

Specific Curriculum Outcomes for Kindergarten Art

Using the Four Column Layout

The following pages provide the specific curriculum outcomes for art in Kindergarten. The grade level groupings of outcomes in the *Primary Art Curriculum Guide* are organized to align with the two general stages of the primary student's artistic development, identified by Viktor Lowenfeld (1947):

- Preschematic Stage (Kindergarten/Grade 1)
- Schematic Stage (Grades 2/3).

Kindergarten and Grade 1 outcomes are grouped together, as are Grades 2 and 3. While similar outcomes will be addressed over the span of two grades, the complexity of learning activities, resulting language use, question sophistication, artistic processes, and products created will increase in the second year.

The specific curriculum outcomes (SCO) are grouped under the general curriculum outcomes which are categorized in three strands: create, contextualize, and reflect. Outcomes specific to kindergarten are outlined within the art section of *Completely Kindergarten-Kindergarten Curriculum Guide*.

A four column organization is used. These columns are designed as follows:

Column 1: Specific Curriculum Outcomes

Column 2: Suggestions for Learning and Teaching

Column 3: Assessment Strategies

Column 4: Resources/Notes

The page numbers listed in the fourth column are referencing, *Explorations in Art* (2008 Davis Publication), the series of primary art text books for Kindergarten to Grade 3 classes, currently being used in public schools in Newfoundland and Labrador. The page numbers reference material that introduce the SCO, but are not the sole reference of the topic in the resources provided.

Creating, Making, and Presenting

1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>1.1.1 investigate the elements of design (colour, shape, line, texture, space, value, and form) in the visual environment</p>	<p>From the time young children are making marks with a pencil or crayon, they are using some of the elements of design. The elements (colour, shape, line, texture, space, value, and form) comprise the basic language of visual art. The elements are obvious in the natural environment and they are used alone or together to create human constructions. It is the context in which we use these elements that creates meaning. Students should study the elements within meaningful contexts (e.g., the natural environment, posters, original works created by other students). Sometimes this exploration is followed directly by application as students create an artwork using a selected element or elements. Please refer to Appendix B in the <i>Primary Art Curriculum Guide</i> for activities to explore the elements of design.</p> <p><i>Mixing Colour</i></p> <p>In reviewing the primary colours (red, yellow, blue) and introducing secondary colours (orange, green, purple), experiment with mixing the three primary colours using food colouring. Let colours run together on a wet paper towel or coffee filter. Discuss the results. Create a simple colour chart by taping up the papers and recording the results of the experiment (the secondary colours: orange from yellow and red; green from blue and yellow; and purple from blue and red, will be created).</p> <p><i>Lines</i></p> <p>Observe various artwork to find different kinds of lines. Focus on one type at a time, define it and show other examples. Build vocabulary to talk about lines in artwork and the immediate environment.</p> <p><i>Texture Chart</i></p> <p>To explore aspects of texture, create a texture chart. Consider rubbings of highly textured materials (e.g., tree or plant leaves, burlap, sandpaper) using the side of a crayon. Pictures can also be cut from recycled materials (e.g., wallpaper sample books, magazines, fabrics) to make the chart. Use appropriate vocabulary to describe the texture (rough, smooth, hard, soft, dry, etc.).</p>

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Assessment Strategies	Resources/Notes
<p><i>Observation and Anecdotal Responses</i></p> <p>The elements of design are first learned through viewing activities and are then applied in individual or group artwork. When assessing recognition of the elements through viewing, learning can be determined by pointing or through verbal response to questions or discussion.</p> <p>Initially elements of design will be explored individually. This isolation will allow teachers to determine through observation who understands the concepts. Anecdotal notes to record the names of students experiencing difficulty would be an effective recording strategy for this outcome. Such record keeping would require some method of storing anecdotal information (e.g., binder, file cards).</p> <p><i>Conferencing and Checklist</i></p> <p>Group conferences allow teachers to focus attention on smaller groups of students. Use a specific image and pose a series of questions that focus on one element or a number of elements. A simple checklist would work well to record student progress.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <p>Elements:</p> <ul style="list-style-type: none"> • colour: pg. 8-9, 72-73 <i>primary & secondary, 74-75 tints & shades</i> • shape: pg. 8-9, 14-17 & 20-21 <i>organic & free-form, 20-21, 20-21 & 82-83 geometric, 58-59 positive & negative</i> • line: pg. 8-9, 12-13, 46-47 <i>printing</i> • texture: pg. 8-9, 32-33 <i>crayon rubbing, 40-41 clay, 66-67 animals</i> • space: pg. 8-9, 68-69 <i>foreground & background</i> • value: pg. 8-9, 22-23 • form: pg. 8-9, 70-71

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<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>1.1.2 investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Link to Art</p> <p>Outcome 1.1.2</p> <ul style="list-style-type: none"> • Math <i>Patterns and Relations</i> Outcome KPR1 demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions </div>	<p><i>Teaching Principles of Design</i></p> <p>The principles of design include emphasis, balance, movement, variety, rhythm, pattern, repetition, contrast, and unity. Teachers will find many opportunities to mention these terms in discussion.</p> <p><i>Understanding Pattern and Repetition</i></p> <p>The complexity of patterns students are exposed to will increase from Kindergarten to Grade 1. Pattern is created through repetition of elements such as colour, shape, line, and texture. At this age, students should become aware of the principles of design in both nature (e.g., spider’s web, veins on leaves) and the constructed environment (e.g., clothing, ceiling tiles, desk arrangements, artwork, book illustrations).</p> <p>Students should also be encouraged to talk about the principles in their own or others’ work through group discussion. As students become familiar with the elements and the principles, they can apply this knowledge to create artwork.</p>

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<p><i>Work Sample and Anecdotal Responses</i></p> <p>Provide students with magazines and have them show their knowledge of the elements and principles of design by finding, cutting, and pasting pictures to address a specific focus. Information gained from both these assessment strategies can be recorded anecdotally or by using a group checklist.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <p>Principles:</p> <ul style="list-style-type: none"> • pattern/repetition: pg. 48-49 • variety/contrast: pg. 54-55 • emphasis: pg.54-55 • rhythm/movement: pg. 54-55 • balance: pg. 54-55, 56-57 <i>radial</i>, 68-71 • unity: pg. 54-55 <p>NOTES</p> <p><i>Book Illustrations</i></p> <p>The illustrations in children's books provide a wealth of resources for observing elements and principles of design. By taking time to question and discuss illustrations, students will be exposed to hundreds of examples of how various artists use art elements and principles in their artwork.</p>

