






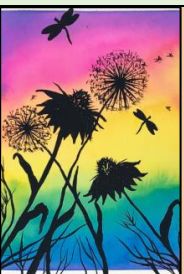


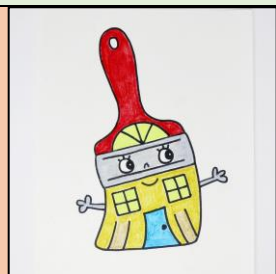


Everett Public Schools Elementary Art Curriculum Map

Kindergarten – First Grade

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	Year 1 (2022 – 2023)		Year 2 (2023 – 2024)	
September SEL Lessons –The Dot Teach routines and procedures	 How to Behave Like an Artist	 Line Rugs	 Line Design Painting	 Family Portraits
October	d Drops	 Shapescapes	 Line Design Hats	 Scarecrow ART PROJECT Scarecrow & Landscape
November	 Nature Drawing Color Bleeds	 Texture Scavenger Hunt Collage	 One Among Many	 Happy Houses

December



[Moonlit Midnight](#)



[Color Wheels & Value Scales](#)



[Seurat and the Dot](#)



[Color Wheels & Value Scales](#)

January



[A Portrait of Many Colors](#)



[My Imaginary Friend's World](#)



[My Choice Matters](#)



[Shoe Neighborhood](#)

February



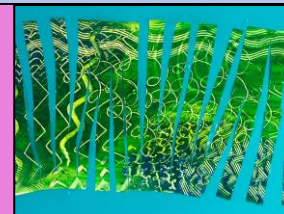
[Neighborhood Squares](#)



[Dinosaur Discovery](#)



[Monochromatic Texture Hearts](#)



[Texture as Movement](#)

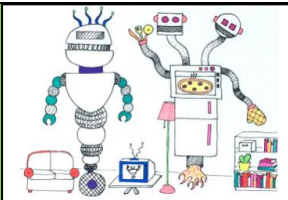


[Mini Mosaics](#)

March



[The Four Seasons of Color](#)



[Imagination Robots](#)



[Fauvism on the Farm](#)



[Painted Pigs](#)

April



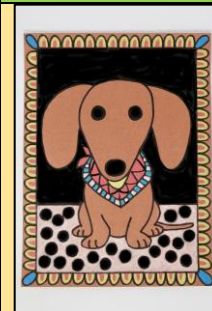
[How Do Plants and Flowers Grow?](#)



[Morse Code Messages](#)



[Bubble Art Water Lilies](#)



[Darling Dachshunds](#)

May



[Sweet Blooms](#)



[From Ordinary to Fantastic](#)



[Nesting Bowls](#)



[Nature Within Nature](#)



[Underwater Playground](#)

June



Abstract Flowers

Choice Stations





Printed Line Castle



Choice Stations

Grade Level	K/1- September
Unit	Intro to Art Routines & Getting to Know You- Community
Lesson & Project from <i>Art of Education</i>	 <p><u>How to Behave Like an Artist</u></p> <p>Description</p> <p>Students will investigate and explore collage, drawing, and painting materials and tools through table centers. Students will create a series of artworks by experimenting with and exploring each material. Students will clean up the workspace before moving to the next station.</p>
Teacher Developed Resources	<p><u>How to Behave Like an Artists K-1 Presentation</u></p> <p>--> <u>Google Slides Version</u></p>
Learning Objectives	<p>Students will investigate and explore collage, drawing, and painting materials.</p> <ul style="list-style-type: none"> • Students will learn about the sculptor Judy Pfaff. • Students will demonstrate safe procedures for using and cleaning the art tools, equipment and studio. • Students will create a series of artworks by experimenting with media. • Students will take part in a midpoint assessment by completing a partner critique. • Students will discuss the purpose of a series of work.
Teaching Strategies	<ul style="list-style-type: none"> • Demonstrate safe procedures for using and cleaning the art tools, equipment, and studio. • Facilitate a discussion about sculptor Judy Pfaff. • Introduce drawing, painting, and collage mediums with video resources. • Support students' exploration of collage, drawing, and painting materials to create a collection of work. • Facilitate a midpoint peer assessment. • Lead students through a discussion about the purpose of a series of artworks.
WA state Visual Arts Standards	<p>CREATING</p> <p>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p><u>VA:Cr2.2.2a</u></p> <p>Discuss and reflect with peers about choices made in creating artwork.</p>


	VA:Cr3.1.2a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a CONNECTING Understand that people from different places and times have made art for a variety of reasons. VA:Cn11.1.1a PRESENTING Explain the purpose of a portfolio or collection. VA:Pr5.1.Ka
Artists	Judy Pfaff
Literature	
Media	Collage, Sculpture, Painting, Drawing
Elements	Informal exploration of color, line, shape
Assessment & Reflection	Talking About My Decisions

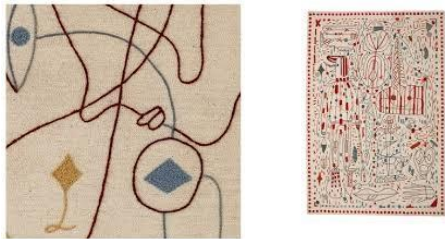
Grade Level	K/1- September
Unit	Social Emotional Learning – DOT Day!
Lesson & Project from <i>Art of Education</i>	 <u>Seurat and the Dot</u> Description Students will learn about the artist George Seurat and read <i>The Dot</i> by Peter H. Reynolds. Students will use varying sizes of printmaking tools to connect what they learn while engaging in self-directed play.

