

# Unit Title: What Do I See?

## INSTRUCTIONAL UNIT AUTHORS

Adams Five Star School District  
Debbie Brooks  
Lindsay Barnett

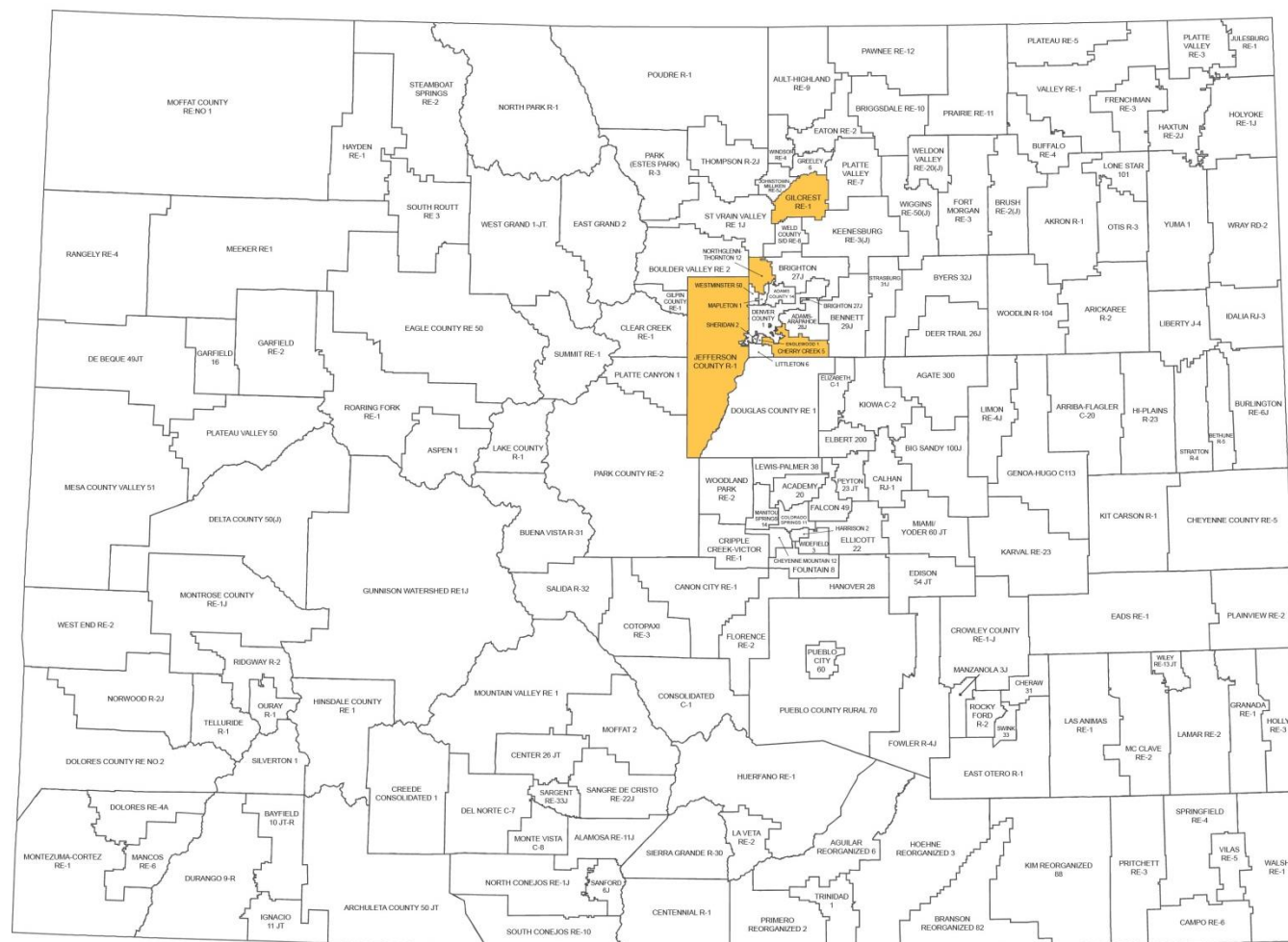
Colorado State University  
Patrick Fahey, PhD

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Cherry Creek School District  
Diane Wright