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<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>1.1.3</p> <p>apply one or more of the elements and principles of design in creating artwork based on the senses and imagination</p> <div data-bbox="136 915 529 1266" style="border: 1px solid black; padding: 5px;"> <p><i>Cross-Curricular Links</i></p> <p>Link to Art</p> <p>Outcome 1.1.3</p> <ul style="list-style-type: none"> English Language Arts <i>Reading and Viewing</i> Outcome 6 respond personally to texts in a variety of ways </div>	<p>There are many sources of ideas for art making including prescribed resources for the grade level, children’s books, teacher resources, and on-line lesson plans. Art making should occur in different subjects across the curriculum to ensure variety in content and frequent opportunities to create. All art making opportunities should involve an element of art teaching where the same instructional strategies used in art classes are employed.</p> <p><i>Emotional Lines</i></p> <p>Invite students to listen to a music selection from a variety of sources and styles and relate lines to what they hear, first by moving their arms and then by moving the paintbrush. Encourage the use of descriptive words describing the elements used when they talk about their creations.</p> <p><i>Shape Stickers</i></p> <p>Provide students with geometric shape stickers and ask them to create animals, people, and houses. Add details using markers or coloured pencils.</p> <div data-bbox="578 1110 1377 1373" style="border: 1px solid black; padding: 5px;">  <p>Play-Based Learning</p> <p>Provide a well stocked art area. Include recycled and natural materials for children to freely access and explore at appropriate times.</p> </div>

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<p><i>Portfolio Selection</i></p> <p>Ask each student to choose a piece of work from their process portfolio to represent what they have learned about using elements or principles of design. The teacher can record the student observation and attach it to the work. This work can then be transferred to their product portfolio.</p> <p><i>Group Journal Entry</i></p> <p>After a specific lesson is taught, ask students to list the important things that they learned while listening and making their artwork. Record their learnings on a chart.</p> <p><i>Self-assessment</i></p> <p>Young students can begin to practice self-assessment. An excellent way to help them remember what is important is to use rhyme. This example works well for assessing variety in a composition:</p> <p style="text-align: center;"><i>Something big, something small, Something short, something tall, Something dark, something light, Helps to make my picture right.</i></p>	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • senses: pg. 26 <i>looking carefully</i>, 32-33 <i>feeling textures</i> • imagination: pg. 6-7 <i>experiment & explore</i>, 24-25 <i>inventing insects</i> • Matisse: pg. 16 & 58 <p><i>NOTES:</i></p> <p>Please refer to page 16 in section 1 of the <i>Primary Art Curriculum Guide</i> for further information about the <i>process</i> and <i>product</i> portfolios.</p>

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<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>1.1.4 explore a range of art materials, techniques, and vocabulary to develop art making skills</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 1.1.4</p> <ul style="list-style-type: none"> • Science <i>Animal Homes</i> Outcome (101-1) explore how characteristics of materials may change as a result of manipulating them into a habitat Outcome (103-1) choose materials to build a variety of real and imaginary habitats Outcome (201-2) manipulate materials purposefully <i>Using Things Around Us</i> Outcome (101-2) identify and explore ways to use materials to help carry out a variety of useful tasks Outcome (201-3) use appropriate tools for manipulating and in building simple models </div>	<p>Students need to participate in many different art making experiences utilizing a range of materials. In addition to drawing and painting, students should have opportunities to participate in printmaking, collage, sculpture, and paper manipulation.</p> <p><i>Caring for Paint Brushes</i></p> <p>Brushes are tools and should be cared for properly. Leaving brushes in water for long periods of time will rust metal ferrules and slowly dissolve glue holding the bristles in place, as well as bend the bristles permanently. A container of soapy water can be used for the final cleaning of brushes. A second container can be used to rinse off the soap. Sometimes for stubborn jobs, brushes can be cleaned by rubbing directly on a bar of soap and rinsing repeatedly. Dry brushes before standing them bristle-up in a container.</p> <p><i>Brush Hold</i></p> <p>Experiment with different ways of holding a brush to obtain different mark-making effects. Holding close to the ferrule (metal or plastic band holding the hairs/bristles of the brush in place) allows more control but produces tighter movements. Holding near the end of the brush will produce looser, more flowing lines. The idea of choosing brush position to fit the task should be reinforced.</p> <p><i>Moving the Brush</i></p> <p>Ask students to use their brush in different ways to paint two basic shapes. Discuss what they discovered. The idea to reinforce is that artists use brushes in many ways to get desired results.</p> <p><i>Scissors and Glue</i></p> <p>Many children in Kindergarten need to develop cutting skills. Free-form cutting is a good way to begin. Moving the scissors without having to follow specific lines is easier. Later, as skills develop, they can draw basic shapes and cut them out and cut out larger shapes and glue smaller shapes on top of larger shapes (e.g., a house shape, windows, doors). Some students instinctively use glue or paste in an economical manner, other students will need demonstrations to learn this skill. Talk about how the size of the paper will let them know how much glue to apply. Discuss problem solving tactics if too much glue is used or what to do when not enough glue is used.</p> <p><i>Mural Making</i></p> <p>Mural making is a logical application of paper manipulation skills. Illustrate a field trip, a favourite story, best birthday gifts, seasonal motifs, and facial features.</p>

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<p><i>Observation</i></p> <p>Observation will be the main assessment strategy to determine the use of a range of materials and processes. Teachers can use anecdotal notes and/ or simple <i>yes/no</i> checklists to record information.</p> <p><i>Student Sharing (Self-assessment)</i></p> <p>Organize students in groups of four and have each share an artwork that was created in a previous class. Ask students to share two reasons why they chose this artwork. Later in Grade 1, reasons can be recorded in student art journals prior to presentation.</p> <p><i>Oral Presentation</i></p> <p>When a choice of materials is given for a project, finish the lesson by having students tell why they chose to use a specific material and how it worked for them.</p> <p><i>Observation and Checklist</i></p> <p>Make a checklist to record information about various skills regarding student use of paper manipulation materials/tools. Organize the checklist in categories:</p> <p>Cutting and Pasting</p> <p>uses glue effectively</p> <p>cuts on a line</p> <p>tears straight and curved lines</p> <p>glues overlapping shapes</p>	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • paint brush: pg. 18-21 • painting: pg. 22-23 <i>watercolour</i> • paper tearing: pg. 14-15 • paper cutting: pg. 16-17, 28-29 <i>insects</i>, 58-59 <i>Matisse</i>, 82-83 <i>cityscape</i> • collage: pg. 30-31 <i>faces</i>, 34-35 <i>clothing</i>, 36-37 <i>details</i>

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<p>1.1.4 <i>cont'd</i></p> <p>explore a range of art materials, techniques, and vocabulary to develop art making skills</p>	<p><i>Introducing Drawing</i></p> <p>Since drawing is usually a child’s first foray into meaning making, they have great interest in recording their ideas. Many of the first entries in journals are actually drawings, which are paired over time with words. There should be many other opportunities for drawing provided in K-1 classrooms.</p> <p><i>Drawing Tools</i></p> <p>Introduce students to various tools that produce lines. Allow choice of tools and talk about why they chose the tool they did. Draw the same picture using different tools. Talk about which worked best and why.</p>