Teacher Developed Resources	Seurat and the Dot Slide Show
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about artist George Seurat and his use of pointillism. • Students will experiment and explore artmaking approaches to printmaking. • Students will engage in self-directed play with varying sizes of printmaking tools. • Students will discuss when and why printmaking approaches may be applied to artmaking.
Teaching Strategies	<ul style="list-style-type: none"> • Connect Seurat, pointillism, The Dot, and printmaking with students. • Demonstrate basic printmaking techniques. • Set up printmaking stations at each table with one color of liquid tempera and that day's printing tools. • Review expectations for material usage and clean-up. • Facilitate discussion on when and why printmaking approaches may be applied to artmaking.
WA state Visual Arts Standards	<p>CREATING Engage in exploration and imaginative play with materials. VA:Cr1.1.Ka Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2a Experiment with various materials and tools to explore personal interests in a work of art or design. VA:Cr2.1.2a</p> <p>RESPONDING Classify artwork based on different reasons for preferences. VA:Re9.1.1a</p>
Artists	<p>George Seurat Chen Tingshih http://www.asiaartcenter.org/asia/portfolio/chen-tingshih/?lang=en</p> 
Literature	The Dot , By Peter H. Reynolds
Media	Painting, Printmaking
Elements	Colors – Primary
Assessment & Reflection	Two Stars & a Wish


Grade Level	K/1 - September	
Unit	Social Emotional Learning	
Lesson & Project from <i>Art of Education</i>	 <p><u>Sad Drops</u></p> <p>Description Students will learn about expressing the emotion of sadness using color and specific facial features.</p>	
Teacher Developed Resources	<u>Sad Drops - Google Slides</u>	
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about the artist Pablo Picasso's Blue Period and his use of various blue values. • Students will compare images of sad features. • Students will create an imaginative teardrop character expressing sad emotions. • Students will use tints, tones, and shades when painting. 	
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the monochromatic portraits created by Picasso's Blue Period. • Explain how artists create facial expressions and body posture to capture the emotion of sadness. • Compare Picasso's work to the Disney character Sadness from the movie Inside Out. • Explain how blue is associated with tears. The expression "feeling blue" means to feel sadness. 	
WA state Visual Arts Standards	<p>CREATING Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. <u>VA:Cr2.2.1a</u></p> <p>RESPONDING Compare images that represent the same subject. <u>VA:Re.7.2.1a</u> Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. <u>VA:Re8.1.2a</u></p>	
Artists	 Pablo Picasso Little People, BIG DREAMS <u>https://youtu.be/UV-i8l7OdVo</u>	

Literature	<ol style="list-style-type: none"> 1. A Little Spot of Sadness https://youtu.be/7vzOkHgPESc 2. Inside Out Movie 3. <u>My Many-Colored Days</u> By Dr. Seuss
Elements	Color (tints, tones and shades), line
Assessment & Reflection	Stoplight Exit Ticket

Grade Level	K/1 - October
Unit	Fall & Using Lines
Lesson & Project from <i>Art of Education</i>	 <p><u>Line Rugs</u></p> <p>Description Students will learn about a variety of lines by creating a colorful paper rug. They will experiment with watercolor washes over oil pastel lines and add a construction paper fringe to finish their artwork.</p>
Teacher Developed Resources	<u>Line Rugs - Google Slides</u>
Learning Objectives	<ul style="list-style-type: none"> • Students will demonstrate how to create a variety of lines. • Students will organize their designs to create an interesting composition. • Students will explore the use of materials and tools such as oil pastels, watercolors, paintbrushes, and scissors. • Students will explain the process of making art while creating.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce textures from around the world and highlight the variety of lines in the designs. • Demonstrate how to draw a variety of line types using oil pastels. • Show how to use watercolor as a wash over the oil pastel lines.

	<ul style="list-style-type: none"> • Demonstrate how to cut fringed strips from construction paper and how to glue the strips to the paper rug. • Prompt students to explain the process of making art throughout the lesson.
WA state Visual Arts Standards	<p>CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Use art vocabulary to describe choices while creating art. VA:Cr3.1.1a Explain the process of making art while creating. VA:Cr3.1.Ka Through experimentation, build skills in various media and approaches to art-making. VA:Cr2.1.Ka</p> <p>RESPONDING Compare images that represent the same subject. VA:Re.7.2.1a</p>
Artists	<p>Nani Marquina- Contemporary Spanish artist born in 1987 to a family of designers. Socially and environmentally responsible.</p> <p>"I wanted to design visually surprising rugs for people to enjoy."</p> <p>Nani Marquina</p> <p>https://nanimarquina.com/our-company</p> <div data-bbox="443 1005 884 1242">  </div>
Literature	<p>Lines that Wiggle https://youtu.be/3UDqx4OQoMk</p>
Elements	Line