Jefferson County School District  
Elizabeth Buhr

Weld County School District  
Marilee Mason-Shipp

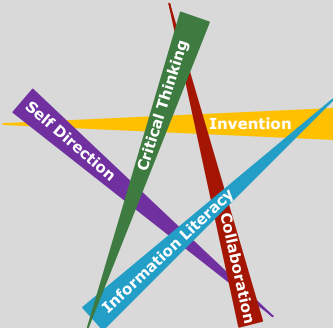


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Visual Arts	<b>Grade Level</b>	Kindergarten
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Observe and Learn to <b>Comprehend</b>	1. Artists and viewers recognize characteristics and expressive features within works of art	VA09-GR.K-S.1-GLE.1	
	2. Personal feelings are described in and through works of art	VA09-GR.K-S.1-GLE.2	
2. Envision and Critique to <b>Reflect</b>	1. Identify that art represents and tells the stories of people, places, or things	VA09-GR.K-S.2-GLE.1	
	2. Artists interpret connections to the stories told in and by works of art	VA09-GR.K-S.2-GLE.1	
3. Invent and Discover to <b>Create</b>	1. Create two- and three-dimensional work of art based on person relevance	VA09-GR.K-S.3-GLE.1	
4. Relate and Connect to <b>Transfer</b>	1. Artists and viewers contribute and connect to their communities	VA09-GR.K-S.4-GLE.1	

**Colorado 21<sup>st</sup> Century Skills**



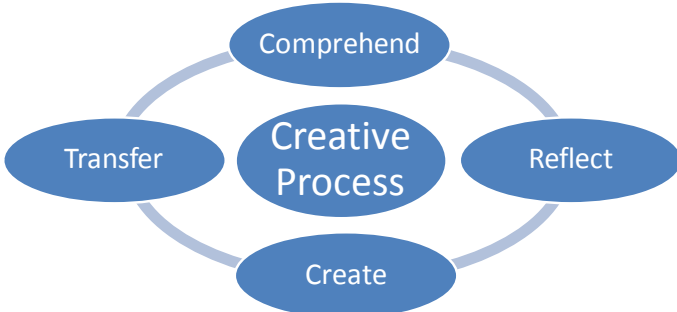
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
What Do I See?	Instructor Choice	Instructor Choice

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	What Do I See?		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Point of View	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.k-S.1-GLE.1, VA09-GR.k-S.1-GLE.2 VA09-GR.k-S.2-GLE.1, VA09-GR.k-S.2-GLE.2 VA09-GR.k-S.2-GLE.1 VA09-GR.k-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• Why do things look different out the window of your house at night vs. during the day? When it rains? When it snows? In the fall? In the spring? (VA09-GR.k-S.1-GLE.1,2) and (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.k-S.4-GLE.1-EO. a, d)</li> <li>• Can artists create under, over, beneath, around, inside?</li> <li>• Why do we see things differently?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/ Create / Transfer			
<b>Concepts</b>	Observation, Perspective, Shape, Proportion, Expression, Experiment			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression. (VA09-GR.k-S.1-GLE.1, GLE.2- EO. a, c)	What is the difference in viewing an object through a magnifying instrument versus the naked lens of the eye?	How could details change depending on viewpoint? What would the view be from the airplane? From space? What is the ant's eye view of the world? From standing on the tip of a spoon?
Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork. (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d)	Why is experimenting and playing with materials important in creating art?	How might work change as an artist experiments and plays with materials?
Artistic point of view is reflected in works of art. (VA09-GR.k-S.2-GLE.2-EO.c, d)	What visual clues tell us about an artist's point of view?	How does a work of art tell about the artist's background and experiences?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Ways that famous artworks inspire and provide ideas for personal art such as Jacob Lawrence, Native American Winter Counts, Leonardo Da Vinci, shows me unique perspectives for organizing art and revealing culture. (VA09-GR.k-S.1-GLE.2)</li> <li>• Art making, using techniques and media such as drawing, collage, painting, and printmaking, (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d)</li> <li>• How artists use collaboration (VA09-GR.k-S.2-GLE.2-EO.c, d)</li> <li>• Different ways to use mapping to organize the world. (VA09-GR.k-S.4-GLE.1-EO. a, d)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the unique organizational styles of artists. (VA09-GR.k-S.1-GLE.2-EO.a,b,c, GLE.3- EO. a, d, e)</li> <li>• Use mapping to organize space, time and energy. (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d)</li> <li>• Create an experience of traveling the world and culture through creation of a two or three dimensional artwork. (VA09-GR.k-S.3-GLE.2-EO.a,b,c,d)</li> <li>• Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.k-S.1-GLE.2-EO.a,b,c)</li> <li>• Explain the culture and place the student represented in the art work. (VA09-GR.k-S.4-GLE.1-EO. a, d)</li> <li>• Partner share how the work will expand understanding of the world as students explain their interpretation of culture and mapping. (VA09-GR.k-S.4-GLE.1-EO. a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>When I create a piece of art I discover new things.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Mapping, collaboration, space, time, energy, integrate, discovery, organization, compare, contrast, techniques, culture, sense of place, construct</p>
<p><b>Technical Vocabulary:</b></p>	<p>Organizing features of mapping, strategies of sharing for collaboration techniques and media, artistic intent, expressive characteristics</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	In this unit, kindergartners will creatively experiment with art tools and materials in a safe and appropriate manner, while building a portfolio of personal art work from the students’ point of view (from imagination and observation). The portfolio should reflect growth and learning as artists and creative thinkers. Students will look at picture books to consider how artists express ideas. This unit will culminate in the students creating their own class book expressing their own artistic creativity.
<b>Considerations:</b>	As a Kindergarten unit, the learning experiences will provide a variety of opportunities for exploration through art making. This unit focuses on process and experience more than formal products creation. This unit makes a distinct connection to children’s books and can be implemented in conjunction with an author study (e.g. Eric Carle).
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork
<b>Supporting Generalizations:</b>	Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression
	Artistic point of view is reflected in works of art

