


**SMMUSD VAPA CURRICULUM for K through Second GRADE**

<b>VISUAL ARTS</b> 	<b>CONTENT GOAL</b>	<b>ACTIVITIES/SKILLS</b>	<b>MATERIALS/RESOURCES</b>	<b>ASSESSMENTS</b>
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**STANDARD 1: ARTISTIC PERCEPTION:** Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts.

<b>ARTISTIC PERCEPTION</b>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary. Analyze Art Elements and Principles of Design</i></p> <p><b>K</b> - 1.1 Recognize and describe simple patterns found in the environment, nature &amp; works of art                      1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons                      1.3 Identify the elements of art in the environment and in works of art, emphasizing line, color, and shape/form</p> <p><b>1<sup>st</sup> Gr.</b> - 1.2 Identify various media when looking at works of art (e.g., clay, paints, etc.)                      1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, &amp; texture</p> <p><b>2<sup>nd</sup> Gr.</b> - 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art                      1.2 Perceive and discuss differences in mood created by warm and cool colors                      1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space</p>	<p>Display art reproductions. Locate and describe patterns. Find and describe lines, colors and shapes</p> <p>Identify and describe type of media used in various in works of art</p> <p>Conduct class outdoors. Locate and identify objects in the environment, man made and natural, and describe them using art terms from the elements of art)</p> <p>Choose a foreign place or environment connected to a current unit of study. Imagine and describe that environment using the elements of art (emphasizing line, color, shape/form, texture and space)</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Images of unique natural and built environments (linked to current units of classroom study)</p> <p>Permanent poster of the elements of art</p> <p>Art and artist picture books, art reference books</p>	<p>Teacher observation of class discussions</p> <p>Ability to:                      Locate and describe elements of art (line, color, shape/form, texture and space) in art reproductions</p> <p>Use art vocabulary in discussing student artwork</p> <p>Apply art vocabulary when describing built and natural environments</p>
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<b>STANDARD 2: CREATIVE EXPRESSION: Creating, Performing and Participating in Visual Arts</b>				
<b>CREATIVE EXPRESSION</b>	<p><i>Skills, Processes, Materials, and Tools. Communication and Expression Through Original Works of Art</i></p> <p><b>K. 2.1</b> Use lines, shapes/forms, &amp; colors to make patterns</p> <p>2.2 Demonstrate beginning skill in the use of tools + processes in creating a 3D construction</p> <p>2.3 Make a collage with cut or torn paper</p> <p>2.4 Paint pictures expressing ideas about family &amp; neighborhood</p> <p>2.5 Use lines in drawings and paintings to express feelings</p> <p>2.6 Use geometric shapes/forms in a work of art</p> <p>2.7 Create a 3D form in a sculpture medium</p>	<p>Create collages from rubbings that explore pattern and texture</p> <p>Explore oil pastel techniques by creating a landscape or seascape that uses sets of warm or cool colors</p> <p>Create simple geometric forms from folded paper. Combine several into a finished sculpture</p> <p>Draw a still life with a symmetrical composition</p> <p>Use specific elements of art to create an expressive chalk pastel drawing. Use a palette of secondary colors</p> <p>Use heavy texture in an expressive, abstract clay sculpture</p> <p>Practice drawing from life to explore the tools to create an illusion of depth</p> <p>Design a simple pattern tiles and fill the shapes in one tile with primary colors and the other with secondary colors</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Vocabulary list</p> <p>Permanent poster of the elements of art</p> <p>Still life objects</p> <p>Appropriate art supplies (paper, pencils, oil pastels, clay, glue, etc.)</p>	<p>Teacher assessment on process, creativity and craftsmanship</p> <p>Student, teacher portfolio review</p> <p>Ability to: Describe the expressive qualities and media of student and professional art works</p> <p>Demonstrate grade appropriate skills in use of tools and techniques in art making</p> <p>Express a specific mood, feeling or idea in student art works</p> <p>Create works which show an understanding and incorporation of particular elements of art</p>

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	<p><b>1<sup>ST</sup> Grd.</b> - 2.1 Use texture in 2D &amp; 3D works of art</p> <p>2.2 Mix secondary colors from primary colors. Describe the process</p> <p>2.3 Demonstrate beginning skill in the use of sculptural materials to create form &amp; texture in works of art</p> <p>2.4 Plan and use variations in line, shape, color, &amp; texture to communicate ideas or feelings in works of art</p> <p>2.5 Create a representational sculpture based on people, animals, or buildings.</p> <p>2.6 Draw/paint a still life. Use secondary colors</p> <p>2.7 Use visual and actual texture in original works of art</p> <p>2.8 Create artwork based on observations of actual objects and everyday scenes</p>			

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	<p><b>2<sup>nd</sup> Grd.</b> - 2.1 Demonstrate beginning skill in the use of basic tools and processes, such as printing, crayon rubbings, collage, and stencils</p> <p>2.2 Demonstrate beginning skill in the use of media, i.e. as pastels, watercolors, &amp; tempera</p> <p>2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture</p> <p>2.4 Create a painting or drawing, using warm or cool colors expressively</p> <p>2.5 Use bilateral or radial symmetry to create visual balance</p>			


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding The Historical Contributions And Cultural Dimensions Of Visual Arts**

