



# SOUTHWEST REGION SCHOOLS FINE ARTS CURRICULUM

Course ID: ART00K

Course: Fine Art - Kindergarten

Grade Level: K

## COURSE DESCRIPTION

In kindergarten, the arts provide a new window on the world and on human experience. Studying the visual arts allows students to build a foundation which will enable them to understand and value all arts expressions throughout their lifetimes. Music reaches the perceptual, intellectual, cultural, emotional, and spiritual dimensions of student's lives. The interwoven disciplines of drama and dance prepare students to think responsibly and creatively as they experiment and express life from a variety of perspectives. This Fine Arts curriculum is comprised of three strands, which include the following components: Creative/Productive, Cultural/Historical, and Critical/Responsive. These components will enhance each student's perception, reflections, judgement, and overall academic achievement through an active and engaging process.

## SOUTHWEST REGION SCHOOLS STUDENT OUTCOMES

- Outcome 1 Students demonstrate many forms of communication (e.g. reading, writing, & speaking in English, Yup'ik & other languages)
- Outcome 2 Students learn and understand their rights and responsibilities and work together as members of a democratic society.
- Outcome 3 Students demonstrate honesty, respect, concern and caring for themselves, their environment and others.
- Outcome 5 Students understand, accept and appreciate their own language and culture and cultures of others.
- Outcome 6 Students demonstrate awareness of their strengths & skills and have self-confidence to take risks that will realize their potential as lifelong learners.
- Outcome 7 Students demonstrate adaptability in living and working in diverse cultural environments.
- Outcome 8 Students exhibit positive attitudes and self initiative.
- Outcome 9 Students use technology for adapting to and initiating productive change.
- Outcome 10 Students demonstrate leisure, vocational and life skills.

## STANDARDS AND OBJECTIVES

Alaska Art Content Standard A: Key Element 1— Participate in dance, drama, music, visual arts, and create writing.

### OBJECTIVES

1. Identify and use the primary and secondary colors (red blue yellow, green, purple and orange). (Visual Arts)
2. Identify when colors are lighter or darker. (Visual Arts)
3. Make lines, textures, colors, and shapes using a variety of media. (Visual Arts)
4. Describe the way thing look or feel using words such as rough, smooth, soft, hard, itchy, bumpy, dry, wet, slippery, warm, cool, sticky, etc... (Visual Arts)
5. Be able to find line, shape, texture, color, value in nature, in everyday objects, in art works, and in themselves. (Visual Arts)
6. Students will be able to make and complete works of art in many different materials. (Visual Arts)
7. Know the different kinds of art: painting, drawing, ceramics, mixed media. (Visual Arts)
8. Be able to to hear, clap, and stomp a steady beat and fast and slow tempos. (Music)
9. Be able to sing or play long and short sounds, high and low tones, and loud and soft sounds. (Music)



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10. Sing at least one new song each week related to current theme or season. (Music)
11. Move body to music heard. (Music)
12. Be able to hear and make an echo. (Music)
13. Know when music has accompaniment by showing when one voice or instrument is playing as contrasted to more than one voice or instrument. (Music)
14. Be able to play class instruments correctly and use them for no other purpose. (Music)
15. Be able to put instruments away in the correct manner. (Music)
16. Study facial expressions and practice making them to represent an emotion. (Drama)
17. Learn simple dance patterns and singing games. (Dance)
18. Participate in simple singing games and dances. (Dance)
19. Demonstrate body awareness by naming and using extremities such as hands, elbows, knees, feet, fingers, and toes in movement. (Dance)
20. Practice basic locomotor movements, e.g. walk, run, hop, jump, leap, gallop, skip, crawl, roll, and slide. (Dance)
21. Learn the difference between movement and stillness. (Dance)
22. Learn how to “freeze” or “stop” with control. (Dance)
23. Understand that speed and duration of movement might be fast or slow, short or long. (Dance)

**Alaska Art Content Standard A: Key Element 4— Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.**

## OBJECTIVES

24. Students will be able to plan out parts of the artwork before making it. (Visual Arts)
25. Be able to describe how they feel about a work of art. (Visual Arts)
26. Be able to explain why the art was made or what it means. (Visual Arts)
27. Be able to describe what it was like to create or look at a work of art. (Visual Arts)
28. Be able to say what you think of music you hear. (Music)
29. Be able to move your body to the music you hear. (Music)
30. Make up a dance that goes with one of your favorite nursery rhymes. (Drama, Dance)
31. Pick a character in a story and make up dialogue. (Drama)