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an artist! You and your fellow Kindergarten artists will be creating your own class book entitled “We are Rock Star Artists!” Because you are an artist who shows their creativity through safe and appropriate use of materials and new and different techniques, you will collect all of your work for your artist portfolio. The artist portfolio will be your voice in sharing your own ideas about your world to other people. Using your portfolio you will choose your favorite piece to include in the class book.
<b>Product/Evidence:</b> (Expected product from students)	Students will create works of art through experimentation with a variety of materials. The development of an individual portfolio will show student’s personal perspective regarding their interpretation of his/her world. Selected pieces from individual portfolios can be collected to be included in a class book. Students will be asked to: <ul style="list-style-type: none"> <li>• Explain choice and describe artwork (verbally or in written form, with help from an adult if needed)</li> <li>• Collect ideas through answering essential questions</li> <li>• Write/Dictate a sentence or title as an artist statement/point of view</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	In building portfolio items possible options can include: <ul style="list-style-type: none"> <li>• Dictating their artist statement or story/point of view to an adult</li> <li>• Using a tree map to write statements cooperatively</li> <li>• Using electronic assistance (clip art, iPad or other tablet drawing app, videotaped performance or recorded voice)</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>A Work of Heart: A Year of Kindergarten Art Lessons</i>-Janet Conlin  <i>Denise Logan’s Amazing Art Projects for Children</i>- Denise M. Logan  <i>Art is Fundamental: Teaching the Elements and Principals of Art in Elementary School</i>- Eileen S. Prince  <i>Innovative Art Projects for Children</i>-Nicole Siebert</p>	<p><i>I Ain’t Gonna Paint No More</i>- Karen Beaumont (AD620L- Lexile level)  <i>I am an Artist</i>-Pat Lowery Collins (1210L- Lexile level)  <i>The Squiggle</i>-Carole Lexa Shafer (370L- Lexile level)  <i>When a Line Bends...A Shape Begins</i>-Rhonda Gowler Greene  <i>Too Much Glue</i>-Jason Lefebvre  <i>Look! Look! Look! at Sculpture</i>-Nancy Elizabeth Wallace (AD470L- Lexile level)  <i>Art</i> - Patrick McDonnel  <i>Look! Look! Look!</i> -Nancy Elizabeth Wallace  <i>All Around Us</i>-Eric Carle (AD70L- Lexile level)  <i>My Very First Book of Colors</i>-Eric Carle (AD70L- Lexile level)  <i>1, 2, 3 to the Zoo</i>-Eric Carle (AD70L- Lexile level)</p>

