### Strand | Product/Performance
--- | ---
**Big Idea** | Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems

#### Concept

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

#### Alignments:
- Performance: 2.5  
- Knowledge: (FA) 1  
- VAGLE: PP.1.A  
- NETS: 1b  
- DOK: 4

#### Instructional Strategies

- SMART Board:  
  - Identify (find) lines in artworks  
  - Teacher directed drawing activities:  
    - guided practice  
    - teacher modeling  
    - student modeling

#### Assessments/Evaluations

- “I Can” statement and self-evaluation  
- Teacher observation – teacher created checklist  
- Critique/discussion – assessed using peer evaluation  
- Guided/individual practice  
- Performance application

#### Sample Assessment Questions

- Can you name some different kinds of lines?  
- Can you find some different lines in the example artwork?
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<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• SMART Board</td>
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<tr>
<td>• Document camera</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Literacy Connections</th>
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</thead>
<tbody>
<tr>
<td>• <em>The Art Lesson</em> by Tomie dePaola</td>
</tr>
<tr>
<td>• <em>The Dot</em> by Peter Reynolds</td>
</tr>
<tr>
<td>• <em>Ish</em> by Peter Reynolds</td>
</tr>
<tr>
<td>• <em>Art</em> by Patrick McDonald</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELA: Reading and discussing books related to the learning target</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

B. Uses a simple printmaking technique

**Learning Targets**

2. 
- Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects)

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.1.D
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- Identify (find) objects that are printed compared to brush strokes in artworks using the SMART Board
- Stamping – use different objects to create/show various prints
- Handprint or thumbprint using:
  - guided practice
  - teacher modeling w/ document camera or easel
  - student modeling
- Use the SMART Board to show examples of artwork with printed paint or ink
- Show/model printing with different objects

**Assessments/Evaluations**

- Students will create a pre-determined number of different types of prints
- “I Can” statement and self-evaluation
- Teacher observation
- Guided practice
- Critique/discussion
- Individual practice
- Performance application
## Sample Assessment Questions

- What kinds of things can you use to create a print?
- Can you show different prints?

## Instructional Resources/Tools

- SMART Board
- Document camera

## Literacy Connections

- *A Day with No Crayons* by Elizabeth Rusch and Chad Cameron
- *Ink Blot*

## Cross Curricular Connections

-
<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
<td><strong>Big Idea</strong></td>
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</tr>
</tbody>
</table>

**Concept**

C. **Uses:**
- tools and supplies with control
- basic sculpture techniques

**Learning Targets**

1. **Uses scissors with control**
2. **Modeling with clay or a similar material: Create a sphere**

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.2.A
- NETS: 1b
- DOK: 4

**Instructional Strategies**

- Teacher directed cutting activity:
  - guided practice
  - student modeling
  - teacher modeling
- Students will:
  - cut shapes from paper with control
  - show examples of 3-dimensional media using the SMART Board
  - watch YouTube videos that show how to create a sphere or how to use scissors
  - use a document camera to demonstrate techniques

**Assessments/Evaluations**

- “I Can” statement and self-evaluation – teacher created checklist
- Teacher observation – individual practice
- Critique/discussion – guided practice
## Sample Assessment Questions

- Can you show the correct way to hold your scissors?
- What kinds of things are shaped like a sphere?

## Instructional Resources/Tools

- SMART Board
- YouTube videos
- Document camera

## Literacy Connections

- 

## Cross Curricular Connections

- Math: Geometry – creating a sphere
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<thead>
<tr>
<th>Strand</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Introduce a variety of art forms</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Portrait: Create an original picture of self or another person</td>
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<tr>
<td></td>
<td>• Landscape: Create a picture showing outside</td>
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<tr>
<td></td>
<td>• Non-Objective: Create a design using lines</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.A
- NETS: 1b
- DOK: 4

**Instructional Strategies**
- Draw or paint a self portrait
- Draw or paint a seasonal picture
- Guided practice: Create a non-objective composition using:
  - vertical
  - horizontal
  - diagonal lines
- SMART Board:
  - Identify:
    - landscapes, seasonal pictures or self-portraits
    - (find) lines in artworks
  - Have students interact with SMART Notebook by producing different types of lines
  - Teacher/student modeling
## Art Kindergarten

### Assessments/Evaluations

- “I Can” statement and self-evaluation
- Teacher observation/teacher checklist
- Critique/discussion
- Guided and individual practice

### Sample Assessment Questions

- What is a portrait?
- What is a landscape?
- Can you show which direction is vertical, horizontal, and diagonal?

