

# Sample Curriculum Model

## Kindergarten

### Fine Arts Strand 1: Art

The curriculum frameworks revision committees suggested that the Arkansas Department of Education create sample grade level benchmark documents to model how a local district could use the frameworks to direct curriculum work. This effort has resulted in the sample Benchmark documents and sample Curriculum model documents in Fine Arts, Language Arts, Mathematics, Science, and Social Studies for grade clusters K-4 and 5-8. The grade level benchmarks are tied directly to the curriculum frameworks. They contain suggestions for classroom assessments and suggestions for strategies/activities.

*The grade level benchmarks are intended to support local curriculum work; they are not intended to replace local curriculum work.*

Benchmarks and Model Curriculum are based on the 2001 Arkansas Fine Arts Curriculum Frameworks.

**Arkansas Department of Education 2002**

**Grade Level: K**

**Strand 1: Art**

**Content Standard 1: Inquire/Explore/Discover**

**Students will inquire/explore/discover historical, cultural, social, environmental, and personal references form which to develop concepts/ideas.**

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.1.1. Examine art and communicate ideas and feelings using the language of art which shall include art elements and principles.</b>	Students will view a piece of art work and recognize color, lines and shapes in the art work.	Observation Demonstration	Students will view a piece of art work and use art vocabulary to communicate what they see.
<b>A.1.2. Explore skills associated with media and processes including, but not limited to, color mixing, tearing, folding, and gluing.</b>	Students will explore a variety of media skills and technique processes.  Students will identify appropriate skills used in making art (e.g., folding, cutting, gluing, etc.).	Observation Demonstration	Students will name the primary colors from a color chart.  Students will distinguish between a photo, painting, drawing, collage and sculpture.  Students will explore using a large brush.
<b>A.1.3. Distinguish parallels (i.e., elements, principles, themes, culture, material, processes and methods) between art created by students and artists from different times and places.</b>	Students will examine similarities and differences in a line.	Observation Demonstration	Students will name different types of lines (e.g., straight, curved, zigzag, spiral, and wavy).
<b>A.1.4. Discover examples of how people use art in their daily lives, in the work place, and within the community.</b>	Students will talk about toys and how they are designed.	Observation Demonstration	Students will bring a favorite toy to class and talk about the artists.
<b>A.1.5. Explore careers in art.</b>	Students will explore the role of the artist in the community.	Observation Demonstration	Students will discuss the role of the artist in the community (e.g., painter, sculptor, printer, and potter).

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.1.6</b> <b>Discover and record through technology (computer, video, photocopier, camera, and/or overhead, etc.) a variety of art examples and related resources.</b>	Students will use appropriate technology in the art classroom.	Portfolio Project Observation Demonstration	Students will help collect photos of art to develop a resource file.
<b>A.1.7</b> <b>Identify, practice, and follow health and safety standards in the use of tools, materials, and processes.</b>	Students will follow safety standards in the art classroom.	Observation Demonstration	Students will demonstrate safe practice with scissors. Students will conserve glue and paper used to create art.
<b>A.1.8</b> <b>Recognize and apply responsible practices (reduce/reuse/recycle) to protect the natural/man-made environment.</b>	Students will learn not to waste art materials and recycle when possible.	Observation Demonstration	Students will learn to apply appropriate amount of glue.
<b>A.1.9.</b> <b>Investigate the relationship among the arts and other disciplines.</b>	Students will demonstrate art is linked to other subjects.	Observation Demonstration	Students will write the primary colors.  Students will identify wildlife in art.

