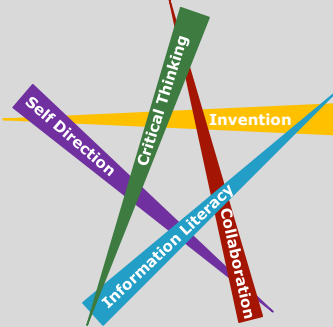


**Curriculum Development Course at a Glance
Planning for Kindergarten Grade Visual Arts**

Content Area	Visual Arts	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Artists and viewers recognize characteristics and expressive features within works of art	VA09-GR.K-S.1-GLE.1	
	2. Personal feelings are described in and through works of art	VA09-GR.K-S.1-GLE.2	
2. Envision and Critique to Reflect	1. Identify that art represents and tells the stories of people, places, or things	VA09-GR.K-S.2-GLE.1	
	2. Artists interpret connections to the stories told in and by works of art	VA09-GR.K-S.2-GLE.1	
3. Invent and Discover to Create	1. Create two- and three-dimensional work of art based on person relevance	VA09-GR.K-S.3-GLE.1	
4. Relate and Connect to Transfer	1. Artists and viewers contribute and connect to their communities	VA09-GR.K-S.4-GLE.1	

Colorado 21st Century Skills



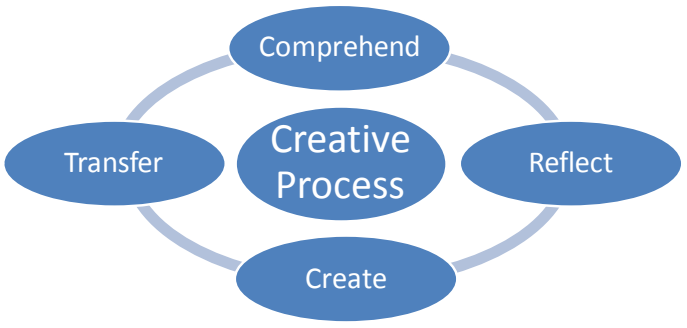
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Story I Like to Tell!	Instructor Choice	Instructor Choice
What Do I See?	Instructor Choice	Instructor Choice

**Curriculum Development Overview
Unit Planning for Kindergarten Visual Arts**

Unit Title	The Story I Like to Tell!		Length of Unit	Instructor Choice
Focusing Lens(es)	Beliefs/Values	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.k-S.1-GLE.1, VA09-GR.k-S.1-GLE.2 VA09-GR.k-S.2-GLE.1, VA09-GR.k-S.2-GLE.2 VA09-GR.k-S.2-GLE.1 VA09-GR.k-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Should a story make you feel a certain way? Why? (VA09-GR.k-S.1-GLE.2-EO.a,b,c) and (VA09-GR.k-S.2-GLE.1, 2) and (VA09-GR.k-S.4-GLE.1-EO.a,b,c) Why can a story tell you something about a person, place or idea? Should anyone be able to tell a story? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Expression, Tradition, Style, Influence, Community, Reflection			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Traditions and stories influence artistic expression. (VA09-GR.k-S.1-GLE.2-EO.a,b) and (VA09-GR.k-S.3-GLE.3-EO.a,c)	How does choice of materials help to tell your story?	Can a story make us change our mind? How? How can artists respectfully explore cultural traditions when making art?
Artistic styles reflect time and community. (VA09-GR.k-S.4-GLE.1-EO.b,c)	How can artifacts from different time periods and locations define the people who made them?	Why is it important to consider the time period and individuals that created art?
Beliefs and values are expressed through visual storytelling to reflect community tradition. (VA09-GR.k-S.2-GLE.1, GLE.2-EO.a,b)	Why do artists choose specific media and technique to tell stories?	Should stories differ depending on an artist's beliefs and values?

