



## *Woodmen Hills Kindergarten Art Curriculum*

### *Quarter 1*

**Standard 1:** Students recognize and use the visual arts as a form of communication.

**Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

### Self Portraits

#### *Understanding:*

1. People and cultures communicate through visual arts.
2. Visual arts inform us about our culture, history, and society.
3. Visual arts tell stories with mood and emotion through images.

#### *Questioning:*

1. What makes a piece of artwork good?
2. How can I communicate my ideas thoughts and feelings effectively through art?



---

## Lesson 1

### Self-Portraits

**Vocabulary:** Portrait, Self-portrait, symmetrical, proportion

**Materials:** Pencil, white paper, template of an oval for the head, crayons, mirror, colored construction paper for mounting.

Look at yourself closely in a mirror. What is the basic shape of your head?

Look at your eyes. What basic shape can you describe your eyes to be?

Do you notice a shape within the shape of your eye?

Your nose is basically a triangular shape with three humps on the bottom.

Your mouth is trickier. Think of it as two thin rectangles, one on top of the other.

Using your pencil, draw the shape of your head on the paper. Try to draw large filling up as much of the paper as possible. Drawing lightly will help you be able to erase if you need to.

**Class two:** Color your self-portrait with crayon, making sure you use the right flesh tones for your skin, hair color, eye color and shirt. Please press hard when you color so that when you paint the background, the crayon will resist the paint.

Frame and Mount. Name tags. Hang in Hallway.



## Lesson 2:

### Self-Portraits Modern Art

**Vocabulary:** Portrait, Self-portrait, symmetrical, proportion, modern art

**Materials:** Pencil, white paper, template of an oval for the head, crayons, mirror, colored construction paper for mounting.

You will be drawing another self portrait a little differently than your first one. You will really need to study the lines in and around your face and body. No worry....Art is unique and can be unusual. Look in your mirror and carefully observe your face shape and features that make you unique before drawing. How are you special? You are completely different from anyone else. Your drawing will be very different as well.

Divide your paper into 4 sections: Draw your eye in one square, your lips in another square, your nose, and ear in the remaining squares. Please press hard when you color so that when we paint the crayon will resist the paint color.

**Class 2:**

Paint in block format the background. Dry.

**Class 3:** Mat, name tags, display in art gallery.



## Lesson 3:

### Colored Paper Mood Self-Portraits

**Vocabulary:** contour line, modern art, mood, contrast

**Materials:** Mirrors, 10X16 colored construction paper for background, scissors, glue, cut color squares for eyes, head, nose, ears, mouth, neck, and shirt.

Discuss how people and cultures communicate through visual arts. Explain how visual arts tell stories with mood and emotion through images. Show images of self portraits by Vincent van Gogh, Picasso, and Matisse's wife. Explain how colors are used to tell us how a person might feel. Colors help evoke motion. Show color scraps of material and ask for emotional response.

You will choose only two colors for your head and body . Draw a simple head, neck and shoulder shape onto your first color choice. Use your mirror to help you draw your shapes onto your first color choice. Your neck should not be too thin and your shoulders should extend beyond the head. Do not put in too many details, just the outside shape of your head, neck and shoulders.

Choose your second color and cut out your eyes, nose and mouth shapes and add detail to your hair using cut paper. Glue all shapes onto your head shape. You can even add detail to your clothing using cut shapes.

### **Class 2:**

When you are finished, glue your head and body onto your third color of choice. We will use gray for the background so that your colors CONTRAST or stand out from all the other colors.

Use strips of black to frame your picture. We will hang these together in your art gallery.



---

### **Lesson 4:**

### ***I am Special/You are Special***

### ***All About Me***

**Understanding:** People and cultures communicate through visual arts. Visual arts tell stories with mood and emotion through images.

**Question:** How can I communicate my ideas thoughts and feelings effectively through art?

**Vocabulary:** Edge, fence, perimeter

**Materials:** Pencil, light colored construction paper, glue, rulers, markers, crayons, oil pastels, sharpies.

Begin making a fence on your white piece of paper with construction paper. Choose strip colors that fit your personality. Draw things that interest you on your fence such as baseball hats, kitty cats, puppies, flowers.....etc.

Outline the pencil lines with black sharpie. Put your name on the back.

**Class 2:**

Use the ruler to draw different shapes inside of your fence. Using your favorite colors draw the letters in your name. Use the rest of the shapes to draw things that interest you.

**Class 3:**

Color your letters and items that interest you. We will color in the background next class.