<b>HISTORICAL AND CULTURAL CONTEXT</b>	<p><i>Role and Development of the Visual Arts. Diversity of the Visual Arts.</i></p> <p><b>K.</b> 3.1 Describe two types of art seen in daily life; works of art that are used versus those that are only viewed.                      3.2 Identify and describe works of art that show people doing things together.                      3.3 Look at and discuss works of art from a variety of times and places</p> <p><b>1<sup>st</sup> Grd.-</b> 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures</p> <p>3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life)</p> <p>3.3 View and then describe art from various cultures</p> <p>3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ</p>	<p>Compare contemporary artist designed objects with contemporary works of fine art</p> <p>Compare similar designed objects from two different cultures</p> <p>Use art reproductions to compare different subject matter (still life, landscape, etc.). Choose one of the subjects and create an original work of art in the style of a particular artist</p> <p>Explore artist designed objects from three ancient cultures. Find similarities and differences</p> <p>Discuss the role of art in celebrations</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Vocabulary list</p> <p>Background handouts on pertinent objects and cultures</p> <p>Appropriate art supplies</p> <p>Image driven resource books about art in other cultures and art from various periods of history</p>	<p>Teacher observation of classroom discussions</p> <p>Ability to:                      Contribute to discussions of the role of art in other cultures</p> <p>Describe the art objects from the present and the past and their uses</p> <p>Create art work which demonstrates an influence or inspiration from another culture or time period</p> <p>Compare art objects from different places and times</p>
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	<p><b>2<sup>nd</sup> Grd.</b> - 3.1 Explain how artists use their work to share experiences or communicate ideas</p> <p>3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods</p> <p>3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives</p>			


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<p><b>STANDARD 4: AESTHETIC VALUING:</b> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.</p>				
<p align="center"><b>AESTHETIC VALUING</b></p>	<p><i>Derive Meaning. Make Informed Judgments.</i></p> <p><b>K. 4.1</b> Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture)</p> <p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art</p> <p>4.3 Discuss how and why they made a specific work of art</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary</p> <p><b>1<sup>st</sup> Grd.</b> - 4.1 Discuss works of art created in the classroom, focusing on selected elements of art</p> <p>4.2 Identify and describe various reasons for making art</p> <p>4.3 Describe how and why they made a selected work of art, focusing on the media and technique</p> <p>4.4 Select something they like about their work &amp; something they would change</p>	<p>Display student artwork. Hold a class discussion to explore how and why the work was made</p> <p>Display an art reproduction and examine how elements of art are used to create composition and express feeling</p> <p>Hold a critique of student work and ask students to describe something positive about their work and one thing they would change</p> <p>Compare three works of art, express preferences according to types of value (e.g. monetary value, best idea, most difficult to create, best idea, etc.). Discuss reasons for choices</p> <p>Compare student art to an art reproduction featuring the same subject. Explore the elements of art in each</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Permanent poster of the elements of art</p> <p>Art and artist picture books, art reference books</p>	<p>Teacher observation of class discussion</p> <p>Ability to: Evaluate art works using art vocabulary</p> <p>Describe the media and technique used to make their work</p> <p>Discuss works of art by expressing and defining preferences</p> <p>Find and describe elements of art in student and professional art works</p> <p>Describe basic intention of their work</p>


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	<p><b>2<sup>nd</sup> Grd.</b> - 4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.</p> <p>4.2 Compare different responses to the same work of art.</p> <p>4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p> <p>4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.</p>			

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<b>STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers.</b>				
<b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>	<p><i>Connections &amp; Applications. Visual Literacy. Careers &amp; Career-Related Skills</i></p> <p><b>K. 5.1</b> Draw geometric shapes &amp; repeat them in dance/movement sequences</p> <p>5.2 Look at and draw an everyday object &amp; describe how it is used</p> <p>5.3 Point out images (e.g., photos, paintings, murals, ceramics, sculptures) &amp; symbols found at home, in school, &amp; in the community, including national &amp; state symbols and icons</p> <p>5.4 Discuss various works of art (ceramics, paintings, sculpture) that artists create &amp; the type of media used</p>	<p>View an excerpt of choreographed dance or listen to a passage of instrumental music. Create a drawing inspired by the movements or sounds using only shapes and lines</p> <p>Practice observation by drawing studies of everyday objects</p> <p>Using real art works, discuss the different objects artists make and the media used</p> <p>Compare folk art masks from three different parts of the world. Create a mask that combines elements from each</p> <p>Create an oil pastel portrait of a hero using color to express their character</p> <p>Search the classroom for objects that are designed by artists</p> <p>Design and create a clay model for a new version of an everyday object</p> <p>Sort a selection of art postcards into categories of mood; of art elements; of subject.</p> <p>Discuss Santa Monica and California artists and the art they make. Explore public art in the local area</p>	<p>Art Images (posters, reproductions, slides, art postcards)</p> <p>Background handouts on art from different cultures</p> <p>Videos of dance performances</p> <p>Music recordings and simple instruments</p> <p>Appropriate art supplies</p>	<p>Teacher observation of class discussions</p> <p>Ability to: Describe various works of art and their media</p> <p>Discuss visual arts in relationship to other art forms</p> <p>Create art works that interpret another art form</p> <p>Create artwork that expresses a mood with color</p> <p>Name community artists and describe their work</p>

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	<p><b>1<sup>st</sup> Grd.</b> - 5.1 Clap out rhythmic patterns found in music lyrics. Use symbols to create visual representations of the patterns</p> <p>5.2 Compare and contrast objects of folk art from various times and cultures</p> <p>5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture)</p> <p>5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school</p> <p><b>2<sup>nd</sup> Grd.</b> - 5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow)</p> <p>5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero</p> <p>5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood)</p> <p>5.4 Discuss artists in the community who create different kinds of art</p>			