**Grade Level K**

**Strand 1: Art**

**Content Standard 2: Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and design.**

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.2.1. Use creative problem solving, critical thinking skills, and various resources to select subject matter, symbols, and ideas to communicate meaning.</b>	Students will create symbols.	Observation Portfolio Project Exhibition	Students will explore seasonal symbols to understand the calendar year.
<b>A.2.2. Transfer ideas and feelings to others through original works of self-expression using art elements and principles.</b>	Students will make lines that show emotions.	Observation Project	Students will use a variety of lines and colors to show the emotions of happiness or anger in a non-objective painting.
<b>A.2.3. Demonstrate that change for improvement is a part of problem solving in art and that there can be more than one solution.</b>	Students will make improvements by repetition of an activity.	Observation Project Portfolio	Students will draw a picture with emphasis on changing what they do not like.
<b>A.2.4. Create a project (e.g., performance, product, discussion) that shows how art is used in daily life, the workplace, or the community.</b>	Students will make art used in daily life.	Observation Portfolio Project	Students will design a placemat for the kitchen table.
<b>A.2.5. Exercise responsible use of tools/technology and materials to produce art works that may include, but are not limited to, painting, drawing, printmaking, sculpture, clay/ceramics, architecture, graphic design, fiber arts, and digital imagery.</b>	Students will use drawing tools and materials in a responsible manner.	Observation Demonstration Project	Students will demonstrate the correct use of drawing tools and materials to create art work.

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.2.6.</b> Produce art works to demonstrate an understanding of the various purposes for creating (aesthetic, functional, historical/cultural, therapeutic and /or social).	Students will create a seasonal work of art.	Project Portfolio Observation Demonstration	Students will draw a scene illustrating the four seasons.
<b>A.2.7.</b> Create art work in response to past, present, and future situations.	Students will create a self-portrait of how they think they look.	Portfolio Project Exhibition Demonstration Observation	Students will draw a self-portrait wearing their favorite shirt.
<b>A.2.8.</b> Create art works based upon previous explorations/discoveries that demonstrate the relationships between art and culture.	Students will produce a work of art from cultural resources.	Observation Project Log/Journal Writing	Students will draw their favorite food from a culture different from their own.
<b>A.2.9.</b> Collaborate to create through a variety of methods (small and whole groups, interdisciplinary, etc.).	Students will collaborate with family members to create a work of art.	Performance Observation Project Exhibition	Students will create a family collage.

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**Content Standard 3: Reflect/Respond/Rediscover**

**Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of environments, and of diverse cultures.**

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.3.1. Understand and relate how art is used to communicate ideas and feelings to others.</b>	Students will reflect on their family and create a family portrait.	Teacher Observation Project Demonstration	Students will produce a line drawing of their family.
<b>A.3.2. Evaluate and assess, individually/collaboratively, through revisions, journals, and/or critiques, the characteristics and merits of an individual's art work and of the work of others.</b>	Students will respond to the meaning of <i>assessment</i> to their art work.	Observation Demonstration	Students will understand and apply assessment to their own art work.
<b>A.3.3. Develop aesthetic awareness by discussing (e.g., rationalization, critique, evaluation) the integrity of an individual's art work.</b>	Students will share ideas of beauty.	Log/Journal Writing Portfolio Project Exhibition Checklist	Students will group items or pictures into beautiful and not beautiful.
<b>A.3.4. Exhibit art work and participate in the exhibition process (e.g., selection, planning, display, judging, promotion).</b>	Students will explore the meaning of <i>art exhibit</i> .	Teacher Observation	Students will display an art exhibition in their classroom.
<b>A.3.5. Build and assess a collection of student work in a portfolio (e.g., individual, classroom, grade level, technological).</b>	Students will discuss the word <i>portfolio</i> .	Teacher Observation Observation	Students will understand the meaning of the word portfolio.
<b>A.3.6. Recognize and acknowledge that artists/students develop individual styles.</b>	Students will work in personal expression.	Checklist Log/Journal Writing Teacher-made Test	Students will discuss the differences in each other's artwork.

<b>Student Learning Expectation</b>	<b>Kindergarten Benchmarks</b>	<b>Assessments</b>	<b>Strategies/Activities</b>
<b>A.3.7. Examine and respond to the use of art in daily life and community.</b>	Students will discuss art in daily life and the community.	Teacher-made Test Portfolio Checklist Demonstration Writing	Students will compare the art work on cereal boxes, bill boards, etc.
<b>A.3.8. Analyze and discuss the relationship among the arts and other disciplines.</b>	Students will discuss how art works with other subject areas, such as science, math, or music.	Observation Checklist Performance Writing	Students will discuss real musical instruments and how they are used in artwork.
<b>A.3.9. Recognize the importance of art history and heritage.</b>	Students will discuss how a piece of artwork shows time past or family groups.	Writing Teacher-made Test Portfolio Log/Journal	Students will create artwork that includes their family group.