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<p><i>Observation and Checklist</i></p> <p>Make a checklist to record information about various skills regarding student use of materials/tools. Organize the checklist in categories:</p> <p>drawing</p> <p>uses details</p> <p>fills the page</p> <p>uses various media effectively</p> <p><i>Art Journal Entry</i></p> <p>Ask students to describe what they have found out from their experiments using different drawing tools. Finish by deciding which tool they liked best and why. In Kindergarten, this could be a group journal entry.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> drawing: pg. 10-13, 26-27 <i>insects</i>, 36-37 <i>details</i>, 60-61 <i>ornament</i>, 66-67 <i>animals</i>, 80-81 <i>buildings</i>

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<p>1.1.4 <i>cont'd</i></p> <p>explore a range of art materials, techniques, and vocabulary to develop art making skills</p>	<p><i>Found Object Prints</i></p> <p>There are many possibilities for printmaking in the Kindergarten and Grade 1 classrooms. Very successful prints can be made using found objects such as buttons, clothes pins, sponges, corks, erasers, bottle caps, cogs, gears, circular tube ends, blocks, wooden spools, etc. Simply paint the object with a brush or sponge using tempera paint and press onto paper. If students are putting too much paint on, have them stamp once on a damp paper towel before the final stamping on paper. Larger objects can be rolled with water-based ink or tempera paint using a brayer.</p> <p><i>Vegetable and Fruit Prints</i></p> <p>Many vegetables and fruits can be used to create interesting prints. Consider split mushrooms, peppers, cabbage, apples, pears, etc. It is easy to include several images on one page to make a composition. Encourage students to work for a break-up of space (spreading the design around the page but leaving some open space). Vegetable and other found object prints can be embellished once printed using paint, pastel, or markers.</p> <p><i>Stencil Prints</i></p> <p>Prints can also be made using pre-cut stencils or student made stencils. Young children are capable of inserting a scissor in the centre of a piece of paper and cutting a random, free-form shape that can be used as a stencil. Folding a paper and cutting a design on the fold line also works well. Sponges dabbed in paint, as well as brushes, can be used for applying colour in the stencil shapes. Stencils can be moved repeatedly around the paper to make a composition. Colour can be changed, and when one layer is dry, new shapes can be applied.</p> <p><i>Papers for Printmaking</i></p> <p>Papers for printmaking can include: construction paper, newsprint, wallpaper samples, tissue paper, brown wrapping paper, light weight fabric remnants, and gift wrap.</p>

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<p><i>Self-assessment</i></p> <p>At the end of a printmaking unit, ask students to tell what they learned about making prints. Record the information on chart paper for Kindergarten. Encourage Grade 1 students to record what they learned on sticky notes and apply them to the appropriate work.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> printmaking: pg. 46-53 <i>lines</i>, R91 in teacher resource book <i>found object</i>

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<p>1.1.4 <i>cont'd</i></p> <p>explore a range of art materials, techniques, and vocabulary to develop art making skills</p>	<p><i>Introducing Sculpture</i></p> <p>In many classrooms, the opportunities to create 2D work in primary grades far outnumber those involving the creation of 3D artworks. As a result, teachers try to ensure that adequate opportunities to create sculpture using a variety of materials are woven throughout art experiences. When clay or Play-doh is in scarce supply, teachers can use recycled materials instead. Lack of materials should never be a reason to deprive students of experiences with sculpture.</p> <p>Please refer to the end of Appendix C in the <i>Primary Art Curriculum Guide</i> for homemade recipes for art materials.</p> <p><i>Sculpture with Found Materials</i></p> <p>Ask students to think about a design for a peaceful playground or classroom. Provide wooden blocks, spools, and other found items for the planning and creation of spaces.</p> <p><i>Clay Explorations</i></p> <p>Invite students to explore clay using pinching, poking, and pulling techniques to create simple, familiar animal shapes or small pots, adding texture with found materials such as wire, burlap, and leaves.</p>

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<p><i>Oral Presentation</i></p> <p>Provide opportunities for students to present their constructions to the class. Ask them to describe what they created and use descriptive words to talk about their work. Reluctant students can be encouraged through questioning.</p> <p><i>Teacher Questioning</i></p> <p>When students create 3D constructions using a variety of collected materials, pose a series of questions such as:</p> <p>Where did you get your idea from?</p> <p>Tell us about a problem you had while making your work.</p> <p>What did you do to solve this problem?</p> <p>What did you find out that might help you when you make another sculpture?</p>	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • found materials: pg. 8-9, 30-34 <i>sculpture</i>, 60-61 <i>ornament</i>, R90-91 in teacher resource book • clay: pg. 38-45, 70-71 <i>animals</i>

Creating, Making, and Presenting

2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>2.1.1 create art for a variety of purposes and recognize there are many kinds of visual art</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 2.1.1</p> <ul style="list-style-type: none"> • Science <i>Animal Homes</i> Outcome (201-1) follow a simple procedure to build a beaver dam or bird nest where instructions are given one step at a time <p>Outcome (201-2) manipulate materials purposefully</p> • Math <i>Shape and Space (3-D objects and 2-D Shape)</i> Outcome KSS3 build and describe 3-D objects </div>	<p><i>Establish Purpose</i></p> <p>Connecting creation to purpose is essential in art making. Students create stronger, more personal work when they have a sense of why they are involved in the process and who the audience will be. Purposes for art making can vary. Sometimes the purpose is simply to explore or experiment; other times more personal purposes are established (e.g., to document a special event or to express feelings).</p> <p><i>Illustrate Stories</i></p> <p>Ask students to respond to detailed descriptive language in stories by illustrating class books or creating murals.</p> <p><i>Transformations</i></p> <p>As a class, brainstorm possible characteristics of imaginary creatures. Using these ideas, have students draw with markers or crayons to transform vegetable, sponge, or hand prints into imaginary creatures.</p> <p><i>Book Illustrations</i></p> <p>Children’s books offer many examples of different kinds of visual art in their illustrations. During read aloud time, always comment on book illustrations, naming the process used to create the illustrations (e.g., watercolour, acrylic or oil paintings, photographs, collage, mixed media, ink drawings, printmaking, sculpture of clay, wood, paper).</p> <p><i>School Collection of Art Poster Reproductions</i></p> <p>Build school collections of art reproductions and file by medium (e.g., oil painting, watercolour, clay, recycled material, monoprint, stencil, mixed media, etc.) Have a sign-out system so teachers can access resource materials when needed. Used calendars, art exhibition posters or invitations, poster reproductions, pages from discarded art books from public libraries, art books from second hand book stores or flea markets are likely sources of quality visuals. Ask for parent help in building the image collection.</p>

