

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Disciplinary Literacy

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: **A: Disciplinary Literacy** – Visual Arts
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Artist’s Purpose	1.Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.	Students will: 1a.view and learn about artwork from various cultures. 1b.demonstrate knowledge of a variety of purposes for making art. This will be shown through the creation of artworks replicating works viewed.	Create a piece of artwork that communicates a feeling or idea. Students will look at “The Goldfish” by Matisse, and create a work inspired by it.
Elements of Art and Principles of Design	2.Students identify features of composition. a.Identify Elements of Art: color, form, line, shape, space, texture, and value. b.Identify Principles of Design including pattern and balance.	Students will: a1.learn about the features of composition. View artwork that uses the Elements of Art. Create artworks that incorporate the various Elements of Art. b1.view artwork that uses the Principles of Design. Create artworks that incorporate the Principles of Design.	Students will use shape stamps to create a pattern in a piece of art.

<p>Media, Tools, Techniques, and Processes</p>	<p>3.Students name art media and associated tools, for multiple art forms and genres.</p>	<p>Students will:</p> <p>a.use various media and associated tools to create different types of artwork.</p> <p>b.learn about different art forms and genres, and use the associated media and tools.</p>	<p>Drawing Painting – Students will learn to hold and use a brush, and mix colors using watercolor paints Collage Clay - Students will use rolling pins and clay knives to flatten and shape clay to make a sculpture Printmaking Weaving Sculpture</p>
---	---	--	---

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Creation/Expression

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: B:Creation, Performance, and Expression
Students create, express, and communicate through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Media Skills	1.Students use basic media, tools, and techniques to create original art works.	Students will: a.learn to use media (such as watercolors) to create original art works, b.learn to use basic tools (such as brushes, scissors, pencils) to create original art works. c.learn to use basic techniques (such as cutting paper) to create original works of art.	Students add color to a work of art using watercolors, focusing on rinsing brushes, wet-on-wet techniques, etc. Students will look at “Broadway Boogie-Woogie” by it
Composition Skills	2.Students use elements of Art and Principles of Design to create original art works.	Students will: a.use elements of Art (such as line, shape) to create original art works. b.use Principles of Design (such as pattern) to create original art works.	Create a collage of cut-paper symmetrical shapes.

<p>Making Meaning</p>	<p>3.Students create works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.</p>	<p>Students will:</p> <p>a.view art works that communicate ideas and feelings.</p> <p>b.demonstrate skill in the use of basic media, tools, and techniques to create artworks that communicate ideas and feelings.</p>	<p>Learn about a famous artwork (i.e. Van Gogh's bedroom) and use as inspiration for student artwork.</p>
<p>Exhibition</p>	<p>No performance indicator. Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.</p>		

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Problem Solving

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1.Students identify and demonstrate creative problem-solving skills.</p> <p>a.Improvise to solve problems in the performing arts.</p> <p>b.Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students will:</p> <p>a1.identify and demonstrate creative problem-solving.</p> <p>b1.imagine and share possible solutions to apply to challenges in art production.</p>	<p>Students practice color mixing with paints and share discoveries.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Aesthetics

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1.Students observe, listen to, describe and ask questions about art forms.</p> <p>a.Describe the art form by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy.</u></p> <p>b.Ask questions about the art form to further understand how the artist created/performed the work of art.</p> <p>c.Recognize a variety of purposes for making making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students will: View various works of art in order to describe various arts concepts, terminology, process of creation, purpose for creation, etc.</p>	<p>Look at specific works of art to explore various concepts such as color choices, materials used, etc.</p>

MSAD #54 Visual Arts Curriculum

Content Area: Art
Unit: Connections

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students will: explore artworks from a variety of cultures regarding family/celebrations.	Create an artwork that appreciates cultural celebration, for example, paper mask making.
The Arts and Other Disciplines	2.Students identify connections between and among the arts and other disciplines.	Students will: make connections between their artwork and other disciplines.	Integrate art concept with science, math, literacy, etc.
Goal Setting	3.Students identify choices that lead to success in the arts.	Students will: learn about a variety of successful artists.	Discuss the lives of artists and the presence of art in everyday life.

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing artist.</p> <p>b. Describe common arts activities.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students will:</p> <p>a1. learn about a variety of successful artists.</p> <p>b1. explore a variety of common arts activities.</p> <p>c1. share and learn about the emotional impact of the arts.</p>	<p>a1-c1. Listen to artists' biographies read aloud.</p> <p>Use artist and their preferred art activity (i.e. painting) as inspiration for student artwork.</p> <p>Share student artwork with classmates.</p>
<p>Interpersonal Skills</p>	<p>5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <p>Appreciate contributions of classmates.</p> <p>Develop personal pride in their work.</p> <p>Recognize classroom responsibilities.</p>	<p>Establish classroom expectations regarding indicators at left.</p>