**Ongoing Discipline-Specific Learning Experiences**

1.	Description:	Think like an artist: Recognize the characteristics and expressive features within works of art	Teacher Resources:	<p><i>Studio thinking 2: The real benefits of visual arts education</i>- Hetland, I., Winner, E., Veenema, S., &amp; Sheridan, K.  <a href="http://www.kinderart.com/artbook/">http://www.kinderart.com/artbook/</a> (Site with ideas/lessons for creating kindergarten art class books and portfolios)</p>
			Student Resources:	Picture books that are read by the teacher can be made available for students to peruse images from the teachers image library
	Skills:	Create, analyze, interpret and make meaning of art and design	Assessment:	Across the unit, students will create two- and three-dimensional works of art that employ the characteristics and expressive features of art. Students will describe and tell the story (written, dictated or orally) of their art work.
2.	Description:	Create like an artist: Students will demonstrate safe and appropriate art skills	Teacher Resources:	<p><i>Studio thinking 2: The real benefits of visual arts education</i>- Hetland, I., Winner, E., Veenema, S., &amp; Sheridan, K.  <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Great ideas for observational note-taking-modifiable for content areas)</p>
			Student Resources:	Available art materials
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Students will demonstrate safe and appropriate art skills: hold and use a pencil, crayon, paint brush, scissors, glue, clay, etc.

**Colorado Teacher-Authored Sample Instructional Unit**

**Prior Knowledge and Experiences**

These ongoing experiences build upon a presumed (student) wide range of working knowledge of basic components and purposes of making art regarding 1) what an artist is and does; 2) the Characteristics and Expressive Features in works of art and design; 3) the use of media, processes and tools that are needed to express ideas in the visual arts; and 4) personal relevance and point of view in works of art.

**Learning Experiences # 1 – 11**  
**Instructional Timeframe: Teacher Determined**

**Learning Experience # 1**

The teacher may read a story such as *I am an Artist* by Pat Lowery Collins, so that students can experiment and express themselves artistically—through painting, drawing or modeling and use materials and tools properly.

<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<i>I Ain't Gonna Paint No More</i> by Karen Beaumont <i>I am an Artist</i> by Pat Lowry Collins <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will create a drawing, painting or small sculpture, explaining what they made and how they used the material.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html">http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html</a> (Think Pair Share)	Students may use favorite foods, activities, pets, celebrations, etc. as a way to consider possible subject matter
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may experiment with mixing art materials and exploring different drawing and painting surfaces
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Understanding how different materials and tools work</li> <li>• Artistic point of view is reflected in works of art</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of) tools and materials to create works of art with personal relevance</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Learning Experience # 2</b>		
The teacher may read aloud a picture book such as <i>The Squiggle</i> by Carole Lexa Shafer and/or <i>When a Line Bends, a Shape Begins</i> , by Rhonda Gowler Greene, so that students can identify basic lines and shapes.		
<b>Generalization Connection(s):</b>	Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<i>The Squiggle</i> by Carole Lexa Shafer and <i>When a Line Bends...</i> <i>A Shape Begins</i> by Rhonda Gowler Greene and other books about line and shape <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will identify line and shape in a work of art and describe their choice of subject matter (e.g. “ favorite thing to do at recess”)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://quizlet.com/1168299/art-vocabulary-flash-cards/">http://quizlet.com/1168299/art-vocabulary-flash-cards/</a> (card ideas, choose developmentally appropriate words from this list) Students may be provided vocabulary/academic words with accompanying images of different types of lines and shapes (straight, curvy, zigzag, circle, oval, square, organic, etc.) Students may be asked questions about different recess activities as a way to develop possible subject matter for art work	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a series of several art works that are thematically related
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Expressive features and characteristics of art</li> <li>• Understanding how different materials and tools work</li> <li>•</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of) tools and materials to create works of art with personal relevance</li> <li>• Drawing lines and shapes</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, line, shape	



**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 3		
The teacher may demonstrate how to use a variety of drawing tools, such as pencils, crayons, markers, oil pastels, etc., so that students can experiment with them while learning to draw a variety of lines and shapes.		
<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<a href="http://www.inquiringmind.co.nz/Herron_Model.htm">http://www.inquiringmind.co.nz/Herron_Model.htm</a> (Inquiry models) <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	Art center available for students to investigate materials, tools and visual resources	
<b>Assessment:</b>	Students will experiment with art materials and create two-dimensional art work using lines and shapes from personal perspectives (e.g. creating art about family and friends)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may use thinking maps to illustrate thinking and create graphic organizers for ideas for subject matter for art work <a href="http://www.thinkingmaps.org/">http://www.thinkingmaps.org/</a> (resources and information about Thinking Maps)	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.pinterest.com/theresamcgee/kindergarten-art-lesson-ideas/">http://www.pinterest.com/theresamcgee/kindergarten-art-lesson-ideas/</a> (Pinterest wall of ideas for art lessons)	Students may experiment with mixing drawing materials and exploring different drawing surfaces
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Experimentation with different materials and media: drawing</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of) tools and materials to create works of art with personal relevance</li> <li>• Drawing lines and shape</li> <li>• Developing subject matter</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques	