Hang projects in art gallery for all to enjoy!



## Quarter 2

### Telling Stories with Pictures

"The story-from Rumpelstiltskin to War and Peace- is one of the basic tools invented by the human mind for the purpose of understanding. There have been great societies that did not use the wheel, but there have been no societies that did not tell stories." Ursula K. Le Guin

**Standard 1:** Students recognize and use the visual arts as a form of communication.

**Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

**Understanding:**

1. People and cultures communicate through visual arts.
2. Visual arts tell stories with mood and emotion through images.
3. Visual arts inform us about our culture, history and society.

**Questions:**

1. What is art?
2. What makes a piece of artwork good?
3. How can I communicate my ideas thoughts and feelings effectively through art?



---

## *Lesson 1*

### *Create a Storybook*

**Vocabulary:** illustration, illustrator, contour line, text, fiction, non-fiction

**Materials:** pencil, assorted fiction books. Use pre-made storybooks, Crayons, rulers, markers.

Discuss children's favorite stories. What makes them special? Could these stories actually happen, did they happen, or could they happen only in a dream? Look at and discuss the ILLUSTRATIONS (or drawn pictures.) Are there lots of pictures and colors, or not? Does the illustrations help tell the story? Why or why not?

**Develop a simple outline:**

1<sup>st</sup> page: Name it (who is the character?)

2<sup>nd</sup> page: Verb it (character is doing what?)

3<sup>rd</sup> page: Finish your thought.

Example: The Cow/Jumped/Over the Moon.

Help students spell the text so that they can copy correctly into the final book.

### **Class 2:**

Pass out the readymade folded books and rulers. Begin the actual book. Begin with the text lightly written on the line. After the text is complete, use a pencil to lightly draw the ILLUSTRATIONS. Remind students that they are taking on the role of ILLUSTRATOR. Use black marker to go over the text and illustrations (contour line or outline only). Make sure the front of the book has the students name as illustrator and writer.

### **Class 3:**

Color the fiction book to match the created story. Finish project to final completion.

### **Class 4:**

Present your book to the class. Explain the purpose of the illustrations and why you chose the selected subject matter. Talk about your use of color.



## ***Lesson 2***

### ***Create a Non-Fiction Book***

**Vocabulary:** illustration, illustrator, contour line, text, fiction, non-fiction

**Materials:** pencil, assorted fiction books. Use pre-made books, Crayons, rulers, markers.

Discuss children's favorite non-fiction informational material. What makes them special? Look at and discuss the ILLUSTRATIONS (or drawn pictures.) Are there lots of pictures and colors, or not? Does the illustrations help give the reader information?

**Develop a simple outline:**

1<sup>st</sup> page: Name it (who is the subject?)

2<sup>nd</sup> page: Verb it (information on the subject?)

3<sup>rd</sup> page: Finish what you find most important for the reader to know.

Example: The moon/covers/the earth at certain times with its shadow.

Help students spell the text so that they can copy correctly into the final book.

**Class 2:**

Pass out the readymade folded books and rulers. Begin the actual book. Begin with the text lightly written on the line. After the text is complete, use a pencil to lightly draw the ILLUSTRATIONS. Remind students that they are taking on the role of ILLUSTRATOR. Use black marker to go over the text and illustrations (contour line or outline only). Make sure the front of the book has the students name as illustrator and writer.

**Class 3:**

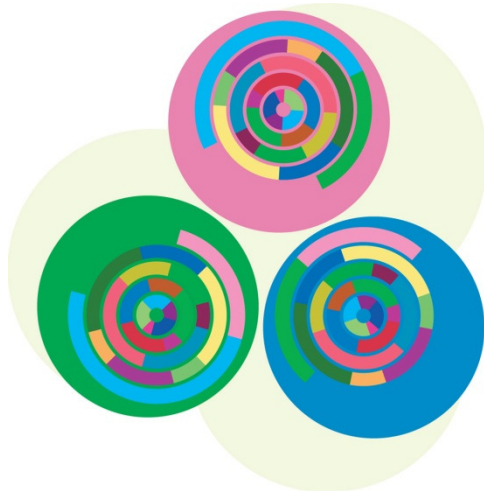
Color the non-fiction book. Finish project to final completion.

**Class 4:**

Present your book to the class. Explain the purpose of the illustrations and why you chose the selected subject matter. Talk about your use of color and the information you gathered.

Send home to share at the end of Second Quarter.





