

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Kindergarten

Subject: Visual Arts

Adoption Date: 6/2014

Revision Date: 3/28/22

	MP1	MP2	MP3	MP4
Pacing Guide	<p>Why do we follow safety rules in the art room? (2 weeks)</p> <p>How can you understand where lines appear in everyday life? (2 weeks)</p> <p>How can you apply your understanding of where lines appear in everyday life to your artwork? (4 weeks)</p>	<p>How can you understand where shapes appear in everyday life? (2 weeks)</p> <p>How can you analyze the importance of primary colors? (1 week)</p> <p>How can you create a new color?(3 weeks)</p>	<p>How can you understand where patterns appear in everyday life? (1 weeks)</p> <p>How can you create a pattern? (2 weeks)</p> <p>How can you demonstrate an understanding of the types of symmetry? (3 weeks)</p>	<p>How can you understand the importance of art museums? (4 weeks)</p> <p>How can you apply what you know about an art museum? (4 weeks)</p>
Instructional Materials	<ul style="list-style-type: none"> -crayons -pencils -classroom art prints -scissors -construction paper -glue sticks -glitter -white glue -twisteez wire 	<ul style="list-style-type: none"> -color wheel poster -drawing paper -Tempera paint -brushes -paper plates for mixing -texture scrapers -primary colored model magic 	<ul style="list-style-type: none"> -color wheel poster -online images of Fine Art examples -drawing paper -Tempera paint -brushes -oil pastels 	<ul style="list-style-type: none"> -art museum Video-<i>Sesame Street at the Met</i> (possible DL) -teacher made critique cards: shapes, lines, colors, like, dislike - classroom art prints -cardboard, paper, foil, scissors, glue
Activities	<p>One: Draw lines of various kinds following verbal instructions</p>	<p>One: Identify and trace various shapes fill with lines</p> <p>Two: Dip shapes in paint and</p>	<p>One: Identify and create patterns using color, line and shapes</p> <p>Two: Create a symmetrical</p>	<p>One: Create a mini museum consisting of three types of artworks</p>

	<p>Two: Trace and draw lines with white glue</p> <p>Three: Use twistable wire to create a line sculpture</p>	<p>create a collage of shapes</p> <p>Three: Create a model magic color wheel</p> <p>Four: Mix primary colored paints using texture scrapers and create a collage in the style of Eric Carle</p>	<p>poster</p> <p>Three: Use shapes to create a symmetrical house</p> <p>Four: Create asymmetrical balance by making a copy of <i>The Great Wave</i></p> <p>Five: Create a radial design using various items</p>	<p>Two: Read books about museums, visit a virtual museum</p> <p>Three: Create a museum diorama</p>
Standards	<p>Activity One: 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. Activity Two: VPA.1.1.2.D.CS1</p> <p>Activity Three: VPA.1.3.2.D.CS1</p>	<p>Activity One: VPA.1.1.2.D.2</p> <p>Activity Two: VPA.1.1.2.D.CS1</p> <p>Activity Three: VPA.1.1.2.D.CS1</p> <p>Activity Four: VPA.1.3.2.D.CS3</p>	<p>Activity One: VPA.1.1.2.D.CS1</p> <p>Activity Two: VPA.1.3.2.D.CS5</p> <p>Activity Three: VPA.1.4.2.A.4</p> <p>Activity Four: VPA.1.1.2.D.1</p> <p>Activity Five: VPA.1.3.2.D.4</p>	<p>Activity One: VPA.1.1.2.D.2</p> <p>Activity Two: VPA.1.1.2.D.2</p> <p>Activity Three: VPA.1.3.2.D.5</p>
Accommodations and Modifications	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education:</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education:</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education:</p>	<p>English language learners: Preferential seating, provide images or visual aids whenever possible</p> <p>At Risk of School Failure: Use peer buddy, adjust time for completion</p> <p>Gifted and Talented Students: provide opportunities for self-directed activities</p> <p>Students with 504 plans: Preferential seating</p> <p>Special Education:</p>

	Follow IEP modifications	Follow IEP modifications	Follow IEP modifications	Follow IEP modifications
Interdisciplinary Connections	Activity one: Identify lines (Math)	Activity three and four: Creating and mixing new colors (Science)	Activity three, four, and five: Symmetry (Math)	Activity one, two, and three: Identifying and understanding the purpose of museums (Social Studies)
Assessments	Formative assessments <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions Summative assessments <ul style="list-style-type: none"> - completed project 	Formative assessments <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions Summative assessments <ul style="list-style-type: none"> - completed project 	Formative assessments <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions Summative assessments <ul style="list-style-type: none"> - completed project 	Formative assessments <ul style="list-style-type: none"> - class participation - safe use of tools and materials - following directions Summative assessments <ul style="list-style-type: none"> - completed project
21st Century Themes and Skills Life Literacies and Key Skills	CRP1 9.4.2.CI.1	CRP6 9.4.2.CI.1	CRP5 9.4.2.CI.1	CRP1 9.4.2.CI.1