Assessment & Reflection	A Line is a dot on a Walk
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Grade Level	K/1 - October
Unit	STEAM
Lesson & Project from <i>Art of Education</i>	 <p><u>Dinosaur Discovery</u></p> <p>Description Students will explore the careers of paleontologists and scientific illustrators and learn about various types of dinosaurs. They will imagine their own species of dinosaur, create a model of it through paper sculpting techniques, and design an informative exhibit of their work.</p>
Teacher Developed Resources	<u>Dinosaur Discovery Presentation</u>
Learning Objectives	<ul style="list-style-type: none"> • Students will explore the careers of paleontologists and scientific illustrators. • Students will learn about different types of dinosaurs: bipedal, quadruped, herbivore, omnivore, carnivore. • Students will illustrate a new species of dinosaur. • Students will use drawing tools and paper sculpting techniques to create a sculpture of their dinosaur and its habitat. • Students will identify an exhibit space and complete a dinosaur fact sheet to be displayed with their sculpture.
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the careers of paleontologists and scientific illustrators. • Introduce the different types of dinosaurs: bipedal, quadruped, herbivore, omnivore, carnivore. • Guide students in imagining and illustrating a new species of dinosaur.

	<ul style="list-style-type: none"> • Demonstrate how to use drawing tools and paper sculpting techniques to create a sculpture of a dinosaur and its habitat. • Prompt students to identify an exhibit space and display information with their sculpture.
WA state Visual Arts Standards	<p>CREATING Elaborate on an imaginative idea. VA:Cr1.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning. VA:Cr3.1.3a</p> <p>PRESENTING Identify exhibit space and prepare works of art including artists' statements, for presentation. VA:Pr5.1.3a</p>
Artists	STEAM & Career Connection
Literature	
Media	Cardboard and markers
Elements	Form
Assessment & Reflection	Before & After: Self-Assessment Checklist

Grade Level	K/1 - October
Unit	Landscape & Shape


Lesson & Project from Art of Education	<div data-bbox="443 99 1119 339">  </div> <h2 data-bbox="443 354 749 412">Shapescape</h2> <p data-bbox="443 435 596 467">Description</p> <p data-bbox="443 475 1982 548">Students will learn how to cut five basic shapes: triangle, square, rectangle, oval, and circle. Students will collage the shapes together to create a ‘shapescape,’ a landscape using shapes.</p>
Teacher Developed Resources	<p data-bbox="443 597 720 630">Shapescape K-1.pptx</p> <p data-bbox="443 638 791 670">Shapescape K-1 Final.pptx</p>
Learning Objectives	<ul data-bbox="491 716 1635 911" style="list-style-type: none"> • Demonstrate cutting five basic shapes (triangle, square, rectangle, oval, and circle). • Create a landscape using shapes to construct the objects in the composition. • Identify the parts of a landscape (background, middle ground, foreground). • Students will explain the process of making art while creating. • Relate the images to themselves and their community.
Teaching Strategies	<ul data-bbox="491 959 1923 1193" style="list-style-type: none"> • Lead a discussion about the parts of landscapes and characteristics of landscapes in their community and around the world. • Demonstrate how to cut each of the five basic shapes: triangle, square, rectangle, oval, and circle. • Explain the parts of a landscape. • Demonstrate how to glue and collage the paper shapes to create a landscape. • Prompt students to explain the process of making art throughout the lesson.
WA state Visual Arts Standards	<p data-bbox="443 1203 579 1230">CREATING</p> <p data-bbox="443 1239 1314 1271">Explore uses of materials and tools to create works of art or design.</p> <p data-bbox="443 1279 596 1312">VA:Cr2.1.1a</p> <p data-bbox="443 1320 1293 1352">Create art that represents natural and constructed environments.</p> <p data-bbox="443 1360 596 1393">VA:Cr2.3.Ka</p> <p data-bbox="443 1401 1068 1433">Explain the process of making art while creating.</p> <p data-bbox="443 1442 596 1474">VA:Cr3.1.Ka</p> <p data-bbox="443 1482 1547 1515">Through experimentation, build skills in various media and approaches to art-making.</p>

	VA:Cr2.1.Ka RESPONDING Compare images that represent the same subject. VA:Re.7.2.1a
Artists	
Literature	
Media	Colored paper, Cutting & Gluing techniques, collage, landscape
Elements	Shape, Space
Assessment & Reflection	Stoplight Exit Ticket

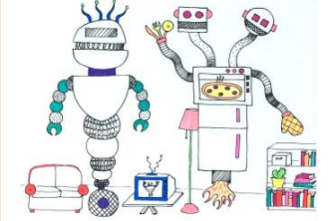
Grade Level	K/1 - November
Unit	Fall & Nature
Lesson & Project from <i>Art of Education</i>	 <u>Nature Drawing Color Bleeds</u> Description Students will create a colorful background while mixing the primary colors. Students will add silhouettes of images from nature to the background.
Teacher Developed Resources	<u>Nature Drawing color Bleeds.pptx</u>
Learning Objectives	