## ***QUARTER 3***

# ***COLORS, SHAPES, AND TEXTURES***

### **Understanding:**

4. People and cultures communicate through visual arts.
5. Visual arts tell stories with mood and emotion through images.
6. Visual arts inform us about our culture, history and society.

### **Questions:**

4. What is art?
5. What makes a piece of artwork good?
6. How can I communicate my ideas thoughts and feelings effectively through art?



---

## **Lesson 1:**

Exploring Primary Colors- Watercolors

**Vocabulary:** Primary Colors, Red, yellow, blue.

**Materials:** trimmed watercolor paper to mount on black background, large brushes, small brushes, and watercolors, container of water, paper towels, and assorted music with different tempos.

### **Class 1:**

Demonstrate the proper use of watercolor paints. Show students when switching colors, to wipe the brush first with a paper towel before rinsing. Demonstrate how to keep the rinse water clean. REMIND STUDENTS TO LEAVE ENOUGH WHITE FOR TWO MORE COLORS.

Wet the entire paper with a large brush and water to begin. Start the music. Begin with **RED** only and have students explore large and small areas with RED paint to the music. Students should paint quickly or slowly to the tempo of the music, when the music stops students should rinse and put brushes down. Switch the size of brush and begin the music again. Repeat the above activity.

Students put their mane on the lower right hand corner. Clean up and carefully carry masterpiece to the designated drying area. Rinse brushes, empty water containers, and put all materials away.

### **Class 2:**

Demonstrate the proper use of watercolor paints. Show students when switching colors, to wipe the brush first with a paper towel before rinsing. Demonstrate how to keep the rinse water clean.

Wet the entire paper with a large brush and water to begin. Start the music. Begin with **YELLOW** only and have students explore large and small areas with YELLOW paint to the music. Students should paint quickly or slowly to the tempo of the music, when the music stops students should rinse and put brushes down. Switch the size of brush and begin the music again. Repeat the above activity.

Discuss what new color has been made and remind students to leave some white for the third color.

Clean up and carefully carry masterpiece to the designated drying area. Rinse brushes, empty water containers, and put all materials away.

### **Class 3:**

Demonstrate the proper use of watercolor paints. Show students when switching colors, to wipe the brush first with a paper towel before rinsing. Demonstrate how to keep the rinse water clean.

Start the music. Begin with **BLUE** only and have students explore large and small areas with BLUE paint to the music. Students should paint quickly or slowly to the

tempo of the music, when the music stops students should rinse and put brushes down. Switch the size of brush and begin the music again. Repeat the above activity. Discuss how the brush strokes changed when the music and tempo changed. Discuss the three colors that were used. Discuss the three new colors that were made by the PRIMARY COLORS-SECONDARY COLORS, and any new colors that were made. What happens when you mix all three colors?

Clean up and carefully carry masterpiece to the designated drying area. Rinse brushes, empty water containers, and put all materials away.

KEEP PROJECT FOR LESSON TWO!



## *Lesson 2:*

### *Exploring Primary Colors-Dry on Dry Watercolor Technique*

**Standard 1:** Students recognize and use the visual arts as a form of communication.

**Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

**Vocabulary:** Primary Colors, Red, yellow, blue.

**Materials:** trimmed watercolor paper to mount on black background, large brushes, small brushes, and water colors, container of water, paper towels, and assorted music with different tempos.

**Class 1:**

Discuss color mixing from last classes. Do you remember what three colors we used for our painting? What are they? What new and beautiful colors did you make? How?

With last watercolor project, watercolors, and small brushes, students will add details with dryer paints and brush. They can pick out shapes that appear on their paper, animals, creatures, aliens, and faces.....whatever they see. The shapes can be enhanced with black paints using a dry brush application. Dip the small brush in just enough water to wet the paint and outline the shapes that emerged from the original painting.

### **Class 2:**

Using a dry brush technique again, students may add other colors on top of shapes that were reinforced with the black dry brush.

What shapes and images did they find? Discuss the results with the students. Staple or glue the completed pictures onto black background paper. Display in Art Gallery.



### **Class 3:**

You will create your own painting in the style of Henri Matisse and you will use a cat or dog as your subject.

Pass out scrap paper to draw on. Look at some photos of cats and dogs. What shapes can you see? What is the basic head shape, Body, Legs, Ears? You will do some drawing of a cat or dog sitting, standing, jumping, or laying down. Draw with basic shapes: Head is a circle shape; body may be an oval shape and so on. When you have completed the basic body of the cat or dog you can add details like a collar, whiskers, teeth, and so on.

