Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide

Course Title/ Course #: Art Kindergarten

Start day: 1

Meetings: 180 days

Course Description
The objectives for Kindergarten Visual Arts serve as the foundation for further visual arts instruction. The objectives place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students learn that art is a means for personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students come to understand that their works of art are unique and valuable as forms of self-expression.

Pacing Resources Assessments MP1				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
1. Ongoing	Visual Communication /Production- Creating and communicating about art (SOL K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8. K.9, K.10, K.11,	Drawing, Painting, Color, Line, Shape, Size	**Drawing resources:** Kara Walker drawing http://vmfa.museum/collections/art/untitled-3/ Amedeo Modigliani drawing http://vmfa.museum/collections/art/portrait-paresce/ Eugène-Samuel Grasset drawing http://vmfa.museum/collections/art/design-for-a-brooch/ **Painting resources:**	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: □□□Pre- and post-assessment □□□Small-group assessment, using verbal and/or written rubrics

K.12, K.13, K.14, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24)		Remo Lienhard painting http://www.thisiscolossal.com/2015/06/wes-21-murals-and-paintings/ Kandinsky painting http://art-educ4kids.weebly.com/kandinsky-inspirations.html Magritte Painting http://www.renemagritte.org/the-son-of-man.jsp **Color Resources:** Sol Lewitt Sculpture http://vmfa.museum/collections/art/splotch-22/ Kim Chun-Ok painting http://vmfa.museum/collections/art/nature-relationship-0902-1/ Josef Albers Painting http://vmfa.museum/collections/art/study-hommage-square-transmuted/ **Line Resources:** Jamini Roy painting http://vmfa.museum/collections/art/gopini/ Richard Diebenkorn Painting http://vmfa.museum/collections/art/ocean-park-22/ Line http://cassiestephens.blogspot.com/2013/10/in-art-room-unit-on-line-for.html	☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions

			Shape Resources: Margaret Macdonald Mackintosh http://vmfa.museum/collections/art/one-four-queens-queen-diamonds/ Frank Lloyd Wright Window http://vmfa.museum/collections/art/window-darwin-martin-residence-buffalo-new-york/ Sonia Delauney http://vmfa.museum/collections/art/project-decoration/ **Size Resources:** Claes Oldenburg sculpture http://vmfa.museum/collections/art/clothespin-ten-foot/ Egyptian Relief http://vmfa.museum/collections/art/section-relief-offering-scenes/ Peruvian Jaguar http://vmfa.museum/collections/art/jaguar/	
2. Ongoing	Art History/ Cultural Context- Understanding art in relation to history and cultures. (SOL K.25, K.26, K.27)	People in art: Portrait/self-portrait and who makes art?	**Portrait Resources:** Comte De Vaudreuil Painting http://vmfa.museum/collections/art/portrait-comte-de-vaudreuil/ Kehinde Wiley Painting http://vmfa.museum/collections/art/willem-van-heythuysen/ Standing Courtesan Painting http://vmfa.museum/collections/art/standing-courtesan/	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group

				assessment, using verbal and/or written rubrics
			Self Portrait Resources: Alex Katz Painting http://vmfa.museum/collections/art/self-portrait-sunglasses/ Feminist Photographer Cindy Sherman Photograph http://vmfa.museum/collections/art/untitled-119/ Photo Realist Chuck Close Painting http://www.walkerart.org/image/chuck-close-self-portrait-2004-2005 Simpsons Cartoonist Matt Groening Painting http://simpsons.wikia.com/wiki/Matt_Groening?file=Matt_with_Bender.jpg	☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
3. Ongoing	Analysis, Evaluation and Critique – Interpreting and evaluating art (SOL K.28, K.29)	How can we describe art?	**Description Resources: Compare and Contrast** Van Gogh Room Painting https://en.wikipedia.org/wiki/Bedroom_in_Arles#/media/File:Vincent_van_Gogh_-_De_slaapkamer_-_Google_Art_Project.jpg Kapiton Zelentsov Room Painting http://www.museumsyndicate.com/item.php?item=2670 Edward Hopper Room Painting http://www.edwardhopper.net/room-in-new-york.jsp	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal

				and/or written rubrics
				☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)
				☐☐☐Teacher-generated rubrics
				☐☐☐Journals
				☐☐☐Interviews
				☐☐☐Warm-up and exit tasks
				8. Question-and-answer (large group, small group, or partner)
				9. Portfolios
				10. Exhibitions
4. Ongoing	Aesthetics – Reflecting on the meaning and value of art (SOL K.30, K.31, K.32)	What kinds of emotions and feelings are expressed in art?	**Sadness in Art Resources:** Van Gogh Sad Painting http://fineartamerica.com/featured/old-man-in-sorrow-vincent-van-gogh.html Picasso Sad Painting http://fineartamerica.com/featured/study-of-picassos-crying-woman-maya-m.html Bonita Wa Wa Calachaw Nunez Sad Painting http://www.nmai.si.edu/searchcollections/item.aspx?irn=267011&catids=3&objtypeid=Painting/Drawing/Print	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal

			[&src=1-4&page=9](#)	and/or written rubrics

&src=1-4&page=9

Happiness in Art Resources:

Judith Leyster Happy Painting
http://www.britannica.com/biography/Judith-Leyster

William Johnston Happy Painting
http://www.moma.org/collection/works/82639

Anger/Fear in Art Resources:

Munch Anxiety Painting
http://www.edvardmunch.org/the-scream.jsp

Roy Lichtenstein Sad Painting
http://www.roylichtenstein.com/oh-jeff-i-love-you-too-but.jsp#prettyPhoto

Edward Hopper Sad Painting
http://www.edwardhopper.net/automat.jsp

and/or written rubrics

􏰀􏰀􏰀Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)

􏰀􏰀􏰀Teacher-generated rubrics

􏰀􏰀􏰀Journals

􏰀􏰀􏰀Interviews

􏰀􏰀􏰀Warm-up and exit tasks

8. Question-and-answer (large group, small group, or partner)

9. Portfolios

10. Exhibitions

Pacing Resources Assessments MP2				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
1. Ongoing	Visual Communication /Production- Creating and communicating about art (SOL K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8. K.9, K.10, K.11, K.12, K.13, K.14, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24)	Shapes, Forms, Texture, Clay	**Shape Resources:** Alfred Jensen Painting http://vmfa.museum/collections/art/negative-optic-electric-force-positive-optic-electric-force/ Sidney Goodman Painting http://vmfa.museum/collections/art/street-scene-autumn/ Shape Worksheet https://www.getty.edu/education/teachers/building_lessons/introducing_shape.pdf **Form Resources:** Arnaldo Pomodora Sculpture http://vmfa.museum/collections/art/rotating-sphere/ Henry Moore Sculpture http://vmfa.museum/collections/art/reclining-figure-exterior-form/ Barry Flanagan sculpture http://vmfa.museum/collections/art/large-leaping-hare/ **Texture Resources:** Dan Culture African Mask http://vmfa.museum/collections/art/ga-wree-wre-mask/	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal and/or written rubrics ☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews

| | | | Faberge' Egg
http://vmfa.museum/collections/art/imperial-peter-great-easter-egg/

Eric Carle Texture
http://hilltopkindergartenkids.blogspot.com/2012/11/eric-carle-painting.html

Clay Resources:

Mexican Clay Dog
http://vmfa.museum/collections/art/dog-corn-cob/

Japanese Raku Bowl
http://vmfa.museum/collections/art/black-tea-bowl/

Greek Vase
http://vmfa.museum/collections/art/black-figure-amphora/ | 7. Warm-up and exit tasks

8. Question-and-answer (large group, small group, or partner)

9. Portfolios

10. Exhibitions |
| 2. Ongoing | Art History/ Cultural Context- Understanding art in relation to history and cultures.

(SOL K.25, K.26, K.27) | All cultures make art – Native Americans, seasons in art | **Seasons Resources:**

Hokusai Spring
http://www.katsushikahokusai.org/Weeping-Cherry-and-Bullfinch-large.html

Hokusai Summer
http://www.katsushikahokusai.org/A-Green-Hilly-View-of-Mt-Fuji-over-a-Lake-large.html

Hokusai Fall
https://www.kingandmcgaw.com/prints/katsushika-hokusai/autumn-maple-leaves-on-the-tsutaya-river-216965#216965::media:1_size:400,302

Hokusai Winter
http://www.katsushikahokusai.org/Winter-Evening-in-Japan-large.html | Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:

☐☐☐Pre- and post-assessment

☐☐☐Small-group assessment, using verbal and/or written rubrics

☐☐☐Student self- |

				assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)
			Native American resources: Native Platter http://vmfa.museum/collections/art/platter_2003-45/ Oklahoma Deleware Bag http://www.nmai.si.edu/searchcollections/item.aspx?irn=227689&catids=0&catnum=213358&src=1-5 Puffin Man http://www.nmai.si.edu/searchcollections/item.aspx?irn=280608&catids=0&catnum=264406&src=1-5	□□□Teacher-generated rubrics □□□Journals □□□Interviews □□□Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
3. Ongoing	Analysis, Evaluation and Critique – Interpreting and evaluating art (SOL K.28, K.29)	What is the sequence of steps for creating art?	**Sequencing Resources:** Step by Step printmaking http://www.kinderart.com/printmaking/styro.shtml Formal Analysis for Kindergarten http://www.getty.edu/education/teachers/classroom_resources/curricula/arts_lang_arts/a_la_lesson37.html Art Vocabulary http://learn.michenerartmuseum.org/wp-content/uploads/2009/08/top-ten-words-preschool.pdf	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: □□□Pre- and post-assessment □□□Small-group assessment, using verbal and/or written