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- Math: Geometry – lines
<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Introduce a variety of themes for subject matter</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Create original artwork that communicates ideas about the following themes:</td>
</tr>
<tr>
<td></td>
<td>• People (e.g., self, family, friends)</td>
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<tr>
<td></td>
<td>• Indoors (e.g., classroom, kitchen, bedroom)</td>
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<tr>
<td></td>
<td>• Outdoors (e.g., seasons, nature)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 1
- VAGLE: PP.3.C
- NETS: 1b
- DOK: 4

**Instructional Strategies**
- Create an indoor or outdoor scene and portraits of people
- Guided practice/teacher and student modeling
- SMART Board:
  - Identify indoor/outdoor scenes or portraits
  - Show examples of artwork and identify the subject
- Read/discuss books related to the learning target using a document camera

**Assessments/Evaluations**
- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion – peer evaluation

**Sample Assessment Questions**
- What is the theme or subject of this artwork?
## Art
### Kindergarten

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
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<tbody>
<tr>
<td>• SMART Board</td>
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<tr>
<td>• Document camera</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• <em>Snowballs</em> by Lois Ehlert</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Science:</td>
</tr>
<tr>
<td>• seasons</td>
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<tr>
<td>• nature</td>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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<tr>
<td>Concept</td>
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<tr>
<td>Alignments:</td>
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<tr>
<td>Performance:</td>
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<tr>
<td>Knowledge:</td>
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<tr>
<td>VAGLE: EP.1.A</td>
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<tr>
<td>NETS: 3b</td>
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<tr>
<td>DOK: 4</td>
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<tr>
<td>Instructional Strategies</td>
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</tbody>
</table>
### Sample Assessment Questions

- Can you find any lines in this picture?
- Can you describe the lines you see?
- Can you find different lines in the example artwork?

### Instructional Resources/Tools

- SMART Board

### Literacy Connections

- 

### Cross Curricular Connections

- Math: Geometry/Measurement
## Art
### Kindergarten

<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
<th>Big Idea</th>
<th>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td></td>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>G. Identifies and uses shapes</td>
<td></td>
<td>2.</td>
<td>• Identify and use shapes &lt;br&gt; • Categorize shapes as large and small</td>
</tr>
</tbody>
</table>

**Alignments:**<br>Performance: 2.2, 2.5<br>Knowledge: (FA) 2<br>VAGLE: EP.1.B<br>NETS: 1d<br>DOK: 4

### Instructional Strategies

- Close lines to create shapes
- SMART Board:<br>  • Identify various shapes in artwork<br>  • Teacher directed drawing activities:<br>    • guided practice<br>    • teacher modeling<br>  • Show examples of artwork and identify the shapes, model drawing shapes<br>- Read/discuss books related to the learning target using a document camera<br>- Create a composition using a variety of shapes

### Assessments/Evaluations

- “I Can” statement and self-evaluation<br>- Teacher observation – teacher created checklist<br>- Critique/discussion – peer evaluation<br>- Guided/individual practice
### Sample Assessment Questions

- Can you name the shapes you see?
- Can you find large shapes?
- Can you find all the small shapes?
- Which shape is bigger/smaller?
- Is this a line or a shape?

### Instructional Resources/Tools

- SMART Board
- Document camera

### Literacy Connections

- *When a Line Bends a Shape Begins* by Rhonda Gowler Green
- *The Dot* by Peter Reynolds

### Cross Curricular Connections

- Math: Geometry – identify and categorize shapes using attributes
- ELA: reading
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
</tr>
</tbody>
</table>

**Concept**

H. Identifies and uses color

<table>
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<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>3. Identify and use color</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2, 2.3, 2.5
- Knowledge: (FA) 2
- VAGLE: EP.1.E
- NETS: 1d
- DOK: 4

**Instructional Strategies**

- Create a composition using a variety of colors
- SMART Board:
  - Identify (find) colors in artwork
  - Show examples of artwork with a variety of colors

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – peer evaluation

**Sample Assessment Questions**

- Can you name the colors?

