

# Wyoming Department of Education Required Virtual Education Course Syllabus

## BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Fine Arts
Course ID	CAEL74265	Grade Level	K
Course Name	Art K	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

### COURSE DESCRIPTION

In this course, the student will explore color, line, and shape. A combination of interactive and hands-on studio projects encourages the student to create art, sharpen fine motor skills, and explore areas of interest in art. Artistic modes include drawing, painting, assembling, and sculpting.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

FPA4.1.A.1	Students create and revise original art to express ideas, experiences, and stories.
FPA4.1.A.2	Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.
FPA4.1.A.3	Students apply the elements and principles of design to their artwork.
FPA4.1.A.5	Students use art materials and tools in a safe and responsible manner.
FPA4.2.A.1	Students observe and describe in detail the physical properties of works of art.
FPA4.2.A.2	Students respond to art, using vocabulary that describes subjects, themes and symbols.
FPA4.2.A.3	Students describe works of art using the language of artistic elements and principles.
FPA4.2.A.4	Students explain their preference for specific works.
FPA4.3.A.1	Students know that the visual arts have both a history and specific relationships to various cultures.
FPA4.3.A.2	Students identify specific works of art as belonging to particular cultures, times, and environments.
FPA4.3.A.3	Students understand that history, environment, culture, and the visual arts can influence each other.
FPA4.4.A.1	Students identify connections between the visual arts and other disciplines in the curriculum.
FPA4.4.A.2	Students identify careers and recreational opportunities in the visual arts.
FPA4.4.A.3	Students recognize visual artists in their family and community and explore how these artists create their work.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Art Is Everywhere</b></p> <p>Everything in the world is made up of five basic elements of shape: circle, dot, angle line, curved line, and straight line. In this unit, your student will learn to recognize these elements of shape in his environment and in presented artworks. He will apply these elements to create original artworks using a variety of media, including crayons, finger paints, and watercolors; he will also use techniques that include cutting and pasting, finger painting, and drawing.</p>	FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3	<ul style="list-style-type: none"> <li>•Identify and create the elements of shape</li> <li>•Apply the five elements of shape to original works of art</li> <li>•Describe how other cultures use art to celebrate holidays and traditions</li> <li>•Create mixed-media and collage art</li> </ul>
<p><b>Unit 2: Coloring the Season</b></p> <p>In this unit, your student will build on her knowledge of art elements and begin to explore the color wheel. She will use various art techniques, including watercolor painting and crayon resist, and will use a variety of media including crayons, pencil, watercolors, and objects from nature. She will create original artworks inspired by the season and a Monarch butterfly watercolor painting inspired by the annual migration of Monarch butterflies. As a portfolio assessment, your student will create a fall-themed painting.</p>	FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3	<ul style="list-style-type: none"> <li>•Identify and describe warm and cool colors and use them in creating art</li> <li>•Describe migration and why animals migrate</li> <li>•Describe how art is used in everyday life</li> <li>•Respond to and make judgments about artwork</li> <li>•Demonstrate emerging awareness of balance and space in artwork</li> </ul>
<p><b>Unit 3: Winter Is Taking Shape</b></p> <p>In this unit, your student will continue to build on his knowledge of art elements and colors and begin to explore shapes, texture, and pattern in artworks. He will create original artworks inspired by the season. As a portfolio assessment, your student will use shapes, texture, and pattern to make a kite inspired by those made traditionally during the Korean Lunar New Year.</p>	FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3	<ul style="list-style-type: none"> <li>•Identify and describe basic shapes in artworks and use them in creating art</li> <li>•Relate art to personal experiences and the experiences of others</li> <li>•Identify subject, texture, and pattern in artworks</li> <li>•Respond to and make judgments about artworks</li> <li>•Demonstrate emerging awareness of balance and space in artwork</li> </ul>
<p><b>Unit 4: Art Forms</b></p> <p>In this unit, your student will continue to build on her knowledge of art elements and principles of design, exploring balance and symmetry. She will begin to explore art as form, or sculpture, and use various media, such as clay, yarn, and other arts and crafts materials to create art forms. She will create original artworks inspired by animals, a mask inspired by the Mardi Gras celebration, and a tree sculpture inspired by a Bulgarian tradition. In a cross-curricular activity, she will paint a mural inspired by the book, Abuela. As a portfolio assessment, your student will create a clay sculpture of a playground.</p>	FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3	<ul style="list-style-type: none"> <li>•Identify and describe form in artworks</li> <li>•Relate art to personal experiences and others' experiences</li> <li>•Use a variety of media types to create works of art</li> <li>•Respond to and make judgments about artwork</li> <li>•Demonstrate emerging awareness of balance and space in artwork</li> </ul>
<p><b>Unit 5: Springtime Painting</b></p> <p>In this unit, your student will continue to build on his knowledge of art elements and principles of design, exploring patterns in art, different media (including tissue paper, mud, watercolors, and sponges), and processes and tools for painting. He will create original artwork and crafts inspired by the season, as well as a Malian mud cloth inspired by a tradition of the Malian people in Africa. As a portfolio assessment, your student will cut basic and more complex shapes out of sponges and then create a sponge and finger paint mural.</p>	FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3	<ul style="list-style-type: none"> <li>•Identify and describe forms in artwork</li> <li>•Relate art to personal experiences and others' experiences</li> <li>•Use a variety of media types to create works of art</li> <li>•Respond to and make judgments about artwork</li> <li>•Demonstrate emerging awareness of balance and space in artwork</li> </ul>

<p><b>Unit 6: Summertime Art</b></p> <p>In this culminating unit, your student will continue to explore art elements, processes, and techniques, and apply them to fun arts and crafts projects. She will create a sun print, learn how to make multi-color crayons, and use objects from nature to inspire her art. She will create original artworks inspired by the season and a sunshine flag inspired by Inti Raymi, an Ecuadorian tradition. As a portfolio assessment, your student will choose the media, techniques, and processes to create an original artwork with the theme, "My Art."</p>	<p>FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3</p>	<ul style="list-style-type: none"> <li>•Identify and describe elements of art in the environment and in artworks</li> <li>•Relate art to personal experiences and to the experiences of others</li> <li>•Develop and organize ideas from the environment to create original artwork</li> <li>•Respond to and make judgments about artworks</li> </ul>
---	---	---