				rubrics ☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
4. Ongoing	Aesthetics – Reflecting on the meaning and value of art (SOL K.30, K.31, K.32)	Is art of value to us and why?	**Value of Art Resources:** Royal Boots http://vmfa.museum/collections/art/royal-boots/ Kehinde Wiley painting http://vmfa.museum/collections/art/willem-van-heythuysen/ Beatrix Potter http://www.peterrabbit.com/en/beatrix_potter/beatrixs_life/beatrix_potters_art/scientific_illustrations	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment

				☐☐☐Small-group assessment, using verbal and/or written rubrics
				
				☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)
				
				☐☐☐Teacher-generated rubrics
				
				  ☐☐☐Journals
				
				  ☐☐☐Interviews
				
				☐☐☐Warm-up and exit tasks
				
				8. Question-and-answer (large group, small group, or partner)
				
				  9. Portfolios
				
				10. Exhibitions

Course Title/ Course #:

Pacing Resources Assessments MP3				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
1. Ongoing	Visual Communication /Production- Creating and communicating about art (SOL K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8. K.9, K.10, K.11, K.12, K.13, K.14, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24)	Collage, fine motor skills	**Collage Resources:** Matisse Lesson for Kindergarten http://modernart4kids.blogspot.com/2010/06/henri-matisse-painting-with-scissors.html Matisse Icarus Image http://modernart4kids.blogspot.com/2010/06/henri-matisse-painting-with-scissors.html Romare Bearden Book: Me and Uncle Romie http://www.amazon.com/Me-Uncle-Romie-Inspired-Beardon/dp/0803725205 Romare Bearden Collage Video http://www.metmuseum.org/metmedia/interactives/art-trek/romare-bearden-lets-walk-the-block **Fine Motor Skills resources:** Bead Stringing Lesson https://lessonplanresourcefile.wikispaces.com/Sorting+and+Stringing+Beads Sambaru Beaded necklace image http://www.connectingcultures.us/resources/artifacts/art_item.php?accno1=COST&accno2=KEN&accno3=511 Ancient Egyptian Beaded necklace image http://www.britishmuseum.org/explore/young_explorers/discover/museum_explorer/ancient_egypt/dress_and_ornament/collar_of_beads.aspx	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: □□□Pre- and post-assessment □□□Small-group assessment, using verbal and/or written rubrics □□□Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) □□□Teacher-generated rubrics □□□Journals □□□Interviews

				☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
2. Ongoing	Art History/ Cultural Context- Understanding art in relation to history and cultures. (SOL K.25, K.26, K.27)	Illustrators, How can we tell stories with art?	**Illustration Resources:** Eric Carle http://www.brainpickings.org/2013/09/09/artist-to-artist-carle/ Patricia Polacco http://reviews-of-childrens-literature.pbworks.com/w/page/10581724/The%20Keeping%20Quilt Maurice Sendak https://www.rosenbach.org/learn/collections/maurice-sendak-collection **Story Resources:** The Keeping Quilt Lesson http://www.carolhurst.com/titles/keepingquilt.html Where the Wild Things Are Lessons http://literature-in-the-curriculum.wikispaces.com/Where+the+Wild+Thing+Are The Very Hungry Caterpillar Lesson http://www.kinderart.com/across/cater.shtml	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal and/or written rubrics ☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-

				generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
3. Ongoing	Analysis, Evaluation and Critique – Interpreting and evaluating art (SOL K.28, K.29) K.15)	What do artists do? The role of an illustrator	Artist Resources: Jeff Koons http://www.jeffkoons.com/artwork/balloon-rabbit Georgia O'Keefe painting http://www.georgiaokeeffe.net/red-canna.jsp Alma Thomas http://www.georgiaencyclopedia.org/articles/arts-culture/alma-thomas-1891-1978 Illustrator Resources: Robert Lawson http://100bookseverychildshouldreadbeforegrowingup.com/tag/robert-lawson/ Teagan White http://abduzeedo.com/adorable-childrens-book-illustrations-teagan-	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal and/or written rubrics ☐☐☐Student self-assessment rubrics, either written (e.g.,

