

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	FA
Course ID	NVA200001	Grade Level	Kindergarten
Course Name	Art K	of Credits	
SCED Code		Curriculum Type	K1 Inc

COURSE DESCRIPTION

Kindergarten students are introduced to the elements of art—line, shape, color, and more. Students will:

- Learn about important paintings, sculpture, and architecture
- Study the works of artists like Henri Matisse, Joan Miró, Rembrandt van Rijn, Ando Hiroshige, Paul Cézanne, Pablo Picasso, and Faith Ringgold
- Create artwork similar to works they learn about, using many materials and techniques, including brightly colored paintings inspired by Henri Matisse, and mobiles inspired by Alexander Calder.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA4.1.A.1	Students create and revise original art to express ideas, experiences and stories.
FPA 4.1.A.2	Students investigate and apply variety of materials, resources, technologies and processes to communicate experiences and ideas through art.
FPA 4.1.A.3	Students apply the elements and principles of design to their artwork.
FPA 4.1.A.4	Students collaborate with others in creative artistic processes.
FPA 4.1.A.5	Students use art materials and tools in safe and responsible manner.
FPA 4.1.A.6	Students complete and exhibit their artwork.
FPA 4.2.A.1	Students observe and describe in detail the physical properties of works of art.
FPA 4.2.A.2	Students respond to art, using vocabulary that describes subjects, themes and symbols.
FPA 4.2.A.3	Students describe works of art using the language of artistic elements and principles.
FPA 4.2.A.4	Students explain their preference for specific works.

FPA 4.3.A.1	Students know that the visual arts have both history and specific relationships to various cultures.
FPA 4.3.A.2	Students identify specific works of art as belonging to particular cultures, times, and environments.
FPA 4.3.A.3	Students understand that history, environment, culture, and the visual arts can influence each other.
FPA 4.4.A.1	Students identify connections between the visual arts and other disciplines in the curriculum.
FPA 4.4.A.2	Students identify careers and recreational opportunities in the visual arts.
FPA 4.4.A.3	Students recognize visual artists in their family and community and explore how these artists create their work.
FPA 4.4.A.4	Students demonstrate appropriate behavior in variety of art settings.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Let's Get Started 1 Introduction: Looking at Art	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify different kinds of art, including painting and sculpture. Recognize art that looks real and art that looks make-believe. Create an artwork that shows a person.
Let's Get Started 2 Introduction to Portrait and Self-Portrait	FPA4.1.A.1-6 FPA4.2.A.1-4	Define portrait and self-portrait. Create a self-portrait.
Let's Get Started 3 How Artists Use Lines	FPA.4.1.A.1-5 FPA4.2.A.1, 3	Identify two different lines in artworks, such as straight and wavy. Create a drawing using a variety of lines.
Let's Get Started 4 Meet Ando Hiroshige	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify vertical, horizontal, and diagonal lines in artworks. Describe two events in the life of Ando Hiroshige or characteristics of Hiroshige's art, such as the use of horizontal, vertical, and diagonal lines and that Hiroshige made many artworks showing the weather. Create a drawing of a nature scene using different lines.
Let's Get Started 5 Meet Henri Matisse	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify two different kinds of lines in artworks, such as wavy and vertical lines. Describe two events in the life of Henri Matisse or characteristics of Matisse's art, such as the use of many different kinds of lines and that Matisse was called a wild beast.

		Draw a portrait using different kinds of lines and bright colors, inspired by Henri Matisse's Purple Robe and Anemones.
Let's Get Started 6 Read about Art and Artists: Holbein, Goya, and Beechey	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast Edward VI as a Child by Hans Holbein the Younger, Manuel Osorio Manrique de Zunega by Francisco de Goya, and The Oddie Children by Sir William Beechey.
Shapes and Colors How Artists Use Shape	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify two shapes in artworks, such as a circle, square, triangle, rectangle, or oval. Create a design using shapes.
Shapes and Colors Cutting and Pasting Shapes	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify two shapes in artworks, such as a circle, square, triangle, rectangle, or oval. Create a design of cut and glued shapes.
Shapes and Colors Meet Joan Miro	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify two shapes in artworks, such as a circle, square, triangle, rectangle, or oval. Describe two events in the life of Joan Miró or characteristics of Miró's art, such as the use of lines and shapes to create paintings that look make-believe and the fact that Miró was born in Spain. Create a drawing of a make-believe place using lines and shapes.
Shapes and Colors How Artists Use Color	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify red, orange, yellow, green, blue, and violet in artworks. Use red, orange, yellow, green, blue, and violet to create a drawing of recognizable objects.
Shapes and Colors How Artists Paint with Colors	FPA4.1.A.1-5 FPA4.2.A.1-4	Identify two colors in artworks, such as red, orange, yellow, green, blue, or violet. Identify a color that was made by mixing two other colors. Create a painting by mixing colors together.
Shapes and Colors Mixing Colors, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify red, orange, yellow, green, blue, and violet in artworks. Name the colors that are mixed together to make orange, green, and violet. Make painted papers using red, yellow, and blue to make orange, green, and violet.
Shapes and Colors Mixing Colors, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify red, orange, yellow, green, blue, and violet in artworks. Explain how red, yellow, and blue are mixed together to make orange, green, and violet. Create a design by cutting and gluing shapes from painted papers.