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<p><i>Student Responses</i></p> <p>At the end of a lesson when students have shared their work and answered questions, clue up by asking students why their images were created. Possible answers might include:</p> <ul style="list-style-type: none"> • to show what we like to do in winter • to tell a story • to make a sign for the concert • to tell about our trip to the museum 	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • visual art variety: pg. 16-17 <i>collage</i>, 20-23 <i>painting</i>, 26-27 <i>scientific illustration</i>, 34-45 <i>clothing</i>, 38-39 <i>clay</i>, 46-47 <i>printmaking</i>, 58-59 <i>collage</i>, 60-61 <i>recycled art</i>, 64 & R96 in teacher resource book <i>fiber arts</i>, 80-81 <i>drawing</i> <p>NOTES</p> <p>Art has a variety of purposes:</p> <ul style="list-style-type: none"> • to tell a story (illustrate) • to communicate experiences • to decorate • to express imagination • to record personal events • to record observations <p><i>Teacher List</i></p> <p>Teachers can keep a list in their plan books of the outcomes for which artwork is created. This will enable teachers to design activities for various outcomes over a block of time.</p>

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<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>2.1.2 choose, display, and talk about work from their portfolio</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 2.1.2</p> <ul style="list-style-type: none"> • English Language Arts <i>Speaking and Listening</i> Outcome 1 express opinions (I like...; I don't like...) <p>Outcome 2 participate in conversation and in small-and whole-group discussion</p> <p>engage in simple oral presentations and respond to oral presentations and other texts</p> </div>	<p><i>Personal Selection</i></p> <p>Choose times throughout the year to have student select art for a class display. Talk to the students about why they might choose a piece of art from their portfolio. Talk about themes: pictures of family, colour, pets, happy pictures, pictures that show I learned something, the best picture I made, etc. Talk about techniques: drawing, collage, print, painting, etc. With the help of the students, decide on a topic for the exhibition. Students should select the piece they want to exhibit from their own work portfolio.</p> <p><i>Show and Tell</i></p> <p>Use the show and tell game as a structure for talking about art. Every student goes to their portfolio and chooses a piece of artwork. They get in groups and share why they chose that particular piece of art in their groups.</p>

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<p><i>Observation and Anecdotal Responses</i></p> <p>Observe students in various situations where they choose personal artwork. Keep anecdotal responses of any important observations. Take note if students:</p> <ul style="list-style-type: none"> • are confident in choosing artwork • choose a diverse range of artwork • can explain why artwork is chosen • can make decisions in a timely manner 	<p>NOTES</p> <p>Please refer to page 16 in section 1 of the <i>Primary Art Curriculum Guide</i> for more information about the <i>process</i> and <i>product</i> portfolios.</p>

Creating, Making, and Presenting

2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>2.1.3 collaborate during the art making process</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 2.1.3</p> <ul style="list-style-type: none"> • English Language Art <i>Speaking and Listening</i> Outcome 1 begin to ask and respond to questions, seeking information (who? what? why? where? when?) listen to the ideas and opinions of others Outcome 3 demonstrate that they are becoming aware of social conventions in group work and co-operative play </div>	<p>Group Work</p> <p>Ask two or three students to work together on a house (a small one for toy people). Use natural and recycled building materials such as sticks, stones, fabric, and other scrap materials. The value of constructing the house is in the shared act of creating, not the finished product that the students will dismantle after assessment.</p>

Creating, Making, and Presenting

2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Assessment Strategies	Resources/Notes
<p><i>Observation and Anecdotal Responses</i></p> <p>Observe students' ability to work individually and co-operatively on art projects. Note such things as:</p> <ul style="list-style-type: none"> • willingness to experiment with new materials and ideas • willingness to share and take turns • a growing awareness of themselves as art makers • the ability to engage in conversation with others, listening to others, and asking questions • appreciating the efforts of others <p><i>Self-assessment</i></p> <p>Provide simple self-assessment forms to encourage students to reflect on how they are working in a group.</p> <p>See Appendix E in the <i>Primary Art Curriculum Guide</i> for assessment forms.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • working collaboratively: pg. 9 <i>arranging art materials</i>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>3.1.1 investigate how visual art is used at home, school, and in the community</p>	<p>The purpose of this outcome is to encourage students to see that the visual arts are part of their lives and are important to the community.</p> <p><i>Art Treasure Hunt</i></p> <p>Take students on an art treasure hunt around the school/community. As the children see something, they stop, and the teacher adds it to their art list (e.g., posters, student artwork, signs giving direction, book illustrations, pottery, architecture of the school and buildings near it, design of playground equipment, bulletin boards, etc.). When the students return to class, together they can decide the purpose of each example they chose (e.g., bulletin boards are used to tell us things; pottery is used in our house for food, to hold plants, or to have something nice to look at).</p>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Assessment Strategies	Resources/Notes
<p><i>Art Journal Entry</i></p> <p>Have students draw, tell, or write about the various ways people use visual arts in their lives.</p> <p><i>Create a Mural or Bulletin Board</i></p> <p>Find examples of the many ways we use visual arts in the community. Have students suggest a label for each and its purpose. Display as a class mural. The same information could be organized as a matching game in a pocket chart. Observe student responses to determine if any students are having difficulty with this concept.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 50 <i>signs</i>, 38-42 <i>clay</i>, 56, 62-65 <i>sewing</i>, 80-81 <i>architecture</i>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>3.1.2 explore images from different times and cultures</p> <div data-bbox="142 682 527 1339" style="border: 1px solid black; padding: 5px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 3.1.2</p> <ul style="list-style-type: none"> • Music <i>Contexts</i> Outcome 1 perform, listen to and create <ul style="list-style-type: none"> • songs/games • folk music • English Language Arts <i>Reading and Viewing</i> Outcome 7 begin to develop an understanding and respect for diversity </div>	<p><i>Simple Time Line</i></p> <p>Use a simple time line across the board and tape examples of art through history on the timeline. Since students will not understand a reference to dates, focus on the idea of going back in time or a long, long time.</p> <p><i>Group Discussion</i></p> <p>As different images from different times are discussed, some of the points that can be drawn out include:</p> <p>people have always made drawings, paintings, fabric art, and constructions</p> <p>works of art provide a record of the past, what people were like, what they wore, their jobs, food, and pets</p> <p>looking at art can help us understand the past</p> <p><i>Guessing Game</i></p> <p>Ask one student to choose an artwork depicted on a poster from a selection of other works and take a few minutes to look at it. While other students sit with their back to the work, have the student describe the scene (shapes, colours, etc.) as fully as possible. When the description is complete have the students turn to look at the selections and choose the one described. Ask them to explain how they knew this was the correct one and then provide opportunities for them to add to the original description. Use selections from diverse artists and cultures.</p> <div data-bbox="576 1339 1383 1575" style="border: 1px solid black; padding: 5px;">  <p>Play-Based Learning</p> <p>Provide opportunities for children to view, respond and discuss various art forms from postcards, greeting cards, calendars, posters, websites and books that use various art styles.</p> </div>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Assessment Strategies	Resources/Notes
<p><i>Questioning</i></p> <p>Teachers can ask a range of questions in various activities to focus student attention on different aspects of images through history. Questioning will also help teachers determine if students understand what can be learned from art images.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 38-42 <i>clay</i>, 66 <i>prehistoric cave paintings</i> <p>NOTES</p> <p>There have always been artists. From the time of cavepeople to today, humans have recorded their ideas, feelings, beliefs, history, and culture through visual imagery. Through exploration of various images, young students should come to understand that we can learn about the world and its people by looking at various kinds of artwork.</p>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>3.1.3 realize that their personal, social, and physical environments can influence the content of their artwork</p>	<p><i>Artist Reference</i></p> <p>As a class, view the artwork of an artist (e.g., Michael Massie), paying attention to whatever are the obvious aspects of the work (e.g., simplified shapes and playful content of Massie’s work in the book <i>Silver and Stone</i> found in your school library). Ask students what they like best about the work and make a list of the suggestions. Give everyone reflection time to think about this work and decide if there is something they have learned from looking at it that they can use in their own artwork.</p> <p><i>Artist Guest Speaker</i></p> <p>Invite an artist to the class to demonstrate how he/she works. After the demonstration, ask questions to prompt student thinking:</p> <ul style="list-style-type: none"> • What did you see that surprised you? • What questions do you have for the artist? • What do you like best about this artwork? • Does this give you an idea for your own artwork? <p><i>What’s the Experience?</i></p> <p>Find images that are obviously based on personal experiences of the artist. Talk about what is happening in the artwork and why the artist might have made the image. Talk about how there are many different kinds of art because people have all kinds of different experiences.</p>

Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

Assessment Strategies	Resources/Notes
<p><i>Observation and Anecdotal Responses</i></p> <p>Look for evidence that students are able to make a connection between the artwork they see and those they create. Encourage and note their:</p> <ul style="list-style-type: none"> • fluency in telling stories about pictures or commenting on interest in an image • questions about the times and places shown • predict what is going to happen • comments comparing their lives to the artwork content • ability to project into the scene, “Those clothes look silly. I’d never wear them.” • frequency in commenting on something in an artwork they could include in their own work <p><i>Oral Exchange and Anecdotal Responses</i></p> <p>Over the course of a week, provide time each day for several students to choose one artwork from a wide selection. Students will tell what they like about the work and something they might like to use in their own work.</p> <p><i>Questioning</i></p> <p>Teachers will determine student recognition of art based on personal experiences through questioning during various viewing activities. Keep questions focused on the reason the artist made the artwork.</p> <p><i>Matching Game</i></p> <p>Select a range of postcard images of artwork representing different forms of art. Make a name card for each (e.g., pottery, fiber art, painting, sculpture, drawing). Draw a card and have students find the images that match it. Place name card and images together in a pocket chart.</p> <p><i>Linking to Journal Writing</i></p> <p>Most journal entries are based on the personal experiences of the student. Use student experiences in journal writing to talk about where their ideas come from for writing. Ask for examples. Talk about how pictures are another way of giving information and discuss how they knew how to make marks (draw) before they knew any letters or words to write.</p>	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • personal: pg. 30-31, 45 & 77 • social: pg. 34-35, 37 • physical: pg. 8-9, 60-61, 74-75, 79-81 <p><i>NOTES</i></p> <p><i>Teacher List</i></p> <p>Teachers can keep a list in their plan books of the types of artwork students have been exposed to. This will alert teachers if they need to broaden exposure to different art types/ media.</p>

Understanding and Connecting Contexts of Time, Place, and Community

4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>4.1.1</p> <p>demonstrate an understanding that visual art is a universal way of expression among people</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 4.1.1</p> <ul style="list-style-type: none"> • Science <i>Animal Homes</i> Outcome (103-1) choose materials to build a variety of real and imaginary habitats • English Language Arts <i>Reading and Viewing</i> Outcome 6 respond personally to texts in a variety of ways <p>Outcome 7 begin to develop an understanding and respect for diversity</p> </div>	<p>Questioning</p> <p>At the Kindergarten level, students need to recognize that art is another way to communicate, to tell us things in pictures rather than words.</p> <p>To help develop this understanding, ask broad questions when looking at artwork such as:</p> <ul style="list-style-type: none"> • Does everyone like to create things? • Do you think people have always created pictures or drawings? • Why do you think they wanted to? • What story can be told by looking at this artwork? • What can we find out about the way people lived then? • How does this artwork make you feel? <p>When students are looking at artwork, help them to identify whether the source of the image comes from the imagination or through observation.</p>

Understanding and Connecting Contexts of Time, Place, and Community

4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

Assessment Strategies	Resources/Notes
<p><i>Group Guessing Game</i></p> <p>Lay out a range of pictures that have different themes (e.g., family portrait, historical event, humorous content, narrative, decorative object). Ask who can find an artwork that:</p> <ul style="list-style-type: none"> • tells a story? • makes you laugh? • shows how people dressed long ago? • shows what it is like to live in a city? • shows a different kind of family? • makes you feel sad? happy? surprised? 	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 30-31 <i>emotional expression</i>, 62 <i>sewing</i>, 66 <i>animals</i> <p>NOTES</p> <p>This outcome links with 2.1.1 where students create art for a variety of purposes. Art provides evidence of the desire of humans to create and communicate. Why do humans make art? A survey of artwork throughout history reveal that some of these reasons include:</p> <ul style="list-style-type: none"> • personal enjoyment • to express thoughts and feelings • to record time, place, people, and things • to tell stories • to adorn or decorate • to remember the past • to increase understanding of the world • to make people laugh • to raise questions • to affect change (social, political, or environmental)

