






SMMUSD VAPA CURRICULUM for Pre-K				
VISUAL ARTS 	CONTENT GOAL	ACTIVITIES/SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts.				
ARTISTIC PERCEPTION	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel</p> <p>1.2 Identify colors by name</p> <p>1.3 Name and describe objects by color and relative size</p>	<p>Identify lines, shapes and colors in abstract and representations images of art</p> <p>Take a walk outdoors and identify colors and textures in the environment</p> <p>Create a drawing of simple shapes in graduated sizes</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Images of people, animals, nature and holidays</p> <p>Appropriate art supplies (paper, pencils, markers, paint, paint brushes, glue, clay)</p> <p>Art and artist picture books</p>	<p>Ability to: Name different textures and colors.</p> <p>Locate shapes and colors in works of art.</p> <p>Show beginning skill level in use of art tools and materials.</p>

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STANDARD 2: CREATIVE EXPRESSION: Creating, Performing and Participating in Visual Arts				
CREATIVE EXPRESSION	<i>Skills, Processes, Materials, and Tools. Communication and Expression Through Original Works of Art</i> 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks) 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art 2.3 Experiment with colors through the use of a variety of drawing materials and paints 2.4 Create a self-portrait 2.5 Create a picture of a person 2.6 Use colors to draw or paint a picture of everyday objects 2.7 Create a three-dimensional form	Use multiple small items (beans, pennies, pasta) to create rows of patterns on a background Experiment with different materials to create the same images (For example: make an image of the sun one with paint, one with pencil, one with clay) Practice mixing pairs of colors. Talk about the results Create a self-portrait pencil drawing. Create a pencil drawing of a family member. Use a lot of detail in both Use markers to draw an enormous picture of your favorite toy Make a family of animals using clay	Art Images (posters, reproductions, slides) Images of people, animals, nature and holidays Appropriate art supplies (paper, pencils, markers, paint, paint brushes, glue, clay) Art and artist picture books	Ability to: Create artwork that displays several patterns Demonstrate elementary use of materials: pencils, paints, and clay Draw simple figures with identifying traits (self and others) Create a simple, intentional form in clay

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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding The Historical Contributions And Cultural Dimensions Of Visual Arts				
HISTORICAL AND CULTURAL CONTEXT	<p><i>Role and Development of the Visual Arts. Diversity of the Visual Arts</i></p> <p>3.1 Identify art observed in daily life</p> <p>3.2 Describe pictorial objects that appear in works of art</p> <p>3.3 Discuss art objects from various places and times</p>	<p>Find and describe objects in the classroom that were designed or created by artists</p> <p>Display pictorial paintings from a different of historical eras. Ask students to find and describe objects in the compositions</p> <p>Display images or sample objects from different cultures. Talk about their forms and uses</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Art picture books: in particular – books illustrating historical art and art objects of other cultures</p> <p>Art objects from different times and cultures (masks, pots, jewelry, icons, carvings, etc.)</p> <p>Appropriate art supplies</p>	<p>Ability to: Participate and contribute in classroom discussions</p> <p>Use simple descriptive words to identify qualities of real and illustrated objects</p>

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STANDARD 4: AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts.				
AESTHETIC VALUING	<p><i>Derive Meaning. Make Informed Judgments</i></p> <p>4.1 Discuss what is seen in works of art</p> <p>4.2 Ask questions about works of art</p> <p>4.3 Discuss what they like about their own works of art</p> <p>4.4 Select works of art by others and tell what they like about them</p>	<p>Display an art reproduction of a richly detailed painting. Locate and name shapes and colors. Find and describe textures</p> <p>Compare a-two paintings. Find and describe what is similar and what is different</p> <p>Display student artwork in the classroom. Stage a gallery walk. Ask students to describe what they like about their work and the work of one other student</p> <p>Hand out two postcards of paintings or sculpture to each student. Ask students to pick their favorite and explain why</p>	<p>Art Images (posters, reproductions, post cards)</p> <p>Actual examples of various art forms: painting, ceramic, print, etc.</p>	<p>Ability to: Participate in and contribute to class discussion</p> <p>State preferences when viewing art</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers				
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p><i>Connections and Applications. Visual Literacy. Careers and Career-Related Skills</i></p> <p>5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs</p> <p>5.2 Name colors and draw an object, using the colors (e.g., red balloon, green leaf, brown dog, yellow sun)</p> <p>5.3 Identify images of self, friends, and family (including snapshots and the students own works of art)</p> <p>5.4 Discuss how art is used to illustrate stories</p>	<p>Collage simple cut out shapes to match the rhythm of a simple drum beat</p> <p>Create a grid of four squares. Draw and color an object of a different color in each square</p> <p>Discuss self-portrait and family member drawings. Describe the details drawn to identify each person</p> <p>Make a classroom journal with a page for per student. On each page include a photograph and a work of art by one individual. Share and discuss how the book expresses the character of the class</p> <p>Look closely at the illustrations of a favorite picture book. Connect details in the pictures to details in the story</p>	<p>Art Images (posters, reproductions, slides)</p> <p>Picture books with strong illustrations</p> <p>Music recordings and simple percussion instruments</p> <p>Appropriate art supplies (paper, pencils, photographs, etc.)</p>	<p>Ability to: Translate sound rhythms into visual patterns</p> <p>Create art that display knowledge of basic colors</p> <p>Describe pictures of self and others</p> <p>Identify connections between stories and their illustrations</p>