<p>Shapes and Colors Read about Art and Artists: Stock, King, and Johnson</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4</p>	<p>Compare and contrast paintings by Joseph Whiting Stock, Charles Bird King, and Jonathan Eastman Johnson.</p>
<p>How Artists See People: Portraits and Self-Portraits 1 Portrait and Self-Portrait</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1, 3, 4</p>	<p>Define portrait and self-portrait. Create a self-portrait.</p>
<p>How Artists See People: Portraits and Self-Portraits The Bigger Picture</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1, 3, 4</p>	<p>Define portrait and self-portrait. Identify a portrait. Draw a full-length self-portrait.</p>
<p>How Artists See People: Portraits and Self-Portraits Meet Pablo Picasso</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4</p>	<p>Describe two events in the life of Pablo Picasso or characteristics of Picasso's art, such as the use of blue when Picasso was sad and pink when Picasso was happy. Color a self-portrait using variations of one color.</p>
<p>How Artists See People: Portraits and Self-Portraits A Prince and His Family</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4</p>	<p>Identify one characteristic that makes a portrait look realistic, such as details in the clothes or facial features that look real. Create a portrait showing special clothes.</p>
<p>How Artists See People: Portraits and Self-Portraits 5 Family Portraits, Part 1</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4</p>	<p>Describe one characteristic of family portraits, such as they show families either posed or involved in an activity. Draw a family portrait.</p>
<p>How Artists See People: Portraits and Self-Portraits 6 Family Portraits, Part 2</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4</p>	<p>Describe one characteristic of family portraits, such as they show families either posed or involved in an activity. Color a family portrait.</p>
<p>How Artists See People: Portraits and Self-Portraits Meet Henry Ossawa Tanner</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4</p>	<p>Describe two events in the life of Henry Ossawa Tanner or characteristics of his art, such as the fact that he attended a good art school and showed caring scenes in his paintings. Draw a self-portrait showing a caring moment with a loved one.</p>
<p>How Artists See People: Portraits and Self-Portraits Read about Art and Artists:</p>	<p>FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3</p>	<p>Compare and contrast Gare Saint-Lazare by Edouard Manet, The Nut Gatherers by William-Adolphe Bouguereau, and A Tough Story by John G. Brown.</p>

Manet, Bouguereau, and Brown	FPA4.4.A.1, 3, 4	
Let Me Repeat Myself: Patterns 1 How Artists Use Patterns	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify two patterns in artworks, such as patterns made with lines, shapes, or colors. Make an artwork with printed patterns.
Let Me Repeat Myself: Patterns 2 Fishy Patterns	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify and describe two patterns in artworks, such as patterns made with lines, shapes, or colors. Identify one pattern in a natural or man-made object. Draw a fish with patterns.
Let Me Repeat Myself: Patterns 3 Patterns in the Wild, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify and describe two patterns in artworks, such as patterns made with lines, shapes, or colors. Begin to make a tropical scene with patterns using paint.
Let Me Repeat Myself: Patterns 4 Patterns in the Wild, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify two patterns in artworks, such as patterns made with lines, shapes, and color. Finish tropical scene by making paper animals with patterns.
Let Me Repeat Myself: Patterns 5 Meet Henri Rousseau	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Describe two events in the life of Henri Rousseau or characteristics of Rousseau's art, such as the use of lines and shapes to show patterns and the fact that Rousseau was born in France. Draw a picture of a plant. Identify two patterns in artworks, such as patterns made with lines, shapes, and colors.
Let Me Repeat Myself: Patterns 6 Spotted Leopard, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify two patterns in artworks, such as patterns made with lines, shapes, or colors. Identify one pattern in a natural object, such as a pattern made with lines, shapes, or colors. Begin to create a paper leopard by making shapes for the body.
Let Me Repeat Myself: Patterns 7 Spotted Leopard, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify and describe one pattern in an artwork, such as patterns made with lines, shapes, or colors. Identify one pattern in a natural object, such as a pattern made with lines, shapes, or colors. Finish creating paper leopard by adding facial features and pattern of spots.
Getting in Touch with Art: Texture 1 How Artists Use Texture, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe two textures, such as hard or bumpy, in nature or in man-made objects. Identify and describe two textures, such as rough or smooth, in artworks. Make a clay sculpture with texture.
Getting in Touch with Art: Texture 2	FPA4.1.A.1-6	Compare and contrast Two Young Girls at the Piano by Pierre Auguste Renoir, Le Gourmet by Pablo Picasso, and