Write your name on the back of your large painting paper. Choose your favorite drawing. You will enlarge this on your paper. How should you hold your paper so it

fits your drawing best, horizontally or vertically? When you are drawing the cat or dog you can erase the connecting shape lines such as the line from the head to the neck, body to the legs and tail. This will make the cat or dog look like one big shape rather than many separate shapes.

When you have finished your cat or dog drawing, put the animal in a room (or outdoors) and add a ground line from one end of the paper to the other (make sure it doesn't go through the animal but behind the animal.)

#### **Class 4:**

Continue with the cat or dog drawing. Draw props like Henri Matisse. What do you want to add to your animal's space? Only use lines to draw. Remember that in your self portrait lesson you looked at Modern Art Paintings which used bold, beautiful and sometimes unrealistic colors. Please look at the paintings by Henri Matisse. Notice how he uses colors, patterns, and props. Go over all your lines with a black marker. Add a different PATTERN in each area. A pattern is a line, shape, or color that repeats. You will be repeating lines and small shapes. Add some great patterns in each area with your marker. Do not fill in the area yet. Next class we will be adding paint!

#### **Class 5:**

Basic Shapes-Cats and Dogs in the style of Henri Matisse

Vocabulary: Primary Colors, and Patterns.

Materials: Neon paints if available. Collect Small brushes and mounting materials. Use oil pastels.

In your modern art self-portrait lesson you looked at Modern Art Paintings which used bold, beautiful and sometimes unrealistic colors. Please remember the artist who painted with unrealistic colors from our last class. Begin to fill in some areas with oil pastels. Remember to save lots of area for our paints.

#### **Class 6:**

Today we will fill in the rest of our areas with paints. Demonstrate the proper use of tempera paints. As with watercolors, when switching colors the students need to wipe the brush first with a paper towel before rinsing in the water. Start with the primary colors on the tray. What are the primary colors? Red, Blue, and Yellow. Use these colors to fill in some of the white areas. You may create PATTERNS with your colors by repeating certain colors.

Add other colors to finish your painting.

Dry paintings and staple to black paper. Hang in art gallery.



## Quarter 4

# Patterns, Patterns, Everywhere!

### Understanding:

7. People and cultures communicate through visual arts.
8. Visual arts tell stories with mood and emotion through images.
9. Visual arts inform us about our culture, history and society.

### Questions:

7. What is art?
8. What makes a piece of artwork good?
9. How can I communicate my ideas thoughts and feelings effectively through art?

### Lesson 1:

**Standard 1:** Students recognize and use the visual arts as a form of communication.

**Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

**Vocabulary:** Line, patterns, edge, primary and secondary colors, line artists Klee, Kandinsky, and Miro.

**Materials:** 9x12 light construction paper, 10x13 black construction and thick and thin markers. Show images from Paul Klee, Wassil Kandinsky, and Joan Milo.

Begin the line art lesson with a student demonstration of types of lines such as straight, curved, spiral, broken, *ORGANIC* (a mark with length and direction that may form an irregular shape or one that may be found in nature), *PATTERN* ( the repetition of anything-lines, shapes, or colors), etc. You may add more shapes besides circles. Add Primary and Secondary colors as well. Do not show works from the artists until after students have created their own line art.

Who drew a pattern?

What shapes did you make?

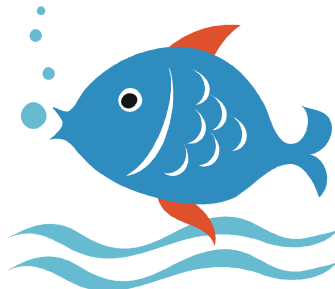
Please point to the *EDGE* of your paper.

How many *EDGES* does your paper have?

Name the primary colors you used.

Name the secondary colors you used.

Finish and Hang in Art Gallery.



## **Lesson 2:**

### **Under the Sea Line Foil Relief (Part 1)**

**Standard 1:** Students recognize and use the visual arts as a form of communication.

**Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

**Vocabulary:** contour lines, patterns, relief, 3-D, sculpture, background.

**Materials:** Under the sea pictures of fish, coral, plants...9x12 poster board, white glue.

Keep the CONTOUR LINE drawings SIMPLE with ONE main fish or thing in the center of the board. Students can add a sea floor and some other sea things, but the shapes should not be too small or the glue will smudge when applying on the small shapes. Add interesting detail with white glue in the BACKGROUND area using lines and PATTERNS like dots, crisscross marks and swirls.

