

# Kindergarten

Visual and Performing Arts: Visual Arts Content Standards.

## ARTISTIC PERCEPTION

At the kindergarten level, children will learn to process, analyze, and respond to sensory information through the language and skills specific to the visual arts.

They will perceive and respond to works of art, objects in nature, events, and the environment. They will use the vocabulary of the visual arts to express their observations.

### **Ideas for what to do:**

Begin the lesson by introducing elements of art in the environment and in works of art, emphasizing line, color, and shape/form. Discuss simple patterns, and frontload the vocabulary, so that all the children are comfortable with the descriptive words.

Show images from nature that show patterns. They can be stripes, spirals, dots, or anything that the students would be able to recognize as a pattern. Compare these to works of art that show patterns.

### **Example:**

“Let’s look at these pictures together, and talk about what we see.”



field of tulips



honeycomb



trees



ground/stone formations



spiral shell



zebras

Point to one picture and ask the students what pattern they see. Ask them to describe every detail. Ask them to guess what the picture is.

You can also hand out printed pictures, or pictures taken from a magazine, and have the children discuss what they see in groups. If you have access to old magazines, an alternative is to have the children look through the magazines, and pull out pictures of nature that show patterns.

Next look at pictures of art that depicts patterns. You may choose one particular pattern, such as the stripes below, or you may choose a variety of patterns.

“Now, let’s look at these pieces of art. Do you see any patterns?”



Ask the students to describe what they see, and have them compare and contrast to similar patterns in nature. Be sure to use the art vocabulary that you discussed at the beginning, and use the words repeatedly, so that the students become very comfortable using these descriptive terms.

### **CREATIVE EXPRESSION**

At the kindergarten level, children apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. They will use lines, shapes and colors to make patterns. They are beginning to demonstrate their ability to use tools such as scissors, glue, and paper to make three dimensional objects. They can use other images and torn pieces of paper to make collages.

#### **Ideas for what to do:**

Begin by modeling the assignment for the class. Select one of the pictures of a pattern in nature that you have already discussed. Place the picture so that all of the children can see it.



Ask someone to tell you what colors they see in the picture. Ask another student to pick out crayons that are similar. If you don’t have all of the colors, explain that it is okay, and figure out which colors would best represent these colors. Alternately, you can also choose to pick completely different colors, but try to stick to the gradations, going from light to dark. Start drawing a spiral with a line, and ask if that seems right. Ask if you should only use spiraling lines, or if they see any other shapes. If they don’t see it, be sure to point out the details, such as the little dots that move along the spiraling lines in this photo. Work through this picture together, adding layers of color. When you feel that you are done, have an open critique, asking the students

for their opinions. Is anything missing? Does it look anything like the photo? Was it an easy pattern to follow or a difficult one?

Next have the students look through pictures or magazines and select a pattern they want to draw, or you can go on a pattern walk outside, bringing along a paper and crayons, and having them draw the patterns that they see. You can also hand out an already printed picture to each child or group, and have them select the colors they will use to create a similar pattern on their own.

### **AESTHETIC VALUING**

Children at the kindergarten level will build on skills from the prekindergarten level in analyzing and making meaning of the art that they see around them. They will analyze, assess, and derive meaning from works of art, including their own.

#### **Ideas for what to do:**

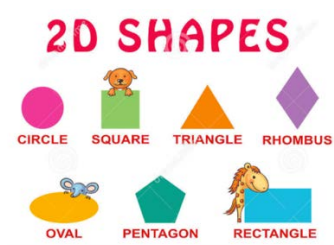
Once the students have completed their work from above, have each student discuss their piece, using the appropriate vocabulary (e.g., color, shape, texture, patterns). Ask them to describe what they see, as well explain why they made that particular piece. Was there something that drew them to the shapes or patterns? Ask them to discuss particular parts that they like of the work, giving reasons for what it is that they like specifically.

### **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

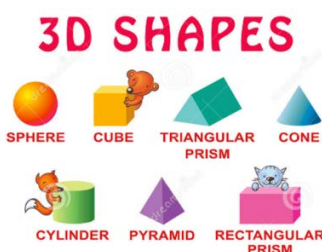
At this level, children begin to apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.