	<ul style="list-style-type: none"> • Students will identify and describe primary and secondary colors. • Students will explore and discuss how colors mix to create new colors. • Students will explore the use of materials such as liquid or pan watercolors. • Students will observe and use objects of nature in a composition. • Students will identify and create silhouette images.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce or review primary colors and how they mix to make secondary colors. • Demonstrate the process of using liquid or pan watercolor paints. • Guide students in a discussion about elements in nature. • Demonstrate the process of using black tempera or permanent marker to create silhouettes.
WA state Visual Arts Standards	<p>CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. VA:Cr2.2.1a Use art vocabulary to describe choices while creating art. VA:Cr3.1.1a</p> <p>RESPONDING Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA:Re.7.1.2a</p>
Artists	
Literature	
Media	Watercolor, Drawing Materials
Elements	Lines, Shapes, Color Blending
Assessment & Reflection	Paint Palette Critique

Grade Level	K/1 - November
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Unit	Fall & Nature
Lesson & Project from <i>Art of Education</i>	 <p><u>Texture Scavenger Hunt Collage</u></p> <p>Description Students will go on a collaborative outdoor “texture scavenger hunt,” using crayons and paper to explore how to create textural rubbings. Students will combine the rubbings and found natural objects to create an abstract collage using real and implied texture.</p>
Teacher Developed Resources	<p><u>Leaf Presentation</u></p> <p><u>Texture Scavenger Hunt Collage.pptx</u></p> <p><u>Texture Scavenger Hunt Collage.pptx</u></p>
Learning Objectives	<ul style="list-style-type: none"> • Students will use an outdoor “texture scavenger hunt” to guide their collaborative exploration of textures in nature. • Students will create textural rubbings using crayons, paper, and natural materials. • Students will discuss real and implied texture, comparing the aesthetic characteristics. • Students will select several items found in nature for use in artmaking. • Students will collage their rubbing and items found in nature to create an abstract collage.
Teaching Strategies	<ul style="list-style-type: none"> • Select a safe outdoor space. • Demonstrate how to create texture rubbings using crayons, paper, and natural materials. • Explain and facilitate an outdoor “texture scavenger hunt.” • Discuss real and implied texture, comparing the aesthetic characteristics. • Model how to select items found in nature to use for artmaking. • Demonstrate strategies for combining rubbings and items found in nature to create an abstract collage.

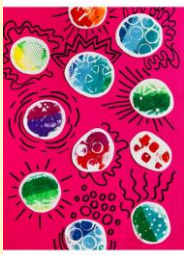
WA state Visual Arts Standards	<p>CREATING Engage collaboratively in exploration and imaginative play with materials. VA:Cr1.1.1a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a</p> <p>RESPONDING Perceive and describe aesthetic characteristics of one's natural world and constructed environments. VA:Re.7.1.2a</p>
Artists	
Literature	
Media	Collage, Crayons
Elements	Texture
Assessment & Reflection	Two Stars and a Wish

Grade Level	K/1- November
Unit	STEAM
Lesson & Project from <i>Art of Education</i>	 <p><u>Imagination Robots</u></p> <p>Description Students will examine shape, pattern and color to create an imaginative drawing featuring robots. Students will use pencils and a variety of colored markers. Students will write a story about their robot.</p>
Teacher Developed Resources	<u>Imagination Robots Slide Deck</u>

Learning Objectives	<ul style="list-style-type: none"> • Students will examine shape, pattern and color and how they are used in artwork. • Students will imagine how robots could be a part of everyday life. • Students will draw a variety of shapes and patterns to create an artwork featuring a robot(s). • Students will enhance their robots with colored markers and create an interesting environment around them. • Students will write a supporting text and story to describe their drawings and what the robots can do.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about shape, pattern, and color and how they can be used in drawing things in real life and things from one's imagination. • Read Boy and Bot by Amy Dyckman. • Demonstrate how to use repeating organic and/or geometric shapes to create a robot body. • Demonstrate how to add pattern and color to the shapes to add interest and creativity. • Guide students in creating an imagined environment around their robots. • Discuss with students how to write a story with their robots as the main characters.
WA state Visual Arts Standards	<p>CREATING Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Engage in exploration and imaginative play with materials. VA:Cr1.1.Ka</p> <p>RESPONDING Interpret art by identifying subject matter and describing relevant details. VA:Re8.1.Ka Select and describe works of art that illustrate daily life experiences of oneself and others. VA:Re.7.1.1a</p>
Artists	
Literature	

Media	
Elements	Shapes- Geometric & Organic, Patterns
Assessment & Reflection	Artist Statement Template

Grade Level	K/1- December
Unit	Form & Shape
Lesson & Project from <i>Art of Education</i>	 <p>Optical Mobiles</p>
Teacher Developed Resources	Need Slide Show
Learning Objectives	
Teaching Strategies	
WA state Visual Arts Standards	
Artists	
Literature	
Media	
Elements	
Assessment & Reflection	


Grade Level	K/1 - December
Unit	Texture
Lesson & Project from <i>Art of Education</i>	 <p><u>Texture Dot Prints</u></p> <p>Description Students will create a number of simple air-dry clay stamps that show various textures. The stamps will be used to create a series of small “dot” prints that will be used in a collage design.</p>
Teacher Developed Resources	Need Slide Show
Learning Objectives	<ul style="list-style-type: none"> • Explore the difference between implied and real texture. • Create stamps from air-dry clay that show various textures from the classroom environment. • Ink and print the stamps. • Cut out prints and create a collage with them. • Discuss how art can incorporate materials from one’s own environment.
Teaching Strategies	<ul style="list-style-type: none"> • Explain both implied texture and real texture. • Show how to create a small sphere from clay and press into a texture. • Demonstrate how to ink, print, and cut out texture dot prints. • Facilitate a discussion on how art can incorporate materials from one’s own environment.
WA state Visual Arts Standards	<p>CREATING Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a Experiment with various materials and tools to explore personal interests in a work of art or design.</p>