Understanding and Connecting Contexts of Time, Place, and Community

4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>4.1.2</p> <p>respectfully discuss their own and other’s artwork, describing various reasons why the artwork was made</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 4.1.2</p> <ul style="list-style-type: none"> • Music <i>Contexts</i> Outcome 1 perform, listen to and create <ul style="list-style-type: none"> • songs/games • folk music • English Language Arts <i>Speaking and Listening</i> Outcome 1 listen to the ideas and opinions of others <p><i>Reading and Viewing</i> Outcome 7 begin to develop an understanding and respect for diversity</p> </div>	<p>Discussion</p> <p>Students’ understanding that artists have reasons for creating artwork will develop over time through a series of experiences focusing on different artists and images. Students at the Kindergarten and Grade 1 level will be introduced to this idea through discussion. Images that are accessible (easy to understand, where the intent is more obvious) should be selected for use.</p> <p>Looking at Art</p> <p>Teachers should avoid telling students what they see in artwork. Let students have an opportunity to analyze and discuss their own thoughts. There is no right or wrong answer. Allow the artists to “speak for themselves” through their work.</p> <ul style="list-style-type: none"> • What do you like about this work? • Why do you think the artist made this? <p>How Was It Done?</p> <p>Display a piece of artwork (e.g. mixed media) and challenge the class to ask as many questions as possible about how the artist created it. For example:</p> <ul style="list-style-type: none"> • What material is it made of? • How did the artist make the paint so thick or thin? • Did the artist use a computer? • What surface did the artist use to work on? • How long would it take to complete? • Did the artist use different materials? <p>Literature</p> <p>Read books about artists and their artwork. Students will learn about what the artist’s life was like, what inspired their artwork, how their work changed over time, etc.</p>

Understanding and Connecting Contexts of Time, Place, and Community

4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.

Assessment Strategies	Resources/Notes
<p><i>Questioning</i></p> <p>Periodic review/assessment can be carried out using illustrations in children’s books. Students can summarize the purpose of various illustrations as stories are being read.</p> <p><i>Observation and Anecdotal Responses</i></p> <p>As various activities are carried out, observe students’ attempts to determine the intentions of the artist. Listen for expressions of intent such as, “She must like flowers because she painted a lot of them.”</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> pg. 6-7, 14, 26 <i>scientific illustration</i>, 38 <i>uses of clay</i>, 42 <i>functional art</i>, 44 <i>storytelling</i> <p>NOTES</p> <p>This outcome supports outcome 2.1.1 creating art for a variety of purposes.</p>

Understanding and Connecting Contexts of Time, Place, and Community

5. Students will be expected to examine the relationship among the arts, societies, and environments.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>5.1.1 examine artwork from past and present cultures that have been created for different purposes and relate it to their own work</p>	<p><i>Postcard Sort</i></p> <p>Provide a set of postcards or other art images. Encourage students to sort the images based on different criteria (e.g., colours used, subject matter, etc.).</p> <p><i>Storytelling</i></p> <p>Present works of art featuring children from diverse cultures and ask children to tell a story about one of the works.</p> <p><i>Scrapbook Collections</i></p> <p>Students can collect their favorite art reproductions and place them in a scrapbook. They can get together in pairs and make up stories about the pictures as they view them. This can also be conducted as a full class activity and the stories can be recorded on chart paper, reread, and displayed with the artwork.</p> <p><i>Find the Details</i></p> <p>Students can work in pairs to identify details in selected art reproductions that portray a specific theme (e.g., seasons, animals, flowers, children, interiors).</p>

Understanding and Connecting Contexts of Time, Place, and Community

5. Students will be expected to examine the relationship among the arts, societies, and environments.

Assessment Strategies	Resources/Notes
<p><i>Questioning</i></p> <p>Use questioning to determine the extent of student learning. When students are looking at a variety of forms of one subject (e.g., cats) use questions to prompt their thinking and reveal their level of understanding.</p> <ul style="list-style-type: none"> • What is the animal doing? Why do you think it is doing that? • What kind of cat is it? Where would you find it? • How would you feel if you were the cat in the picture? How did the artist show us that feeling? • What do you think the cat will do next? Can you show us what that will look like? • What image is the most interesting to you? 	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 38 <i>clay</i>, 44 <i>storytelling</i>, 66 <i>animals</i>

Understanding and Connecting Contexts of Time, Place, and Community

5. Students will be expected to examine the relationship among the arts, societies, and environments.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>5.1.2 refer to the natural and built environments when viewing and creating art</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 5.1.2</p> <ul style="list-style-type: none"> • Science <i>Animal Homes</i> Outcome (103-1) choose materials to build a variety of real and imaginary habitats • Religious Education Outcome 6.1 demonstrate an appreciation for their immediate environment </div>	<p>The elements of design are obvious in the natural environment and they are used alone or together to create human constructions. It is the context in which we use these elements that creates meaning. Students should become aware of the principles of design in both nature (e.g., spider’s web, veins on leaves) and the constructed environment (e.g., clothing, ceiling tiles, desk arrangements, artwork, book illustrations). Students should also be encouraged to talk about the design principles in their own or others’ artwork through group discussion.</p> <p><i>Texture and Shape Walk</i></p> <p>Take students on a texture and shape walk around the school yard. Discuss why certain elements might have been used to build walls or playground equipment. Have students carry small sheets of paper and crayons in a baggie to complete rubbings and shape drawings. When they return to the class or the next day, have the students create a collage using the materials generated on their walk.</p>

Understanding and Connecting Contexts of Time, Place, and Community

5. Students will be expected to examine the relationship among the arts, societies, and environments.

Assessment Strategies	Resources/Notes
<p><i>Observation of Portfolio</i></p> <p>Look through students' process portfolios to determine the range of subject matter in their work. At least some of the work should reflect a focus on the natural and built environments (e.g., focused on elements appearing in natural and synthetic objects found in school or at home or discovered on school field trips).</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> pg. 8-9 <i>natural materials</i>, 24-29 <i>insects</i>, 56-57 <i>radial designs</i>, 80-81 <i>architecture</i>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive work.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>6.1.1</p> <p>give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see</p> <div data-bbox="136 772 529 1131" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><i>Cross-Curricular Links</i></p> <p>Link to Art</p> <p>Outcome 6.1.1</p> <ul style="list-style-type: none"> English Language Arts <i>Speaking and Listening</i> Outcome 1 express opinions (I like...; I don't like...) </div>	<p><i>What’s Your Preference?</i></p> <p>Provide students with a broad selection of artwork on a theme such as: animals, children, play, fantasy landscapes, different media, (sculpture, watercolour, collage, etc.) cultures, or eras. Pose the question, <i>Which of these would you like to talk about?</i> Ask students to tell something special about their choice. Discussion can occur with the whole class. In Grade 1, ideas can be recorded on paper and displayed with the appropriate image. Choosing art from their own portfolio for various purposes is also a way to focus on personal preferences.</p> <div data-bbox="574 766 1385 1075" style="border: 1px solid black; padding: 5px; margin-top: 20px;">  <p>Play-Based Learning</p> <p>Make an “Art Gallery” prop box. It may include fabric for art displays, a range of visual images, miniature easels, tickets, play money, notebooks and clipboards for children to role-play shopping for art and becoming art critics. Children may take an imaginary shopping trip to select and buy their favorite piece of art.</p> </div>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.

