





Stockton Unified School District  
**Curriculum Map**

**Visual Art**

**Kindergarten**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3, 4, 5	<p><b>Second Six Weeks</b></p> <p>B. Objects/Shape</p> <ol style="list-style-type: none"> <li>1. Shape-to-form</li> <li>2. Shapes-within-shapes</li> </ol> <p><b>Third Six Weeks</b></p> <p><b>I. VALUING/EVALUATING</b></p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists/artworks</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences/aesthetic decisions</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol>	<p>Critique of artworks to identify how artists create visual texture</p> <p>Critique of tactile surfaces on a variety of objects to discuss differences</p>	<p><i>Black-tailed Hare</i> , John James Audubon</p> <p><i>The Postman Joseph Roulin</i>, Vincent Van Gogh</p> <p><i>Cat and Kittens on the Carpet</i>, Morris Hirshfield</p> <p><i>Wallpaper</i>, Gillford</p> <p><i>Seminole Counselor's Coat</i></p>	<p><u>Science</u>: textures in plant and animal life</p> <p><u>Language Arts</u>: words that describe visual texture</p>

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1, 2, 3, 4, 5	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Third Six Weeks</b></p> <p><b>II. PRODUCING ART - TEXTURE</b></p> <p>A. Tactile Qualities</p> <ol style="list-style-type: none"> <li>1. Types of textures</li> <li>2. Texture rubbings</li> <li>3. Texture collage</li> </ol> <p>B. Textures in the Environment</p> <ol style="list-style-type: none"> <li>1. Nature</li> </ol> <p>C. Pattern</p> <ol style="list-style-type: none"> <li>1. Organized repetition (ordered)/random pattern</li> <li>2. Motif</li> <li>3. Stamping</li> </ol>	<p>Crayon rubbings</p> <p>Textured collage</p> <p>Self portrait with rubbings as clothes</p> <p>Shapes organized to make pattern collage (ordered or random)</p> <p>Pattern wallpaper with stamp printing</p> <p>Painting of a line to music to create a pattern</p>		<p><u>Language Arts</u>: Perceptual and language development</p> <p><u>Science</u>: Physical/ body awareness, patterns in nature</p> <p>Reading and math readiness</p> <p>Sensory awareness</p> <p><u>Math</u>: ordered/random pattern relates to equal/unequal equivalents in math</p>

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3, 4, 5	<p><b>Fourth Six Weeks</b></p> <p>I. VALUING/EVALUATING</p> <p>A. Historical/Cultural Aspects</p> <ol style="list-style-type: none"> <li>1. Exemplary artists/artworks</li> <li>2. Media, tools, techniques, and processes</li> <li>3. Influences</li> <li>4. Themes and styles</li> </ol> <p>B. Critique</p> <ol style="list-style-type: none"> <li>1. Knowledge-based decisions</li> <li>2. Personal preferences/aesthetic decisions</li> </ol> <p>C. Critique Process</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Analysis</li> <li>3. Interpretation</li> <li>4. Judgment</li> </ol>	<p>Critique of artworks to discuss color</p> <p>I Spy game to identify colors in the classroom</p>	<p><i>Study for Composition No. 2, Wassily Kandinsky</i></p> <p><i>Wind and Crepe Myrtle Concerto, Alma Thomas</i></p> <p><i>Circus Series 3-2, Ida Kohlmeyer</i></p>	<p><u>Language Arts:</u> words that describe colors</p> <p><u>Social Studies:</u> colors in the personal environment, personal choices relating to color</p>
1, 2, 3, 4, 5	<p>II. PRODUCING ART – COLOR</p> <p>A. Primary Colors</p> <ol style="list-style-type: none"> <li>1. Primary colors in the surroundings</li> </ol> <p>B. Secondary Colors</p> <ol style="list-style-type: none"> <li>1. Red + yellow = orange</li> <li>2. Yellow + blue = green</li> <li>3. Blue + red = purple</li> <li>4. Rainbow colors</li> </ol> <p>C. Tints and Shades</p> <ol style="list-style-type: none"> <li>1. White/tint</li> <li>2. Flower garden painting</li> <li>3. Black/shade</li> <li>4. Storm painting</li> </ol>	<p>Painting of objects known by color: e.g., blue sky, red apple, yellow sun</p> <p>Painting of rainbow to demonstrate secondary colors</p> <p>Garden - Painting by mixing white and one primary colors (tints)</p> <p>Storm - Painting by mixing black with primary colors (shades)</p>	<p><u>Health and Wellness:</u> Motor skills development (using Paint brush)</p> <p><u>Science:</u> Surroundings awareness, color spectrum, Sir Isaac Newton's color theory</p> <p><u>Math:</u> Measurement/ equivalents</p>	

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	<p><b>Sixth Six Weeks</b></p>			

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1, 2, 3, 4, 5	<b>II. PRODUCING ART – FORM</b> A. Form Recognition 1. Basic shapes in sculptures and “in-the-round” concept 2. 2-D vs. 3-D 3. Clay objects B. 3-Dimensional Forms 1. Assemblage of paper forms 2. 3-D paper mask	I Spy game to identify objects relating to basic geometric shapes Clay forms Pinch pot Human figures or animals from clay Paper mask  Environment created by assembling 3-D forms to reinforce shape-to-form understandings		Sensory awareness Math readiness Cultural awareness Conceptual, perceptual, language and motor skill development

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