	VA:Cr2.1.2a RESPONDING Identify uses of art within one's personal environment. VA:Re.7.1.Ka
Artists	
Literature	
Media	Printmaking
Elements	Texture
Assessment & Reflection	Mini Artist Statement

Grade Level	K/1 - December	
Unit	Winter Landscape	
Lesson & Project from <i>Art of Education</i>		<p><u>Moonlit Midnight</u></p> <p>Description Students will explore tones of color by creating a moonlit landscape collage. They will experiment with various collage techniques utilizing a variety of mixed media.</p>
Teacher Developed Resources	Holly – Will write lesson using <i>Owl Moon</i> book. Moonlit Midnight ppt.pptx Cristina – Slides with story, “Papa, Please Get the Moon for Me” Moonlit Midnight Slides	
Learning Objectives	<ul style="list-style-type: none"> • Students will create a collage picture using mixed media. • Students will mix shades of paint to use as textured paper in the style of illustrator Eric Carle. • Students will learn about tones using black and gray construction paper. 	

	<ul style="list-style-type: none"> Students will shade a circle to create a rounded moon form.
Teaching Strategies	<ul style="list-style-type: none"> Read the book <i>Papa, Please Get the Moon for Me</i> by Eric Carle to the students. Explain what collage is and discuss various techniques. Discuss the illustrations being made from hand-painted papers. Teach about the different phases of the moon. Demonstrate how to draw a full, half, and crescent moon. Show how to add shading to give the moon a more 3-dimensional appearance.
WA state Visual Arts Standards	<p>CREATING Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cr1.2.2a Experiment with various materials and tools to explore personal interests in a work of art or design. VA:Cr2.1.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA:Cr2.2.2a</p>
Artists	Eric Carle
Literature	<i>Owl Moon</i> , Jane Yolen <i>Papa, Please get the Moon for Me</i> , Eric Carle
Media	Paint, constructions paper collage
Elements	Value, color
Assessment & Reflection	Got It!


Grade Level	K/1 - January
Unit	Portraits

Lesson & Project from Art of Education	 <h2><u>A Portrait of Many Colors</u></h2> <p>Description Students will learn about color hues and how to create skin colors with tints, tones, and shades of a color hue. Students will use a digital drawing application's palette tool to create custom colors. Students will draw an image of people with a variety of skin colors.</p>
Teacher Developed Resources	<p>Prodigies for Peace Art Contest - Martin Luther King Jr. A Portrait of Many Colors paper version.pptx</p>
Learning Objectives	<ul style="list-style-type: none"> • Students will explore color hues as they relate to skin color. • Students will learn that skin colors are different tints, tones, and shades of color hues. • Students will explore the tools used to create digital drawings. • Students will learn how to use the custom palette tool. • Students will learn how to compose a drawing of a group of people.
Teaching Strategies	<ul style="list-style-type: none"> • Read the book, The Skin You Live In. • Lead a discussion of how skin colors are different tints, tones, and shades of color. • Demonstrate how to use the digital application. • Explain how to create custom colors using the digital application. • Demonstrate how to compose a group portrait.
WA state Visual Arts Standards	<p>RESPONDING Describe what an image represents. VA:Re.7.2.Ka</p> <p>CREATING Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1a Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a</p>
Artists	
Literature	<p>The Skin You Live In, by Csicsko The Color of Your Skin Happy in Our Skin</p>

Media	Digital Art Digital Drawing Apps Crayons
Elements	Color, texture
Assessment & Reflection	Exit Ticket


Grade Level	K/1 - January
Unit	
Lesson & Project from <i>Art of Education</i>	 <h2><u>My Imaginary Friend's World</u></h2> <p>Description Students will discover how artist JooYoung Choi creates imaginary friends to narrate her stories. Students will create a helpful imaginary friend and environment.</p>
Teacher Developed Resources	My Imaginary Friend PowerPoint
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about the work of JooYoung Choi. • Students will design an imaginary friend that helps them out in some way. • Students will create an imaginary world for their friend. • Students will verbally explain the story of their imaginary friend and how they help them with a problem.
Teaching Strategies	<ul style="list-style-type: none"> • Read <i>The Adventures of Beekle</i> by Dan Sanat then encourage students to share stories of their imaginary friends. • Introduce the work of JooYoung Choi and explain how she creates creatures from her imagination. • Guide students in designing and creating their own imaginary creature that helps the student in some way. • Support students in designing and creating an imaginary world for their imaginary friend.