Learning Experience # 4		
The teacher may show students examples of artworks by artists across time and culture which show personal points of view so that students can identify stories, lines, and shapes.		
<b>Generalization Connection(s):</b>	Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression Artistic point of view is reflected in works of art	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	<a href="http://www.philamuseum.org/booklets/1_1_2_1.html">http://www.philamuseum.org/booklets/1_1_2_1.html</a> (Learning to Look-Art Across Time and Cultures) <a href="http://www.learner.org/courses/globalart/about.html">http://www.learner.org/courses/globalart/about.html</a> (Art through Time-A Global View) Children’s Book of Art by DK <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	Art by Patrick McDonnell	
<b>Assessment:</b>	Students will participate in critique and classroom discussion (e.g. teachers could ask students to identify their favorite piece of art and describe its story, lines and shapes) <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom</a> (Great ideas for observational note-taking-modifiable for content areas)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may partner up during classroom discussion	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Looking and talking about art works across time and culture</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Criticism, visual literacy, interpretation/inference of artistic intent and point of view</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, perspective, elements, color, subject, setting, connection, form	

<b>Learning Experience # 5</b>	
The teacher may read a text such as <i>I Ain't Gonna Paint No More!</i> by Karen Beaumont and demonstrate how to use a variety of painting tools, such as different-sized brushes, watercolors, tempera cakes, etc., so that students can experiment with color mixing and other painting techniques.	
<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork Artistic point of view is reflected in works of art
<b>Teacher Resources:</b>	<a href="http://www.inquiringmind.co.nz/Herron_Model.htm">http://www.inquiringmind.co.nz/Herron_Model.htm</a> (Inquiry models) <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)
<b>Student Resources:</b>	<i>I Ain't Gonna Paint No More!</i> by Karen Beaumont <i>My Very First Book of Colors</i> by Eric Carle
<b>Assessment:</b>	Students will create paintings demonstrating the use of color and color mixing from personal perspectives (e.g. students may create a piece of art about to create an artwork about a “favorite trip”)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may use thinking maps to illustrate thinking and create graphic organizers for ideas for subject matter for art work <a href="http://www.thinkingmaps.org/">http://www.thinkingmaps.org/</a> (resources and information about Thinking Maps)	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=ytleuw1wBcE">http://www.youtube.com/watch?v=ytleuw1wBcE</a> (You Tube Kindergarten Art Lesson media-cut paper. There are a variety of You Tube videos about Kindergarten Art Lessons that explore a diverse array of using art materials)	Students may experiment with mixing painting and drawing materials and exploring different painting surfaces
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Experimentation with different materials and media: painting</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of tools and materials to create works of art with personal relevance</li> <li>• Creating new colors and evaluating color choice</li> <li>• Drawing lines and shape</li> <li>• Developing subject matter</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques, color	

<b>Learning Experience # 6</b>		
The teacher may read a text such as <i>Too Much Glue</i> by Jason Lefebvre, and demonstrate cutting and proper gluing techniques so that students can experiment with these artistic techniques.		
<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork	
<b>Teacher Resources:</b>	<i>Too Much Glue</i> by Jason Lefebvre <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas) <a href="http://www.youtube.com/watch?v=AENrvh_bt7M">http://www.youtube.com/watch?v=AENrvh_bt7M</a> (how to use glue tutorial for young students) <a href="http://www.youtube.com/watch?v=XZwCgZVLbWl">http://www.youtube.com/watch?v=XZwCgZVLbWl</a> (how to use scissors tutorial for young students)	
<b>Student Resources:</b>	<i>Look! Look! Look!</i> by Nancy Elizabeth Wallace	
<b>Assessment:</b>	Students will demonstrate basic cutting and gluing skills (e.g students may create an art piece about their favorite food).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=AENrvh_bt7M">http://www.youtube.com/watch?v=AENrvh_bt7M</a> (how to use glue tutorial for young students) <a href="http://www.youtube.com/watch?v=XZwCgZVLbWl">http://www.youtube.com/watch?v=XZwCgZVLbWl</a> (how to use scissors tutorial for young students) Students may tear paper as an alternative to cutting	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=XbKtpZ5ZJ4o">http://www.youtube.com/watch?v=XbKtpZ5ZJ4o</a> (YouTube Kindergarten Art Lesson on Mondrian collage)	Students may experiment with mixing painting, drawing, and cutting materials and exploring different painting surfaces
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Experimentation with different materials and media</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Safe and appropriate use of tools and materials to create works of art with personal relevance</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques, adhesive	