Read about Art and Artists: Renoir and Picasso	FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Maya with a Doll by Pablo Picasso.
Getting in Touch with Art: Texture 3 How Artists Use Texture, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe one texture, such as hard or bumpy, in nature and in man-made objects. Identify and describe two textures, such as rough or smooth, in artworks. Make clay animal sculptures with texture.
Getting in Touch with Art: Texture 4 Texture in Masks, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify and describe one texture, such as rough or smooth, in an artwork. Begin to create a mask by coloring with markers.
Getting in Touch with Art: Texture 5 Texture in Masks, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify and describe one texture, such as rough or smooth, in an artwork. Finish mask by adding textures.
Getting in Touch with Art: Texture 6 Painting with Texture	FPA4.1.A.1-6 FPA4.2.A.1-4	Explain that dabs of thick paint can be used to show texture in a painting. Use paint to show texture in a picture of a sunflower.
Getting in Touch with Art: Texture 7 Meet Faith Ringgold, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Identify and describe one pattern in an artwork, such as a pattern made with lines, shapes, or colors. Describe two events in the life of Faith Ringgold or characteristics of her art, such as the fact that she painted pictures and stories of quilts and that she was born in New York. Describe the texture of a quilt as soft. Begin to create a paper quilt by making a patterned border.
Getting in Touch with Art: Texture 8 Meet Faith Ringgold, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify one pattern in an artwork, such as a pattern made with lines, shapes, or colors. Describe one texture in an artwork, such as soft or hard. Finish creating paper quilt by adding decorated quilt squares.
Made in America: American Symbols and American Indian Art 1 Symbol of Freedom, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1- 4	Identify the Statue of Liberty as an American symbol of freedom. Begin creating a mixed-media artwork that includes an image of the Statue of Liberty.
Made in America: American Symbols and American Indian Art 2 Symbol of Freedom, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3	Identify the Statue of Liberty as an American symbol of freedom. Finish mixed-media artwork that includes an image of the Statue of Liberty.

	FPA4.4.A.1, 3, 4	
Made in America: American Symbols and American Indian Art 3 The Stars and Stripes	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify the symbolism associated with the United States flag. Design a flag using simple shapes and red, white, and blue.
Made in America: American Symbols and American Indian Art 4 American Indians: The Eastern Woodlands and Southwest	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1- 4	Describe two characteristics of the art of the Eastern Woodlands or Southwest American Indians, such as the fact that Navajo blankets have patterns and that Anasazi pottery has designs painted in black. Paint picture using the typical patterns and colors of a Navajo blanket.
Made in America: American Symbols and American Indian Art 5 American Indians: The Plains and the Northwest Coast	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1-4	Describe two characteristics of art of the Plains or the Northwest Coast American Indians, such as the fact that pictures o Plains shields are symbols of protection and Raven Man-Eater masks have big shapes and bright colors. Create a paper shield with pictures that show personal symbols of protection.
Made in America: American Symbols and American Indian Art 6 Read About Art and Artists: Cave Painting, Miskin, Durer	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast a Lascaux cave painting, Raven Addressing the Assembled Animals by Miskin, and Saint Eustace by Albrecht Dürer
Don't Move: Still Life Paintings 1 Still Life: Fruit Baskets, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Define the term still life. Identify a still life painting. Begin creating a still life by weaving a paper basket.
Don't Move: Still Life Paintings 2 Still Life: Fruit Baskets, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Define the term still life. Identify a still life painting. Finish still life by coloring fruit inside basket.
Don't Move: Still Life Paintings 3 Meet Paul Cezanne	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify a still life painting. Describe two events in the life of Paul Cézanne or characteristics of his art, such as the fact that he was born in France and he made many still life paintings. Use crayon and watercolors to create a still life.
Don't Move: Still Life Paintings 4 Still Life: Flower Vases,	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify red, orange, yellow, green, blue, and violet in still life paintings. Name the two colors that are mixed together to make