WA state Visual Arts Standards	CONNECTING Create art that tells a story about a life experience. VA:Cn10.1.Ka CREATING Discuss and reflect with peers about choices made in creating artwork. VA:Cr3.1.2a Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1a
Artists	JooYoung Choi
Literature	Adventures or Beekle, by Dan Sanat
Media	Oil Pastels, Colored Markers, Colored Pencils
Elements	Texture & Details
Assessment & Reflection	Stoplight Exit Ticket


Grade Level	K/1 - February
Unit	
Lesson & Project from <i>Art of Education</i>	 <u>Neighborhood Squares</u> Description Students will create individual squares of relief sculpture that feature an aspect of the neighborhood. Some examples are homes, schools, shops, parks, and lakes. The class squares will be combined to make a full neighborhood.
Teacher Developed Resources	Neighborhood Squares Presentation
Learning Objectives	<ul style="list-style-type: none"> Students will learn about neighborhood art by reading <i>Maybe Something Beautiful</i> (2016).

	<ul style="list-style-type: none"> • Students will identify uses of art in the neighborhood and collaboratively brainstorm a list of significant landmarks. • Students will use modeling clay and scrap paper to create a relief sculpture of a neighborhood place. • Students will collaboratively display the squares as a whole neighborhood. • Students will explain the purpose of the collection of squares.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce and read <i>Maybe Something Beautiful</i> by Rafael López. • Brainstorm a list of students' ideas about neighborhood art and places of significance. • Model attaching paper and modeling clay with white glue to create relief sculpture squares. • Demonstrate adding details with markers. • Assist students with placing squares in the background to create a neighborhood using proper glue techniques. • Allow students to explain the purpose of the collection.
WA state Visual Arts Standards	<p>CREATING Create art that represents natural and constructed environments. VA:Cr2.3.Ka</p> <p>PRESENTING Explain the purpose of a portfolio or collection. VA:Pr5.1.Ka</p> <p>RESPONDING Identify uses of art within one's personal environment. VA:Re.7.1.Ka</p>
Artists	Rafael Lopez
Literature	Maybe Something Beautiful
Media	Relief Sculpture, cardboard, constructions paper, air dry clay, markers, found objects
Elements	Form, texture
Assessment & Reflection	Two Stars and a Wish

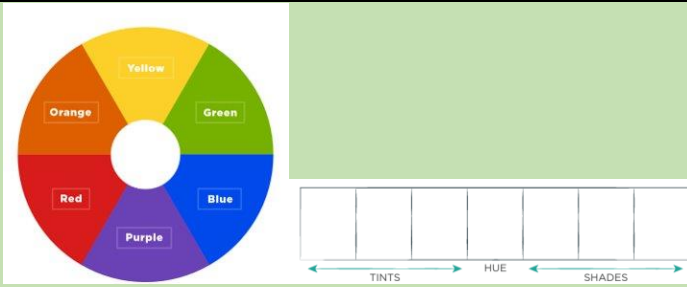

Grade Level	K/1
Unit	

Lesson & Project from <i>Art of Education</i>	 <h2>Monochromatic Texture Hearts</h2> <p>Description Students will explore monochromatic colors and texture. Students will apply their learning to create a monochromatic heart painting with layered texture stamping. Students will explain their artistic process and prepare their work for a thematic display.</p>
Teacher Developed Resources	Cristina S Monochromatic Hearts.pptx https://www.youtube.com/watch?v=zqqtq1UaTiE
Lesson Objectives	<ul style="list-style-type: none"> • Students will learn about monochromatic colors and the process of creating them. • Students will explain the process of making art while creating. • Students will use paint to create a monochromatic painting. • Students will build skills through experimentation by adding layers of texture using student-created stamps. • Students will learn to cut on a fold to create a heart from their monochromatic, textured painting. • Students will practice categorizing artwork while preparing artwork for a thematic display.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about monochromatic colors. • Demonstrate how to explain the process of making art while creating (use a guiding resource, if needed). • Demonstrate creating monochromatic colors. • Demonstrate how to create a stamp and use it to add texture. • Demonstrate how to cut on a fold to create a heart. • Facilitate a class discussion on categorizing while preparing artwork for display.
WA state Visual Arts Standards	<p>CREATING Through experimentation, build skills in various media and approaches to art-making. VA:Cr2.1.Ka Explain the process of making art while creating. VA:Cr3.1.Ka</p> <p>PRESENTING Categorize artwork based on a theme or concept for an exhibit.</p>


	VA:Pr4.1.2a
Artists	Maria Martinex, Eric Carle
Literature	https://www.youtube.com/watch?v=zqqtq1UaTiE
Media	Print making, painting
Elements	Texture, Color, Symmetrical Balance
Assessment & Reflection	Symmetry Heart Collage Rubric

Grade Level	K/1 - March
Unit	Seasons & Color
Lesson & Project from <i>Art of Education</i>	 <p><u>The Four Seasons of Color</u></p> <p>Description In this lesson, students will learn basic oil pastel techniques while exploring colors inspired by the different seasons. They will be encouraged to use vocabulary about line and color while reflecting on the choices that are made in the work.</p>
Teacher Developed Resources	<p>The Four Seasons of Color Slide Show</p> <p>A Line is a Dot on a Walk</p> <p>Using Oil Pastels</p> <p>Using Art Vocabulary</p>
Learning Objectives	<ul style="list-style-type: none"> • Students will select colors that remind them of the different seasons. • Students will practice basic oil pastel techniques while filling a paper with chosen colors. • Students will learn how to use lines to make a tree onto the colorful background. • Students will reflect on their artistic choices using learned vocabulary.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion on the colors associated with the seasons.


