



SMMUSD VAPA CURRICULUM for Pre-K

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

ARTISTIC PERCEPTION	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel</p> <p>1.2 Identify colors by name</p> <p>1.3 Name and describe objects by color and relative size</p>	<p>Identify lines, shapes and colors in abstract and representations images of art</p> <p>Take a walk outdoors and identify colors and textures in the environment</p> <p>Create a drawing of simple shapes in graduated sizes</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Images of people, animals, nature and holidays</p> <p>Appropriate art supplies (paper, pencils, markers, paint, paint brushes, glue, clay)</p> <p>Art and artist picture books</p>	<p>Ability to: Name different textures and colors.</p> <p>Locate shapes and colors in works of art.</p> <p>Show beginning skill level in use of art tools and materials.</p>
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STANDARD 2: CREATIVE EXPRESSION: Creating, Performing and Participating in Visual Arts				
CREATIVE EXPRESSION	<p><i>Skills, Processes, Materials, and Tools. Communication and Expression Through Original Works of Art</i></p> <p>2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks)</p> <p>2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art</p> <p>2.3 Experiment with colors through the use of a variety of drawing materials and paints</p> <p>2.4 Create a self-portrait</p> <p>2.5 Create a picture of a person</p> <p>2.6 Use colors to draw or paint a picture of everyday objects</p> <p>2.7 Create a three-dimensional form</p>	<p>Use multiple small items (beans, pennies, pasta) to create rows of patterns on a background</p> <p>Experiment with different materials to create the same images (For example: make an image of the sun one with paint, one with pencil, one with clay)</p> <p>Practice mixing pairs of colors. Talk about the results</p> <p>Create a self-portrait pencil drawing. Create a pencil drawing of a family member. Use a lot of detail in both</p> <p>Use markers to draw an enormous picture of your favorite toy</p> <p>Make a family of animals using clay</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Images of people, animals, nature and holidays</p> <p>Appropriate art supplies (paper, pencils, markers, paint, paint brushes, glue, clay)</p> <p>Art and artist picture books</p>	<p>Ability to: Create artwork that displays several patterns</p> <p>Demonstrate elementary use of materials: pencils, paints, and clay</p> <p>Draw simple figures with identifying traits (self and others)</p> <p>Create a simple, intentional form in clay</p>

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

HISTORICAL AND CULTURAL CONTEXT	<p><i>Role and Development of the Visual Arts. Diversity of the Visual Arts</i></p> <p>3.1 Identify art observed in daily life</p> <p>3.2 Describe pictorial objects that appear in works of art</p> <p>3.3 Discuss art objects from various places and times</p>	<p>Find and describe objects in the classroom that were designed or created by artists</p> <p>Display pictorial paintings from a different of historical eras. Ask students to find and describe objects in the compositions</p> <p>Display images or sample objects from different cultures. Talk about their forms and uses</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Art picture books: in particular – books illustrating historical art and art objects of other cultures</p> <p>Art objects from different times and cultures (masks, pots, jewelry, icons, carvings, etc.)</p> <p>Appropriate art supplies</p>	<p>Ability to: Participate and contribute in classroom discussions</p> <p>Use simple descriptive words to identify qualities of real and illustrated objects</p>
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STANDARD 4: AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.

AESTHETIC VALUING	<p><i>Derive Meaning. Make Informed Judgments</i></p> <p>4.1 Discuss what is seen in works of art</p> <p>4.2 Ask questions about works of art</p> <p>4.3 Discuss what they like about their own works of art</p> <p>4.4 Select works of art by others and tell what they like about them</p>	<p>Display an art reproduction of a richly detailed painting. Locate and name shapes and colors. Find and describe textures</p> <p>Compare a-two paintings. Find and describe what is similar and what is different</p> <p>Display student artwork in the classroom. Stage a gallery walk. Ask students to describe what they like about their work and the work of one other student</p> <p>Hand out two postcards of paintings or sculpture to each student. Ask students to pick their favorite and explain why</p>	<p>Art Images (posters, reproductions, post cards)</p> <p>Actual examples of various art forms: painting, ceramic, print, etc.</p>	<p>Ability to: Participate in and contribute to class discussion</p> <p>State preferences when viewing art</p>
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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

CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p><i>Connections and Applications. Visual Literacy. Careers and Career-Related Skills</i></p> <p>5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs</p> <p>5.2 Name colors and draw an object, using the colors (e.g., red balloon, green leaf, brown dog, yellow sun)</p> <p>5.3 Identify images of self, friends, and family (including snapshots and the students own works of art)</p> <p>5.4 Discuss how art is used to illustrate stories</p>	<p>Collage simple cut out shapes to match the rhythm of a simple drum beat</p> <p>Create a grid of four squares. Draw and color an object of a different color in each square</p> <p>Discuss self-portrait and family member drawings. Describe the details drawn to identify each person</p> <p>Make a classroom journal with a page for per student. On each page include a photograph and a work of art by one individual. Share and discuss how the book expresses the character of the class</p> <p>Look closely at the illustrations of a favorite picture book. Connect details in the pictures to details in the story</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Picture books with strong illustrations</p> <p>Music recordings and simple percussion instruments</p> <p>Appropriate art supplies (paper, pencils, photographs, etc.)</p>	<p>Ability to: Translate sound rhythms into visual patterns</p> <p>Create art that display knowledge of basic colors</p> <p>Describe pictures of self and others</p> <p>Identify connections between stories and their illustrations</p>
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