			white Ezra Jack Keats http://azjewishpost.com/files/The-Snowy-Day.jpg	checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions
4. Ongoing	Aesthetics – Reflecting on the meaning and value of art (SOL K.30, K.31, K.32)	Are there many ways to Interpret pictures/illustrations?	**Interpretation Resources:** James Prosek Sailfish http://vmfa.museum/collections/art/sailfishe/ Alexis Rockman Seaworld Painting http://vmfa.museum/collections/art/sea-world/ Salvadore Dali Painting http://www.dalipaintings.net/melting-watch.jsp	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal and/or written

				rubrics
				☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)
				☐☐☐Teacher-generated rubrics
				☐☐☐Journals
				☐☐☐Interviews
				☐☐☐Warm-up and exit tasks
				8. Question-and-answer (large group, small group, or partner)
				9. Portfolios
				10. Exhibitions

Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
1. Ongoing	Visual Communication /Production- Creating and communicating about art (SOL K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8. K.9, K.10, K.11, K.12, K.13, K.14, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24)	Printmaking, mixed media	**Printmaking Resources** Printmaking How-to https://youngartlove.wordpress.com/2015/01/26/gelatin-printmaking-with-kindergarten/ Muslin Print lesson http://www.dickblick.com/lesson-plans/muslin-masterpiece/ Glue Symmetry Prints http://www.dickblick.com/lesson-plans/glue-paint-symmetry-prints/ William Kentridge Walking Man http://vmfa.museum/collections/art/walking-man/	Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following: ☐☐☐Pre- and post-assessment ☐☐☐Small-group assessment, using verbal and/or written rubrics ☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students) ☐☐☐Teacher-generated rubrics ☐☐☐Journals ☐☐☐Interviews ☐☐☐Warm-up and exit tasks 8. Question-and-answer (large group, small group, or partner) 9. Portfolios 10. Exhibitions

| 2. Ongoing | Art History/ Cultural Context- Understanding art in relation to history and cultures.

(SOL K.25, K.26, K.27) | What are some reasons for making art? | **Reasons for Art:**
Artists make art because:
http://www.artpromotivate.com/2012/12/why-do-artists-create-art.html

Arthur Ash Statue
http://www.monumenthouse.com/richmond/ashestatue/3061

Ellie Sandall illustrator interview with pictures
http://www.cupcakesforclara.com/cupcakes_for_clara/2012/08/illustrator-interviews-ellie-sandall.html | Class Vote :

Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:

☐☐☐Pre- and post-assessment

☐☐☐Small-group assessment, using verbal and/or written rubrics

☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)

☐☐☐Teacher-generated rubrics

☐☐☐Journals

☐☐☐Interviews

☐☐☐Warm-up and exit tasks

8. Question-and-answer (large group, small group, or partner)

9. Portfolios

10. Exhibitions |

| Ongoing | Analysis, Evaluation and Critique –

 Interpreting and evaluating art

 (SOL K.28, K.29) | How do we classify art? | **Classifying art resources:**

 Written explanation <br> http://www.visual-arts-cork.com/art-definition.htm#classification

 Visual explanation <br> https://en.wikipedia.org/wiki/Art#/media/File:Art-portrait-collage_2.jpg

 Written and Visual explanation <br> http://www.ownart.org.uk/how-to-start/exploring-different-art-forms/ | Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:

 □□□Pre- and post-assessment

 □□□Small-group assessment, using verbal and/or written rubrics

 □□□Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)

 □□□Teacher-generated rubrics

 □□□Journals

 □□□Interviews

 □□□Warm-up and exit tasks

 8. Question-and-answer (large group, small group, or partner)

 9. Portfolios

 10. Exhibitions |

| 4. Ongoing | Aesthetics –

Reflecting on the meaning and value of art (SOL K.30, K.31, K.32) | Can we explain preferences in art? | **Art Preferences Resources**

Pop Art Video from the Tate
https://vimeo.com/117960917

Pre Raphaelite art
http://www.preraphaelites.org/the-collection/1892p3/the-blind-girl/

Claude Monet
http://www.artic.edu/aic/collections/artwork/14624 | Teachers should select assessment methods to measure student progress in relation to the curriculum objectives. Suggested assessment tools include the following:

☐☐☐Pre- and post-assessment

☐☐☐Small-group assessment, using verbal and/or written rubrics

☐☐☐Student self-assessment rubrics, either written (e.g., checklist) or spoken (to teacher or other students)

☐☐☐Teacher-generated rubrics

☐☐☐Journals

☐☐☐Interviews

☐☐☐Warm-up and exit tasks

8. Question-and-answer (large group, small group, or partner)

9. Portfolios

10. Exhibitions |