Remind students to keep it simple. Place maybe only one sea creature on the center of the board, large enough to fill much of the space. Make sure glue flows smoothly out of bottle. Continue to experiment with lines and patterns in the background with glue.

Who remembers the name of one of the artists from last class? What was so unique about the art?

When glue lines are complete, place the art in a safe area for drying.

Continue foil relief next class.



**Class 2:**

### **Under the Sea Line and foil Relief (Part 2)**

**Materials:** aluminum foil, paints, markers.

Pass out sea pictures. Now that the glue is dry, feel the raised areas where the glue has dried. The poster is not flat or 2 dimensional anymore but is now a SCULPTURE and 3 dimensional. This under the sea sculpture is a special kind of sculpture that has a special name. It is called a RELIEF sculpture because it is raised above the background. It is rather low so we call this a low relief or base relief. Do you know what common thing we use every day that is low relief? (coin)

Begin painting or coloring white areas inside glue. Cut out pieces of foil and glue into background. Remind students to go clear to the edge.

Display in Art Gallery.





## Lesson 2:

### Gustav Klimt Drawing

**Vocabulary:** Patterns, Collage, line, edge.

**Materials:** magazines, scissors, markers.

Students have been forming patterns in recent art lessons. Have the children demonstrate interesting patterns to motivate them for the next pattern drawing.

Pass out the magazines to look for people that can be cut out. Students should cut far around the edges of the head and arms first. Then they can begin to trim closer to the body parts without cutting directly on the edge. Once the head and arms are cut out, glue the head and arms in various positions on the page; the head can be tilted, the arms may be glued pointing upwards, the black paper can be held horizontally and the figure can be reclining...

Children are to draw a border along the edges of the paper with a metallic marker. They may use a ruler if they would like, or they may make a wavy border line instead.

Begin with one color marker and create patterns for the clothing. Where is the background? The background is the area around your person. Children can switch to another color like silver and draw some background patterns. When the students are finished with the background they may switch back to the first color to create patterns in the border area. Show the works of Klimt AFTER the children have completed the lesson to encourage individuality and not copying.

## Lesson 3:

### Building Klimt patterns

**Vocabulary:** pattern, contrast, edge

**Materials:** pre-painted gold construction paper for the background; strips of white, black, and gold construction paper, glue, scissors.

You have seen some of the work of Gustav Klimt in the last lesson. Do you remember what some of his work looked like? Describe his art. He used many patterns and shapes along with the color gold. We are going to take a look at more of Klimt's art after we finish our next pattern project.

Pass out painted gold paper and strips of black, white, and metallic gold paper for the collage and glue. Make sure students put their names on the back.

Students may hold their papers horizontally or vertically. Begin the cutting and pasting of black and white squares and rectangles (working on gluing them in a straight line and occasionally inside of one another) according to your directions alongside the left edge of the paper. Remind students where the edge is, mark the left edge of the paper.

Finish cutting and gluing the squares and rectangles on top of each other. Does it make sense to glue a black square on top of a larger black rectangle? Why not? You wouldn't be able to tell the difference between the shapes because the colors are the same. We need **CONTRAST** or a big difference in colors so we can see the shapes better. Make sure you are gluing a different color on top of the first color so you have **CONTRAST** between the shapes.

Make sure your name is on the back of your strips and place them in the box. Throw away all tiny scraps from your table and under your chairs.

Next art class we will finish up with patterns and markers, and we will take a look at more art with patterns.

#### **Lesson 4:**

##### **Building Klimt Patterns (part 2)**

**Vocabulary:** Pattern, edge, contrast

**Materials:** Pre-painted gold construction paper from last class, glue, markers, scissors, and strips with patterns from last class.

Glue together pattern strips and create side patterns. Remind students of Klimt's work.

#### **Lesson 5:**

##### **Paper Weaving with Patterns**

**Vocabulary:** pattern, warp (loom), weft (the strips to weave through).

**Materials:** precut aluminum strips, precut wallpaper strips, precut thin fabrics and ribbons.

DO NOT CUT LINES IN THE BLACK PAPER TOO THIN!

Make sure kids create repeated patterns by placing assorted materials in order on the table.

Help children guide when cutting the paper, or have paper already cut.

### Lesson 6 and 7:

Review vocabulary and artists from the year. Return artwork to students to take home.



**HAVE A FANTASTICALLY CREATIVE SUMMER!**