**Curriculum Development Overview
Unit Planning for Kindergarten Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Ways in which artists depict feelings through sensory and expressive features of an artwork, as seen in the work of Edward Munch, Pablo Picasso, Judy Pfaff, Yinka Shonibare. (VA09-GR.k-S.1-GLE.2-EO.a,b) • How artists incorporate personal thoughts in their artwork, , as in the work of Swoon and Monica Canilao, El Anatsui and Tony Ortega.(VA09-GR.k-S.2-GLE.1-EO.a,b,c, GLE.2-EO.a,b) • Line and color as expressive components of art (VA09-GR.k-S.3-GLE.3-EO.a,c) • The importance of context (place, time, culture) in art making (VA09-GR.k-S.4-GLE.1-EO.b,c) 	<ul style="list-style-type: none"> • Observe how emotion is expressed through sensory and expressive features in art. (VA09-GR.k-S.1-GLE.2-EO.a,b) • Demonstrate how a work of art incorporates personal beliefs and values. (VA09-GR.k-S.2-GLE.1-EO.a,b,c, GLE.2-EO.a,b) • Experiment with line and value using a variety of techniques and media. (VA09-GR.k-S.3-GLE.3-EO.a,c) • Relate a work of art to its context. (VA09-GR.k-S.4-GLE.1-EO.b,c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Behind every artwork is an artist’s story.</i></p>
<p>Academic Vocabulary:</p>	<p>Expression, tradition, style, influence, community, reflection, line, media, techniques</p>
<p>Technical Vocabulary:</p>	<p>Sensory and expressive features of art</p>

Curriculum Development Overview
Unit Planning for Kindergarten Visual Arts

Unit Title	What Do I See...?		Length of Unit	Instructor Choice
Focusing Lens(es)	Point of View	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.k-S.1-GLE.1, VA09-GR.k-S.1-GLE.2 VA09-GR.k-S.2-GLE.1, VA09-GR.k-S.2-GLE.2 VA09-GR.k-S.2-GLE.1 VA09-GR.k-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why do things look different out the window of your house at night vs. during the day? When it rains? When it snows? In the fall? In the spring? (VA09-GR.k-S.1-GLE.1,2) and (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.k-S.4-GLE.1-EO. a, d) Can artists create under, over, beneath, around, inside? Why do we see things differently? 			
Unit Strands	Comprehend/Reflect/ Create / Transfer			
Concepts	Observation, Perspective, Shape, Proportion, Expression, Experiment			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression. (VA09-GR.k-S.1-GLE.1,GLE.2- EO. a, c)	What is the difference in viewing an object through a magnifying instrument versus the naked lens of the eye?	How could details change depending on viewpoint? What would the view be from the airplane? From space? What is the ant's eye view of the world? From standing on the tip of a spoon?
Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork. (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d)	Why is experimenting and playing with materials important in creating art?	How might work change as an artist experiments and plays with materials?
Artistic point of view is reflected in works of art. (VA09-GR.k-S.2-GLE.2-EO.c, d)	What visual clues tell us about an artist's point of view?	How does a work of art tell about the artist's background and experiences?

Curriculum Development Overview
Unit Planning for Kindergarten Visual Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Ways that famous artworks inspire and provide ideas for personal art such as Jacob Lawrence, Native American Winter Counts, Leonardo Da Vinci, shows me unique perspectives for organizing art and revealing culture. (VA09-GR.k-S.1-GLE.2) • Art making, using techniques and media such as drawing, collage, painting, and printmaking, (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) • How artists use collaboration (VA09-GR.k-S.2-GLE.2-EO.c, d) • Different ways to use mapping to organize the world. (VA09-GR.k-S.4-GLE.1-EO. a, d) 	<ul style="list-style-type: none"> • Compare and contrast the unique organizational styles of artists. (VA09-GR.k-S.1-GLE.2-EO.a,b,c, GLE.3- EO. a, d, e) • Use mapping to organize space, time and energy. (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) • Create an experience of traveling the world and culture through creation of a two or three dimensional artwork. (VA09-GR.k-S.3-GLE.2-EO.a,b,c,d) • Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.k-S.1-GLE.2-EO.a,b,c) • Explain the culture and place the student represented in the art work. (VA09-GR.k-S.4-GLE.1-EO. a, d) • Partner share how the work will expand understanding of the world as students explain their interpretation of culture and mapping. (VA09-GR.k-S.4-GLE.1-EO. a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>When I create a piece of art I discover new things.</i></p>
<p>Academic Vocabulary:</p>	<p>Mapping, collaboration, space, time, energy, integrate, discovery, organization, compare, contrast, techniques, culture, sense of place, construct</p>
<p>Technical Vocabulary:</p>	<p>Organizing features of mapping, strategies of sharing for collaboration techniques and media, artistic intent, expressive characteristics</p>