<p><b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio or a collection?</p>



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<b>Topic: Exploration</b>	<b>Priority Standard</b> VA.Cr2A.k- Through experimentation, build skills in various media and approaches to artmaking.			
	Unit 6 3-5 weeks	<p><b>Visual Arts:</b> <b>VA.Cr2A.k</b> Through experimentation, build skills in various media and approaches to art making.</p> <p><b>VA:Cn11A.k:</b> Identify a purpose of an artwork</p> <p><b>Show Me:</b> FA5 1.1, 4.1</p>	<ul style="list-style-type: none"> <li>I can experiment with new materials and new art making experiences</li> <li>I can problem-solve to complete artwork</li> </ul>	<p><b>Essential Questions:</b> How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p>