**Alaska Art Content Standard A: Key Element 5— Collaborate with others to create and perform works of art.**

## OBJECTIVES

32. Participate in at least one art show, gallery or art contest per year. (Visual Arts)
33. Perform in at least one musical production per year. (Music)



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34. Perform in at least one play, skit, or other dramatic presentation, including dance, per year. (Drama, Dance)
35. Understand that general space is the space the whole class uses and learn to move freely in the general space without colliding. (Dance)

**Alaska Art Content Standard B: Key Element 6—** Recognize specific works of art created by artists from diverse backgrounds.

## OBJECTIVES

36. Be able to recognize these or other familiar works by the following artists: (Visual Arts)
  - *Snow Queen* - Lee Bennion
  - *Snap the Whip* - Winslow Homer
  - *Portrait of a Man* - Paul Klee
37. Recognize and respond appropriately to the following compositions or styles: Lullaby by Brahms, Traditional Yup'ik and Western Folk Songs, and Modern Yup'ik Songs (such as Pumyua). (Music)

**Alaska Art Content Standard B: Key Element 8—** Respect differences in personal and cultural perspectives.

## OBJECTIVES

38. Know that artists can get ideas in many different ways. (Visual Arts)
39. Know that art is made by people from all over the world, and that all cultures make art. (Visual Arts)
40. Begin to understand that art is a way to communicate or show beauty using visual information or images. (Visual Arts)
41. Be able to say what you think of the music you hear. (Music)
42. Learn to say hello and I love you in sign language. (Drama)
43. Explore fairy tales. (Drama)
44. Observe dances from the Yup'ik culture and other cultures that are represented in the local community or presented through technology. (Dance)
45. Observe and discuss how dance is different from other forms of human movement, such as sports, gestures, etc. (Dance)\_

**Alaska Art Content Standard C: Key Element 5—** Exhibit appropriate audience skills.

## OBJECTIVES

46. Know where art can be found: in everyday objects, formal art, advertising, decorations, buildings. (Visual Arts)
47. Be able to listen quietly and pay attention when others perform. (Music, Dance, and Drama)
48. Know how and when to clap at a performance. (Music, Dance, and Drama)



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## SUGGESTED INSTRUCTIONAL UNITS/THEMES

### Unit/Theme 01 - Visual Arts

Students will experience the elements of design, which are Line, Shape/Form, Color, Texture, and Value. They will know about creating or making art. Students will be able to make and talk about a variety of art and experiment with a wide variety of art materials.

### Unit/Theme 02 - Music

Students will be able to hear and make loud and soft sounds, high and low tones, long and short sounds, a steady beat, and echoes. Students will know when music has accompaniment. Students will enjoy music from many countries. They will be able to take care of equipment, perform publicly and be a good audience.

### Unit/Theme 03 - Drama

Students will participate in a variety of activities to increase sensory and emotional awareness, vocal and language communication, body awareness and characterization. They will experience and participate in storytelling, fairy tales, and use of costumes to create character.

### Unit/Theme 04 - Dance

The kindergarten curriculum will focus on development of locomotor movements and body awareness. They will practice control of body movements through simple folk dance patterns and singing games. Students will observe and participate in dance to begin to identify how dance is different from other movements made by humans.

## SUGGESTED ACTIVITIES

## RESOURCES

### Rhythm instruments

- Xylophones or Glockenspiels
- Music-Makers
- Yup'ik drums
- Tambourine
- Rhythm sticks
- Maracas
- Triangles
- Cymbals and finger cymbals
- Cow Bell
- Classroom cassette or CD player/recorder
- A variety of tapes and CD's
- Videos



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Script/Materials for at least one live musical performance per year

Piano or keyboard

Good quality CD and cassette tape layer/recorder.

Sound system or karaoke machine

Posters, pictures, or actual instruments for band and orchestra

Posters, -pictures, CD's, tapes, and video's about the composers and artists

Music Stand

Drawing pencils, erasers, papers, pens, markers, crayons, pastels, charcoal

Paint brushes of various sizes, tempera paints, watercolors

Clay, Playdoh, paper mache

Yarns, thread, needles, scissors, cloth scraps,

Beads and beading needles

Rhythmic gymnastic supplies and cds.