**Instructional Resources/Tools**

- SMART Board
- Document camera
Literacy Connections

- *Mouse Paint* by Ellen Stoll Walsh
- *Chicky Chicky Chook Chook* by Cathy MacLennan
- *Art and Max* by David Wiesner
- *The Dot* by Peter Reynolds
- *The Crayon Box that Talked* by Shane DeRolf

Cross Curricular Connections

-
### Strand | Elements and Principles
---|---
Big Idea | Select and Use Principles of Art for Their Effect in Communicating Ideas through Artwork

**Concept**

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>I.</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.6, 2.5  
Knowledge: (FA) 2  
VAGLE: EP.2.D  
NETS: 1b  
DOK: 4

**Instructional Strategies**

- Create a composition with a pattern in the:
  - border
  - background
  - subject
- SMART Board:
  - Teacher directed drawing/coloring activities:
    - Guided practice
    - Teacher modeling
    - Student modeling
  - Show examples of artwork and identify:
    - shape
    - line
    - color patterns
- Read/discuss books related to the learning target using a document camera

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation – teacher created checklist
- Critique/discussion – individual practice
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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</thead>
<tbody>
<tr>
<td>• Can you give an example of a pattern?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• Document camera</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>No Roses for Harry</em> by Gene Zion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Math: patterns</td>
</tr>
<tr>
<td>Concept</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>J. Views and discusses artworks</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>1. Identify the subject of artworks</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2, 2.3
- Knowledge: (FA) 3
- VAGLE: AP.2.A
- NETS: 3b; 6a
- DOK: 4

### Instructional Strategies

- SMART Board:
  - Teacher directed drawing activities:
    - guided practice
    - teacher/student modeling
  - Show examples of artwork and identify the subject
  - Analyze a variety of artworks and identify the subject in the compositions
- Read/discuss books related to the learning target

### Assessments/Evaluations

- “I Can” Statement
- Teacher observation
- Critique/discussion – peer evaluation
- Performance application

### Sample Assessment Questions

- What is this artwork about?
- What is the “subject” of this artwork?
### Art
Kindergarten

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<td>• Document camera</td>
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<table>
<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
</tr>
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<tbody>
<tr>
<td>• Any grade appropriate books</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Cross Curricular Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELA: Subject matter</td>
</tr>
<tr>
<td>Strand</td>
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<tr>
<td>--------</td>
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<tr>
<td>Big Idea</td>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Connects visual and performing arts</td>
<td>1. • Use physical movement to interpret line in artwork</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (FA) 4
- VAGLE: IC.1.A
- NETS: 3b
- DOK: 4

**Instructional Strategies**
- Students will draw lines in the air with their finger and use their body to create straight and curvy lines
- Teacher/student modeling
- Show examples of artwork and demonstrate, using the body, both straight and curving lines using the SMART Board
- Read/discuss books related to the learning target

**Assessments/Evaluations**
- “I Can” statement
- Teacher observation
- Critique/discussion
- Individual practice

**Sample Assessment Questions**
- Can you show the direction of this line with your finger, arm, etc.?

**Instructional Resources/Tools**
- SMART Board
- Document camera
### Literacy Connections

- *The Gingerbread Baby* by Jan Brett

### Cross Curricular Connections

- Physical Education: Movement
<table>
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<tr>
<th>Strand</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Explain the Connections between Visual Art and Communication Arts, Math, Science or Social Studies</td>
</tr>
</tbody>
</table>

**Concept**

L. Connects art with non-art subjects

**Learning Targets**

1. • Explain how stories can be told in pictures and/or words

**Alignments:**
- Performance: 2.2-2.4
- Knowledge: (FA) 4
- VAGLE: IC.2.A
- NETS: 2b
- DOK: 4

**Instructional Strategies**

- Analyze works of art and interpret the meaning
- SMART Board:
  - Teacher directed drawing activities:
    - Guided practice
    - Teacher modeling
  - Show examples of artwork and tell the story the artists are trying to portray
- Read/discuss books related to the learning target

**Assessments/Evaluations**

- “I Can” statement and self-evaluation
- Teacher observation
- Critique/discussion – peer evaluation
- Guided/individual practice

**Sample Assessment Questions**

- What is the artist trying to say or show?
## Instructional Resources/Tools
- SMART Board
- Document camera

## Literacy Connections
- Interpret meaning of artworks
- *I Spy - An Alphabet in Art*

## Cross Curricular Connections
- ELA: Storytelling