Assessment Strategies	Resources/Notes
<p>Questioning</p> <p>As students engage in activities that encourage their preferences in artwork, observe and pose questions to determine how well they can indicate their preference and support their choices.</p> <ul style="list-style-type: none"> • What kinds of reasons do they give for their preferences (based on subject matter, elements, feelings, etc.)? • How quickly can they define their preference? • Are they willing to be individual in their choice or is there a tendency to follow the group? <p>Portfolio Selection</p> <p>Ask students to look through their process portfolio and select an artwork they like. In Kindergarten, students can present their choice orally. In Grade 1, they can write a sentence to explain their preference.</p>	<p>RESOURCES</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • pg. 30-31 <i>feelings</i>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive work.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>6.1.2</p> <p>respond to questions to identify main ideas in others’ artwork</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Link to Art</p> <p>Outcome 6.1.2</p> <ul style="list-style-type: none"> • English Language Arts <i>Speaking and Listening</i> Outcome 1 begin to ask and respond to questions, seeking information (who? what? why? where? when?) </div>	<p><i>Book Illustrations</i></p> <p>Book illustration is a logical starting point for young children because they are exposed to these images daily in picture books. The quality and variety of illustration is exceptional. The purpose of viewing will determine which of the following category(s) will be explored.</p> <p>Susan Wachowiak (1985) recommends five categories for looking at art:</p> <ol style="list-style-type: none"> 1. <i>Identify the content or subject matter.</i> (choose applicable questions) <ul style="list-style-type: none"> • What objects or people do you see? (e.g., man, woman, house, tree, flowers, etc.) • What event is happening? (e.g., fair, family dinner, carnival, trip to seashore, etc.) 2. <i>Recognize the technique and/or art medium.</i> <ul style="list-style-type: none"> • What materials are used? (paper, watercolour, pastel, crayon, pencil, charcoal, etc.) • What technique is used? (collage, painting, sculpture, pottery, mixed media, etc.) 3. <i>Identify the composition/design factors and recognize their importance.</i> <ul style="list-style-type: none"> • Can you describe the colours used? How do they make you feel? • What kinds of lines are there? How do the lines make you feel? • Is there any texture? How was the texture made? • What part of the work stands out the most? • How is the space used? • How does the artist make you interested in this artwork? 4. <i>Recognize the individual style of the artist.</i> To achieve this goal children must be exposed to different works by the same artist. <ul style="list-style-type: none"> • How are these images the same? • What makes this work different from other artwork? 5. <i>Recognize the artist’s intent.</i> Let students have an opportunity to analyze and discuss their thoughts. There are no right or wrong answers. <ul style="list-style-type: none"> • What do you like about this artwork? • Why do you think the artist made this artwork? <p>Consult Appendix D in the <i>Primary Art Curriculum Guide</i> for a range of questions and activities that focus students’ attention on both subject/content and art processes.</p>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.

Assessment Strategies	Resources/Notes
<p><i>Observation and Anecdotal Responses</i></p> <p>Listen as students answer teacher directed questions during various lessons where artwork is discussed. Observe which categories of questions are easily answered and which cause more difficulty. Provide additional experiences as needed.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 6-7, 8, 10, 26, 44, 66 & 76 <p>NOTES</p> <p>Teacher recognition of the range of images that constitute art is important. Opportunities to broaden student exposure, to include diverse artwork from different cultures and eras should be provided. When selecting images for young children to view, their interests and developmental stages should be considered.</p>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive work.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>6.1.3 talk about their own and others’ artwork, using descriptive language that includes the elements and principles of design</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Link to Art</p> <p>Outcome 6.1.3</p> <ul style="list-style-type: none"> • English Language Arts <i>Speaking and Listening</i> Outcome 2 participate in conversation and in small-and whole-group discussion engage in simple oral presentations and respond to oral presentations and other texts </div>	<p><i>Circle Time</i></p> <p>Establish a regular circle time when students share and discuss their own work. Encourage students to name and sign artwork and when sharing it, talk about what they have created beginning their sentence with, <i>The best thing about my work is...</i> When talking about the work of another student, they can start with, <i>What I really like is ...</i> .Encourage them to consider improvements by using, <i>If I did this again I would...</i></p> <p><i>Artist of the Week Bulletin Board</i></p> <p>Have a student artist of the week bulletin board. Choice of whose artwork is displayed can be determined by random draw or alphabetical order. Over the year, every child can be honored. A class chart can be created describing the artwork chosen and/or providing information about what students like about the piece (e.g., “I like the big, blue bird...”, “I like the size of the tree...”)</p> <p><i>Class Invitation</i></p> <p>Invite student artists from another class to come and share their artwork. Encourage the students to use descriptive language, including the elements and principles of design vocabulary.</p>

Perceiving, Reflecting, and Responding

6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.

Assessment Strategies	Resources/Notes
<p><i>Oral Exchange</i></p> <p>When students present their own artwork, look for evidence that they:</p> <ul style="list-style-type: none"> • take pride in their work by using positive references • talk about something they can now do better • refer to an area they can improve and come up with a solution to do so • talk about their artwork with increased elaboration • willingly choose artwork for discussion with class <p><i>Peer Assessment</i></p> <p>During activities where students respond to the artwork of others look for evidence that students:</p> <ul style="list-style-type: none"> • show interest in and respect artwork of their peers • are learning appropriate vocabulary for discussion of artwork of others • can identify a strength in another's artwork • can constructively talk about ways to improve artwork 	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 58 <i>shapes</i>

Perceiving, Reflecting, and Responding

7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>7.1.1 recognize safety considerations when handling art making tools and materials</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art Outcome 7.1.1</p> <ul style="list-style-type: none"> • Science <i>Using Things Around Us</i> Outcome (101-2) identify and explore ways to use materials to help carry out a variety of useful tasks <p>Outcome (201-3) use appropriate tools for manipulating and in building simple models</p> • Health <i>Unit 4</i> Outcome 2.3 demonstrate safe practices in play environments </div>	<p>Safety First</p> <p>Whenever new tools or materials are used in art class, a discussion about their safe use is important. Even the most innocent looking materials can negatively impact health or safety.</p> <p>Please consider the following safety advice:</p> <ul style="list-style-type: none"> • keep materials away from mouth • stress the importance of washing hands after lessons to remove paint, clay, or other materials that are not to be ingested • walk with scissor’s tip towards the floor; cut paper on a tabletop rather than in lap • wipe up spills immediately to prevent slipping • explain the difference between toxic and non–toxic materials • teach safe use of pointy/sharp objects (e.g. needles, tacks, knives) such as, work away from the body, remain seated, avoid contact with other people while working • avoid using materials with CAUTION warnings • supervise use of paper cutters and sharp scissors • use water soluble rather than permanent markers • avoid chalk pastel dust if children have allergies, asthma, and other respiratory problems <p>Please refer to <i>Safety in the Visual Arts</i> in Appendix G of the <i>Primary Art Curriculum Guide</i> for additional information.</p>