Part 1		orange, green, and violet. Make hand-painted papers by using red, yellow, and blue to make orange, green, and violet.
Don't Move: Still Life Paintings 5 Still Life: Flower Vases, Part 2	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Identify and describe still life paintings. Finish creating a floral still life by making the flowers and vase.
Scenic Overlook: Landscapes 1 Winter Wonderland	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Define the term landscape. Identify a landscape painting. Create a winter landscape.
Scenic Overlook: Landscapes 2 A Garden Landscape, Part 1	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Identify a landscape painting. Begin to create a garden landscape by making handprint flowers.
Scenic Overlook: Landscapes 3 A Garden Landscape, Part 2	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Identify a landscape painting. Finish garden landscape by drawing stems, leaves, and animals.
Scenic Overlook: Landscapes 4 It's Raining, It's Pouring	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Describe weather in a landscape. Create a landscape showing rainy weather.
Scenic Overlook: Landscapes 5 Autumn Landscape, Part 1	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Identify a landscape painting. Begin to create a fall landscape using cut and glued paper.
Scenic Overlook: Landscapes 6 Autumn Landscape, Part 2	FPA4.1.A.1-6 FPA4.2.A.1,3,4	Identify a landscape painting. Finish creating fall landscape using cut paper and paint.
Scenic Overlook: Landscapes 7 Read about Art and Artists: Heade, Tait, and Klee	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast Cattleya Orchid and Three Brazilian Hummingbirds by Martin Johnson Heade, Rabbits on a Log by Arthur Fitzwilliam Tait, and Cat and Bird by Paul Klee.
In the Round: Sculpture Sculpture	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify an example of sculpture. Describe the difference between a painting and a sculpture. Create a drawing and a sculpture of a rabbit.
In the Round: Sculpture Horse Sculpture	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify an example of sculpture. Describe the difference between a painting and a sculpture. Create a sculpture of a horse.
In the Round: Sculpture Magical	FPA4.1.A.1-6	Describe the difference between a painting and a sculpture. Identify an example of a mobile.

Mobiles, Part 1	FPA4.2.A.1-4	Define mobile. Begin creating a mobile by making paper fish.
In the Round: Sculpture Magical Mobiles, Part 2	FPA4.1.A.1-6 FPA4.2.A.1, 3, 4	Identify an example of a mobile. Finish creating mobile.
In the Round: Sculpture Reading about Art and Artists: Stubbs, Hicks, and Bonheur	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast The Grosvenor Hunt by George Stubbs, The Peaceable Kingdom by Edward Hicks, and The Horse Fair by Rosa Bonheur.
1 How Artists See Play How Artists See Play	FPA4.1.A.1-6 FPA4.2.A.1, 3, 4	Identify a painting showing people at play. Draw a self-portrait showing play.
1 How Artists See Play The Swing, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Identify a painting showing people at play. Begin creating an artwork of a person on a swing by making paper person.
1 How Artists See Play The Swing, Part 2	FPA 4.2.A.2	Identify a painting showing people at play. Finish making an artwork of person on swing by adding details to the clothing and by making the swing.
1 How Artists See Play The Carousel, Part 1	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify a painting showing people at play. Identify a bright color in an artwork, such as bright red or bright yellow. Identify a pattern of repeated lines, shapes, or colors in an artwork. Begin to create a paper carousel by making animals.
1 How Artists See Play The Carousel, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify a bright color in an artwork, such as bright red or bright yellow. Identify a pattern of repeated lines, shapes, or colors in an artwork. Finish making paper carousel.
1 How Artists See Play Read about Art and Artists: Matisse, DeForest, Rauschenberg	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.A.1, 3, 4	Compare and contrast The Snail by Henri Matisse, Canoe of Fate by Roy DeForest, and Wall-Eyed Carp/ROCI Japan by Robert Rauschenberg.
1 How Artists See Celebrations 1 How Artists See	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify a painting showing people celebrating. Begin to create an artwork of a parade by creating the parade setting.

Celebrations, Part 1		
1 How Artists See Celebrations 2 How Artists See Celebrations, Part 2	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify one bright color and one dark color in an artwork, such as bright yellow and dark blue. Identify and describe how artists show movement in artworks by showing people with bent arms and legs. Continue creating a parade scene by making paper marchers.
1 How Artists See Celebrations 3 How Artists See Celebrations, Part 3	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify one feature of an artwork showing a celebration, such as people cheering or people wearing fancy costumes. Finish creating parade scene by making marchers and other details.
1 How Artists See Celebrations 4 Brueghel's Peasant Celebration	FPA4.1.A.1-6 FPA4.2.A.1-4	Identify a painting showing people celebrating. Draw a picture showing a celebration.
1 How Artists See Celebrations 5 Make Puppet	FPA4.1.A.1-6 FPA4.2.A.1-4	Describe the clothing in an artwork showing celebration. Create a puppet.
1 How Artists See Celebrations 6 The Blue Ribbon	FPA4.1.A.1-6 FPA4.2.A.1-4 FPA4.3.A.1-3 FPA4.4.1- 4	Identify the use of lines, shapes, colors, patterns, and textures in artworks. Identify artworks as landscapes, still lifes, portraits, or self-portraits. Identify an artwork created in the style of the art of American Indians or inspired by an American symbol. Identify artworks as paintings or sculptures.