<b>Learning Experience # 7</b>		
The teacher may read a text such as <i>All Around Us</i> by Eric Carle to show examples of collage art so that students can experiment with these artistic techniques.		
<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<a href="http://www.galenfrysinger.com/mass_amherst_eric_carle.htm">http://www.galenfrysinger.com/mass_amherst_eric_carle.htm</a> (Eric Carle information and images) <i>The Art of Eric Carle</i> by Eric Carle <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	<i>All Around Us</i> by Eric Carle	
<b>Assessment:</b>	Students will create a collage using various shapes and colors as well as cutting and gluing skills from personal perspectives. (e.g. students may create a piece of art about their favorite season of the year)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.thinkingmaps.org/">http://www.thinkingmaps.org/</a> (resources and information about Thinking Maps) <a href="http://www.youtube.com/watch?v=AENrvh_bt7M">http://www.youtube.com/watch?v=AENrvh_bt7M</a> (how to use glue tutorial for young students) <a href="http://www.youtube.com/watch?v=XZwCgZVLbWl">http://www.youtube.com/watch?v=XZwCgZVLbWl</a> (how to use scissors tutorial for young students) Students may tear paper as an alternative to cutting Students may use thinking maps to illustrate thinking and create graphic organizers for ideas for subject matter for art work	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=TAiX_Dy4V9w&amp;list=PL5i62xOccccrYKq3pjt3rMEqZOr9HVIUm">http://www.youtube.com/watch?v=TAiX_Dy4V9w&amp;list=PL5i62xOccccrYKq3pjt3rMEqZOr9HVIUm</a> (YouTube video on Eric Carle Collage building with Kindergarteners)	Students may integrate other media into the collage

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Experimentation with different materials and media: collage</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of tools and materials to create works of art with personal relevance</li> </ul>
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques, collage, composition

**Learning Experience # 8**

The teacher may read a text such as *Look! Look! Look! at Sculpture* by Nancy Elizabeth Wallace and show small three-dimensional art works so that students can explore how artists express themselves through three-dimensional works of art.

<b>Generalization Connection(s):</b>	Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<a href="http://www.henry-moore.org">www.henry-moore.org</a> (Google images: Henry Moore) <a href="http://www.ursulavonrydingsvard.net/site/selected_sculpture/">http://www.ursulavonrydingsvard.net/site/selected_sculpture/</a> (Images: Ursula von Rydingsvard) <a href="https://www.google.com/search?q=dubuffet+sculpture&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ei=KgKqUpveDMfxoASToYL4BQ&amp;ved=0CacQ_AUoAQ&amp;biw=1680&amp;bih=958">https://www.google.com/search?q=dubuffet+sculpture&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ei=KgKqUpveDMfxoASToYL4BQ&amp;ved=0CacQ_AUoAQ&amp;biw=1680&amp;bih=958</a> (Jean Dubuffet sculpture images) <a href="https://www.google.com/search?q=modern+and+contemporary+sculpture&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ei=twKqUvHMN4TfoATl_vYGAAQ&amp;ved=0CacQ_AUoAQ&amp;biw=1680&amp;bih=958">https://www.google.com/search?q=modern+and+contemporary+sculpture&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ei=twKqUvHMN4TfoATl_vYGAAQ&amp;ved=0CacQ_AUoAQ&amp;biw=1680&amp;bih=958</a> (Modern and contemporary sculpture images) <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	<i>Look! Look! Look! at Sculpture</i> by Nancy Elizabeth Wallace	
<b>Assessment:</b>	Students will draw a 2D sketch about a favorite 3D piece of art and write a short description. (e.g. word, phrase or sentence) <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals and writing)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.thekindergartensmorgasboard.com/2013/04/a-kindergarten-smorgasboard-paint-and.html">http://www.thekindergartensmorgasboard.com/2013/04/a-kindergarten-smorgasboard-paint-and.html</a> (using paint sticks as sentence starters) Students may use sentence starters/prompts	Students may dictate their description of the artwork
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Looking and talking about art works across time and culture</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Criticism, visual literacy, interpretation/inference of artistic intent and point of view</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques, 3D, sculpture, abstract, realistic, clay, build	