	<ul style="list-style-type: none"> • Demonstrate basic oil pastel techniques including simple blending and sgraffito. • Show how different lines can be combined to make a tree. • Guide students to talk about their artwork in pairs, small groups, or whole class using learned vocabulary.
WA state Visual Arts Standards	<p>CREATING Through experimentation, build skills in various media and approaches to art-making. VA:Cr2.1.Ka Create art that represents natural and constructed environments. VA:Cr2.3.Ka</p> <p>RESPONDING Use learned art vocabulary to express preferences about artwork. VA:Re9.1.2a</p>
Artists	
Literature	A Tree for All Seasons
Media	Oil pastels
Elements	Color, texture, space, line
Assessment & Reflection	A Line is a Dot on a Walk Mini Artist Statement

Grade Level	K/1 - March		
Unit	Color & Shape		
Lesson & Project from <i>Art of Education</i>	 <p>Color Wheels and Value Scales</p>		

	Description Students will learn about color and value and create a geometric color wheel design using primary and secondary colors and their tints and shades. Students will reflect on their learning by participating in a class critique using rubrics.
Teacher Developed Resources	Color Wheels and Value Scales.pptx
Learning Objectives	<ul style="list-style-type: none"> • Students will learn about primary, secondary, and monochromatic colors. • Students will create a geometric color wheel using overlapping templates. • Students will use paint to fill their designs using primary, secondary, and monochromatic colors. • Students will demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. • Students will participate in a class critique using rubrics.
Teaching Strategies	<ul style="list-style-type: none"> • Facilitate a discussion about primary, secondary, and monochromatic colors. • Demonstrate creating a color wheel and mixing secondary and monochromatic colors. • Review safe procedures for using and cleaning art tools, equipment, and studio spaces. • Facilitate a class critique using rubrics.
WA state Visual Arts Standards	CREATING Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. VA:Cr2.2.2a Create personally satisfying artwork using a variety of artistic processes and materials. VA:Cr2.1.3a RESPONDING Use learned art vocabulary to express preferences about artwork. VA:Re9.1.2a
Artists	
Literature	Bear Sees Colors (The Bear Books) by <u>Karma Wilson</u> (Author), <u>Jane Chapman</u> (Illustrator)
Media	Tempera Paint
Elements	Color
Assessment & Reflection	What did you like best about mixing colors.


Grade Level	K/1 - April
Unit	Nature & Spring
Lesson & Project from <i>Art of Education</i>	 <h2><u>How Do Plants and Flowers Grow?</u></h2> <p>Description</p> <p>Students will explore the interconnectedness and dependency between plant-life and human-life. Students create an imaginary pop-up flower by cutting and layering tempera painted paper onto cardboard and adding an environment using oil pastels.</p>
Teacher Developed Resources	How Do Flowers & Plants Grow?- Slide Show What is Collage? Collage Center Video Guided Questions - What is Collage? Video Guided Questions - What Is Drawing? Why do we need plants and flowers? Using Oil Pastels
Lesson Objectives	<ul style="list-style-type: none"> • Students will explore the interconnectedness and dependency between plant-life and human-life. • Students will create an imaginary pop-up flower by cutting and layering tempera painted paper onto cardboard. • Students will add an environment using oil pastels.
Teaching Strategies	<ul style="list-style-type: none"> • Explain the interconnectedness of plants and humans by teaching students how we depend on each other to breathe. • Show students examples of flowers and plants in photographs and artwork. • Demonstrate how to use tempera paint, draw shapes, cut and glue paper, and add details using oil pastels. • Support students as they create their flowers.
WA state Visual Arts Standards	<p>CREATING</p> <p>VA:Cr1.1.Ka</p> <p>Engage in exploration and imaginative play with materials.</p> <p>VA:Cr2.3.Ka</p>

	Create art that represents natural and constructed environments. VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.
Artists	
Literature	Planting a Rainbow by Lois Ehlert
Media	Collage, drawing, oil pastels, paint
Elements	Shape (organic), color, line, texture, space
Assessment & Reflection	Exit Slip 3 2 1 Critique: What's the Message?

Grade Level	K/1 - April
Unit	
Lesson & Project from <i>Art of Education</i>	 <p><u>Morse Code</u></p> <p>Description</p> <p>Students will use phonics and phonological awareness to respond to a writing prompt and translate it into Morse Code. Students will use black glue resist and warm and cool watercolors to create their word and Morse Code on watercolor paper.</p>
Teacher Developed Resources	Morse Code.pptx Morse Code Slide Show Writing Prompts for Morse Code Artwork What Is Morse Code? Phonological Awareness Color Theory Basics
Lesson Objectives	<ul style="list-style-type: none"> • Students will build background knowledge of Morse Code. • Students will use phonics and phonological awareness to translate words into Morse Code.

	<ul style="list-style-type: none"> • Students will transfer language into symbols. • Students will trace with glue. • Students will create using warm and cool watercolors. • Students will experiment with watercolors.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce Morse Code and share the project. • Discuss writing prompt with students. • Show the black glue resist process. • Identify warm and cool colors. • Demonstrate watercolor techniques.
NCAS Standards	<p>CONNECTING VA:Cn10.1.Ka Create art that tells a story about a life experience.</p> <p>CREATING VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</p>
Artists	Samuel Morse
Literature	
Media	
Elements	
Assessment & Reflection	Got It!