Perceiving, Reflecting, and Responding

7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

Assessment Strategies	Resources/Notes
<p><i>Observation and Checklist</i></p> <p>Observe students as they are engaged in art making over a term. Use a checklist to record their awareness and use of safe practices during art classes.</p> <p>Suggestions to include in a checklist:</p> <ul style="list-style-type: none"> • uses tools in a safe manner • cleans space and self after art making • verbalizes safety procedures • makes safe choices in use of materials 	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. R90-R97 in teacher resource book

Perceiving, Reflecting, and Responding

7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>7.1.2 solve simple design problems using available technologies</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 7.1.2</p> <ul style="list-style-type: none"> • Science <i>Animal Homes</i> Outcome (101-1) explore how characteristics of materials may change as a result of manipulating them into a habitat Outcome (103-1) choose materials to build a variety of real and imaginary habitats Outcome (201-2) manipulate materials purposefully <i>Using Things Around Us</i> Outcome (201-3) use appropriate tools for manipulating and in building simple models Outcome (101-2) identify and explore ways to use materials to help carry out a variety of useful tasks Outcome (201-3) use appropriate tools for manipulating and in building simple models </div>	<p>Not every lesson needs to be totally directed by the teacher. Students should have many opportunities where they can make personal choices about the tools and materials they would like to use for art making. This makes art learning more individualized and creative. Students should also be able to discuss what they found out from their explorations. Sometimes wide choices should be made available (lay out a range of materials and tools) but during other times give a choice of two or three (e.g., coloured pencils, oil pastels, paint).</p> <p>Wacky Tools</p> <p>Encourage students to make art with unconventional tools (e.g., painting with popsicle sticks, Q-tips, feathers, twigs, sponges) on various kinds of materials (e.g., paper towel, heavy cardboard, Styrofoam). Discuss results.</p>

Perceiving, Reflecting, and Responding

7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

Assessment Strategies	Resources/Notes
<p><i>Teacher Observation</i></p> <p>Observe students as they are working. As you circulate ask students to tell what they are doing and why they decided to do it. At the K-1 level, answers will be basic. Some examples might be:</p> <ul style="list-style-type: none"> • “Me playing with my doll.” • “This pink circle is the best one.” • “I was trying out this big brush but it didn’t work. The shape was too small.” • “I am trying to make a pattern with two shapes.” <p>Use the answers to these questions to determine if students have met the outcome(s) for the lesson. Record information using a preferred strategy (e.g., rating scale, checklist, or anecdotal responses).</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • R90-R96 in teacher resource book

Perceiving, Reflecting, and Responding

8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>8.1.1 explain reasons for creating an artwork</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 8.1.1</p> <ul style="list-style-type: none"> • Music <i>Contexts</i> Outcome 1 perform, listen to and create <ul style="list-style-type: none"> • songs/games • folk music • English Language Arts <i>Speaking and Listening</i> Outcome 1 express opinions (I like...; I don't like...) </div>	<p>Art Talk</p> <p>When students create an artwork, provide time at the end of the session for them to talk about why they created their images. Young students may have very simplistic reasons for creating their work or they may have difficulty expressing their intentions. Teacher questioning can help draw out their ideas, as well as provide the vocabulary for talking about image making:</p> <p>Tell us about your picture. Why did you decide to paint/draw/collage a _____?</p> <p>How did you show us you were happy or sad?</p> <p>The important message to send through this activity is that all images are valued because they represent a person's thoughts, feelings, or ideas. By asking students to talk about their artwork, you are helping them realize that art has intent.</p> <p>Artist Statement (see 4.1.5)</p> <p>Talk about artist statements. Encourage students to speak or write a simple artist statement using these prompts:</p> <p>The materials I used to create this artwork were _____.</p> <p>The artwork tells about _____.</p> <p>I want people to feel _____when they see my artwork.</p>

Perceiving, Reflecting, and Responding

8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

Assessment Strategies	Resources/Notes
<p><i>Oral Exchange</i></p> <p>As students talk about their own artwork, note the stories and explanations they offer to assess the development of their ideas, imagination, and perceptiveness. As students begin to talk about their artwork, look for evidence of:</p> <ul style="list-style-type: none"> • visual fluency (ability to see and make associations) • curiosity and engagement (interest in and response to various experiences) • observation (willingness to see and talk about detail) • elaboration (telling stories or explaining ideas in their artwork) 	<p><i>RESOURCES</i></p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 6-7 <i>artist comments</i> <p><i>NOTES:</i></p> <p>This outcome is supported by outcome 4.1.2 where children view the work of self and others to determine their intent for creating an image and it will inform outcome 2.1.1 where students create artwork for a variety of purposes.</p>

Perceiving, Reflecting, and Responding

8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

Specific Curriculum Outcomes	Suggestions for Learning and Teaching
<p><i>By the end of Kindergarten, students will be expected to:</i></p> <p>8.1.2</p> <p>describe how they made an artwork</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Cross-Curricular Links</i></p> <p>Links to Art</p> <p>Outcome 8.1.2</p> <ul style="list-style-type: none"> • Music <i>Contexts</i> Outcome 1 perform, listen to and create <ul style="list-style-type: none"> • songs/games • folk music • English Language Arts <i>Speaking and Listening</i> Outcome 2 respond to and give simple directions or instruction </div>	<p><i>Student Reflection</i></p> <p>Occasionally use sharing time as an opportunity for students to talk about how they made an artwork. Encourage them to use sequence and descriptive language (e.g., elements and principles of design vocabulary). Talking about how work was created is a beginning step along a continuum of understanding that art is the result of a process in which the artist makes many decisions. Much art making is about trying out ideas, experimenting with materials, and shifting intentions. We have to honour the creative process in art making as well as the final product.</p> <p><i>Show and Tell</i></p> <p>Use <i>Show and Tell</i> sessions for students to share how they created an artwork. It might be appropriate to have a student demonstration of a new discovery like a technique.</p>

Perceiving, Reflecting, and Responding

8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

Assessment Strategies	Resources/Notes
<p><i>Art Journal Entries</i></p> <p>Students can further develop their understanding of visual representations by being encouraged to record their discoveries using words and sentences in their art journals.</p> <p><i>Oral Exchange</i></p> <p>As students talk with a peer or the class about how they made an artwork, listen to determine:</p> <ul style="list-style-type: none"> • their use of descriptive language and sequence of steps involved • their connections to personal experiences • their willingness to change their plan • references to learning from other projects <p><i>Work Sample</i></p> <p>Look at journal entries or group products to determine if students can express in coherent terms how an artwork was created.</p>	<p>RESOURCES</p> <p><i>Kindergarten</i></p> <ul style="list-style-type: none"> • pg. 11, 19, 21, 41, 66, 83

