

VISUAL ARTS
Hobbs Municipal Schools
Kindergarten

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art</u>: <u>line</u>, <u>shape</u>, <u>form</u>, <u>color</u>, and <u>texture</u>.</i></p> <ol style="list-style-type: none"> 1. Know the basic colors. 2. Explore the use of lines, shapes, and other art elements for image-making. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials</u>, <u>tools</u> and <u>techniques</u>.</i></p> <ol style="list-style-type: none"> 1. Use a variety of art materials. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Take care of classroom art materials. 2. Answer questions about safety. 	<p>Know basic colors:</p> <ul style="list-style-type: none"> • Observe how color can create different feelings • Know warm colors: red, orange, yellow • Know cool colors: blue, green, purple • Compare <i>Hunters in the Snow</i> (cool) by Pieter Bruegel with <i>Tahitian Landscape</i> (warm) by Paul Gauguin • Observe use of color in <i>Blue Atmosphere</i> by Helen Frankenthaler and <i>Le Gourmet</i> by Pablo Picasso <p>Identify a variety of lines:</p> <ul style="list-style-type: none"> • Identify and use different lines: straight, zigzag, curved, wavy, thick, thin • Observe different kinds of lines in <i>Tuning the Samisen</i> by Katsushikia Hokusai, <i>The Purple Robe</i> by Henri Matisse, <i>People and Dog in the Sun</i> by Joan Miró <p>Explore art materials:</p> <ul style="list-style-type: none"> • Draw • Paint • Cut • Paste • Work with clay
	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Explore many subjects and themes in art. 2. Observe the world at large through art. 	<p>Recognize lines and color in nature</p> <p>Recognize shapes in math</p>
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among <i>arts disciplines</i> as well as all other</p>	

	<p>content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p> <ol style="list-style-type: none"> 1. Know the other art disciplines. 2. Tell about concepts connecting art disciplines. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other content areas.</i></p> <ol style="list-style-type: none"> 1. 1. Know that concepts such as texture, pattern, and contrast are used in other content areas. 2. Talk/tell about connections between visual art and other content areas. 	<p>Know that an artist who creates a sculpture is called a sculptor.</p> <p>Recognize and compare the following sculptures:</p> <ul style="list-style-type: none"> • Northwest American Indian totem pole • Statue of Liberty • Blue hippopotamus • Statue of Abraham Lincoln • <i>Lobster Trap and Fish Tail</i> by Alexander Calder
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Talk about/tell where ideas come from. 2. Look for clues as to creative processes used for some works of art. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <ol style="list-style-type: none"> 1. Tell about the process of creating a work of art. 2. Talk about an artist's purpose for creating artwork. 	
	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Talk about symbols in art and the stories they tell. 2. Identify some design elements in a work of art. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Talk about a painting (or other work of art). 2. Tell what it was like to make a work of art. 	<p>Observe and talk about:</p> <ul style="list-style-type: none"> • <i>Children's Games</i> by Pieter Bruegel • <i>The Bath</i> by Mary Cassatt • <i>Snap the Whip</i> by Winslow Homer • <i>Mother's Helper</i> by Diego Rivera • <i>The Banjo Lesson</i> by Henry O. Tanner <p>Discuss feelings about the paintings. Discuss lines and colors and other elements of art.</p>
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p>	

	<p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Examine art that reflects cultural influences. 2. Know about one major art movement. 	<p>Know that a mobile is a moving sculpture and recognize the following mobile:</p> <ul style="list-style-type: none"> • <i>Lobster Trap and Fish Tail</i> by Alexander Calder <p>Recognize the following paintings as a part of the Modern Period:</p> <ul style="list-style-type: none"> • <i>The Banjo Lesson</i> • <i>The Purple Robe</i> • <i>Mother's Helper</i> • <i>Le Gourmet</i> • <i>People and Dog in the Sun</i>
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Discuss art materials & media and when they came into use. 2. Know about some different art media. 	<p>Discuss the use of Media Cast as an example of technology and visual art instruction</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K- 4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Identify art in various settings. 2. Name some examples of local public art. <p>B. K- 4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Talk about art careers. 2. Show personal artwork in various settings. 	<p>View the school gallery of Core Knowledge art prints</p> <p>View the school's student art gallery</p> <p>Visit the Western Heritage Museum</p> <p>Each student will exhibit at least one art piece in the annual art fair</p>

Art Resources:

- Core Knowledge Sequence*, p. 14**
- Core Knowledge Art Prints**
- HMS K-6 Art Resource Guide**
- HMS Kindergarten Art Resource Guide**
- What Your Kindergartner Needs to Know*, pp. 155-172**
- "It's a Spiral Thing" art workshops through Media Cast (school network)**
- Posters—Elements of Art and Principles of Design**

Art supplies and materials