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 9		
The teacher may demonstrate simple modeling techniques so that students can experiment with creating a three-dimensional work of art.		
<b>Generalization Connection(s):</b>	Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork Artistic point of view is reflected in works of art	
<b>Teacher Resources:</b>	<a href="http://www.henry-moore.org">www.henry-moore.org</a> (Google images: Henry Moore) <a href="http://www.ursulavonrydingsvard.net/site/selected_sculpture/">http://www.ursulavonrydingsvard.net/site/selected_sculpture/</a> (Images: Ursula von Rydingsvard) <a href="https://www.google.com/search?q=dubuffet+sculpture&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=KgKqUpveDMfxoASToYL4BQ&amp;ved=0CAcQ_AUoAQ&amp;biw=1680&amp;bih=958">https://www.google.com/search?q=dubuffet+sculpture&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=KgKqUpveDMfxoASToYL4BQ&amp;ved=0CAcQ_AUoAQ&amp;biw=1680&amp;bih=958</a> (Jean Dubuffet sculpture images) <a href="https://www.google.com/search?q=modern+and+contemporary+sculpture&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=twKqUvHMN4TfoATl_vYGAAQ&amp;ved=0CAcQ_AUoAQ&amp;biw=1680&amp;bih=958">https://www.google.com/search?q=modern+and+contemporary+sculpture&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=twKqUvHMN4TfoATl_vYGAAQ&amp;ved=0CAcQ_AUoAQ&amp;biw=1680&amp;bih=958</a> (Modern and contemporary sculpture images) <i>A View of the Zoo</i> by Kathleen Long Bostrom <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	<i>1, 2, 3 to the Zoo</i> by Eric Carle Student models Professional models or photographs of other sculptures	
<b>Assessment:</b>	Students will create small sculptures using modeling techniques (e.g. students may create a piece of art about a favorite animal/pet)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.youtube.com/watch?v=vRaDgpn8OU">http://www.youtube.com/watch?v=vRaDgpn8OU</a> (YouTube video on paper sculpture building with Kindergarteners)	The students may explore more detailed building challenges
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Experimentation with different materials and media: modeling</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Safe and appropriate use of tools and materials to create works of art with personal relevance</li> <li>• Developing ideas for art</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, name materials used, experiment, techniques, sculpture	

Learning Experience # 10	
The teacher may introduce the idea of an artist portfolio (using the student artwork from the unit that they have collected for each child) so that students can begin thinking about selecting one piece that represents them as an artist.	
<b>Generalization Connection(s):</b>	Artistic point of view is reflected in works of art

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	<a href="http://www.ehow.com/how_7718729_make-elementary-art-portfolios.html">http://www.ehow.com/how_7718729_make-elementary-art-portfolios.html</a> (Making a simple portfolio) <a href="http://www.kinderart.com/">http://www.kinderart.com/</a> (Kindergarten art theme ideas)	
<b>Student Resources:</b>	Artwork created in previous learning experiences	
<b>Assessment:</b>	Students will illustrate a 2D version of their e=selected piece and write a short description on how it reflects them. (e.g. word, phrase, sentence) <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room for illustrations/visuals and writing)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.thekindergartensmorgasboard.com/2013/04/a-kindergarten-smorgasboard-paint-and.html">http://www.thekindergartensmorgasboard.com/2013/04/a-kindergarten-smorgasboard-paint-and.html</a> (using paint sticks as sentence starters) Students may use sentence starters/prompts	Students may dictate their artwork description
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may record an audio “tour” or presentation of their art work explaining the materials used, subject matter and reasons for “artistic decisions”
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Personal point of view/personal relevance</li> <li>• Explaining how to use art materials and media</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Criticism, visual literacy, interpretation/inference of artistic intent and point of view</li> </ul>	
<b>Critical Language:</b>	Artist, creative/creativity, personal, portfolio, critique	