#### **Ideas for what to do:**

Show the students a shape chart, such as the one below, found on the internet. Begin with talking about two dimensional shapes, reviewing each image, and making sure that the children all feel comfortable with these shapes. Draw the shapes on the board, as you discuss, and have the students do the same.

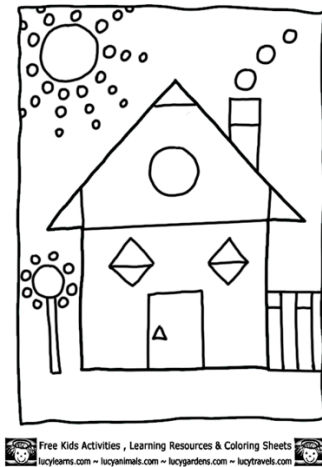
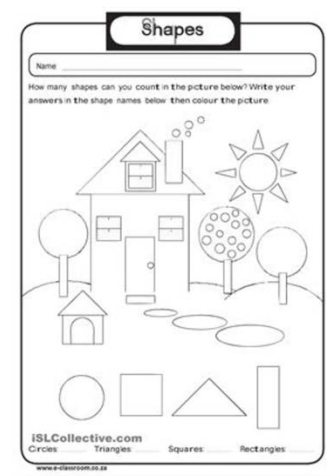
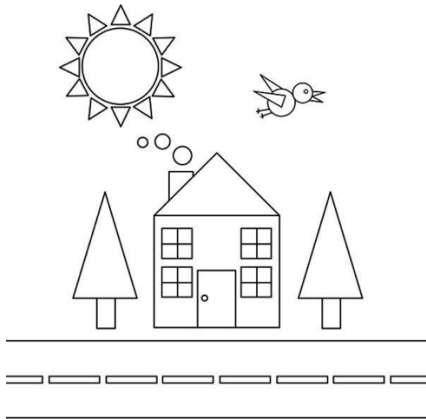
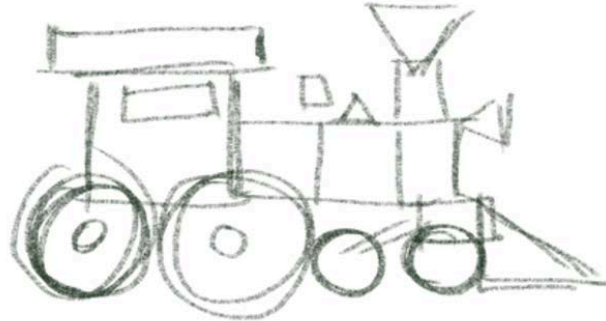
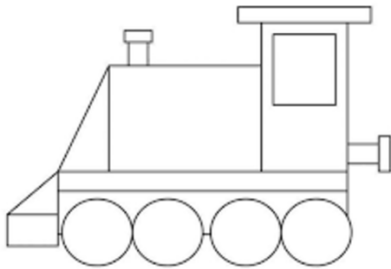


Next have the children look at a three dimensional chart, calling attention to the connection between the shapes.



A circle can become a ball. A square, a cube or a box. A triangle can become a pyramid, etc. The three dimensional shapes are more difficult to draw, but you can begin with a simple box. Begin with a square, then draw the angled lines to the sides. Then add the back two lines. Have the children practice this, seeing how the diagonal lines create a sense of depth.

You can also show them how you can combine different shapes to make pictures. Begin with a box. Add a triangle on top to create a roof. Then a smaller rectangle to make the door, and little squares to make windows. You can add a second box and triangle, with a larger rectangle to create a garage. Then some upside down triangles sitting on small, thin rectangles to make trees that resemble pines, and circles on long thin rectangles, with tiny circles within the larger circle, to resemble an apple tree. You can add triangular mountain, a circular sun, a long rectangle as a driveway. You can find many ideas and samples and worksheets online, by searching for geometrical shape drawings.



Now have the students create their own pictures, using only geometrical shapes, and coloring in their pictures.