Grade Level	K/1 - May
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Unit	Form
Lesson & Project from <i>Art of Education</i>	 <h2 data-bbox="443 667 810 721"><u>Sweet Blooms</u></h2> <p data-bbox="443 740 596 773">Description</p> <p data-bbox="443 781 1940 854">Students will explore flowers and create a clay flower sculpture. They will learn how to build sculptures using the coiling technique.</p>
Teacher Developed Resources	<p data-bbox="443 898 785 930">Sweet Blooms PPP(1).pptx</p> <p data-bbox="443 979 663 1011">Parts of a Flower</p> <p data-bbox="443 1019 674 1052">How to Roll a Coil</p> <p data-bbox="443 1060 705 1092">Coil Pottery Practice</p> <p data-bbox="443 1101 659 1133">How to Join Clay</p> <p data-bbox="443 1141 701 1174">The 6 Stages of Clay</p> <p data-bbox="443 1182 785 1214">Basic Ceramics Vocabulary</p>
Learning Objectives	<ul data-bbox="491 1235 1892 1503" style="list-style-type: none"> • Students will observe the parts of a flower in preparation for making flower sculptures. • Students will include the parts of a flower in their sculptures. • Students will learn the clay technique of coiling and practice rolling out coils. • Students will explain the artmaking process to the teacher when the student worksheets are checked for understanding. • Students will learn how to attach clay using scoring and slipping. • Students will create a flowerpot using the coil method

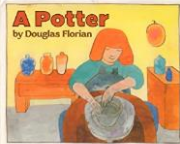
Teaching Strategies	<ul style="list-style-type: none"> • Read Planting a Rainbow by Lois Ehlert to the students. • Discuss the parts of flowers. • Demonstrate how to properly roll out a clay coil. • Assist students as they roll out coils and check for understanding. • Show how to construct a flower using coils. • Teach how to build a flowerpot using the coiling technique.
WA state Visual Arts Standards	<p>CREATING Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1a Create art that represents natural and constructed environments. VA:Cr2.3.Ka Explain the process of making art while creating. VA:Cr3.1.Ka</p>
Artists	
Literature	Planting A Rainbow, By Louis Ehlert
Media	Clay
Elements	Form, Texture, Space
Assessment & Reflection	Before & After Self Assessment & Reflection 1st, 2nd, 3rd, 4th

Grade Level	K/1 - May
Unit	Form
Lesson & Project from <i>Art of Education</i>	 <p>From Ordinary to Fantastic</p>

	Description Students will learn about the use of repetition in Yayoi Kusama's and Tara Donovan's work. Students will work in small groups to create a collaborative 3D piece using everyday objects and shapes.
Teacher Developed Resources	<p>Need Slide Show</p> <p>A Guide To Creating a Collaborative Sculpture Construction Ideas for Sculptures</p>
Lesson Objectives	<ul style="list-style-type: none"> • Students will examine the work of Yayoi Kusama and Tara Donovan. • Students will collaboratively use everyday materials to create something new. • Students will verbally explain how they created their artwork out of ordinary materials.
Teaching Strategies	<ul style="list-style-type: none"> • Introduce an artist or artists to the class and emphasize how they repeat symbols, shapes, or patterns in their work. • Form groups of students to create a sculpture using ordinary objects. • Guide students in their collaborations to create unified pieces. • Support students in their reflection of their artwork.
WA state Visual Arts Standards	<p>CREATING VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem. VA:Cr2.3.Ka Create art that represents natural and constructed environments. VA:Cr3.1.Ka Explain the process of making art while creating.</p> <p>RESPONDING VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.</p>
Artists	<p>Yoyoi Kusama Tara Donovan</p>
Literature	
Media	

Elements	
Assessment & Reflection	Mini Artist Statment Artist Statement Flow Chart

Grade Level	K/1 - May
Unit	Form
Lesson & Project from <i>Art of Education</i>	 <p><u>Nesting Bowls</u></p> <p>Description</p> <p>Students will examine how everyday bowls are functional pieces of art. They will create small, medium, and large pinch pots out of clay to nest inside one another and use the sgraffito to decorate their pinch pots.</p>
Teacher Developed Resources	<u>How to Make Nesting Bowls</u>
Learning Objectives	<ul style="list-style-type: none"> • Students will examine how regular kitchen items, like cups and bowls, are functional pieces of art. • Students will create basic pinch pots in three different sizes so that they fit inside one another. • Students will explore how design and pattern can decorate pinch pots. • Students will apply patterns and designs using the sgraffito technique. • Students will glaze pinch pots.
Teaching Strategies	<ul style="list-style-type: none"> • Read <i>The Potter</i> by Douglas Florian to the students. • Facilitate discussion on how everyday kitchen bowls and cups are works of art. • Demonstrate how to make a small, medium, and large pinch pot to fit inside one another. • Facilitate a discussion on how pattern and design can enhance pinch pots. • Teach how to carve patterns using sgraffito into pinch pots. • Show how to glaze pinch pots.

WA state Visual Arts Standards	<p>CONNECTING Identify a purpose of an artwork. VA:Cn11.1.Ka</p> <p>RESPONDING Identify uses of art within one's personal environment. VA:Re.7.1.Ka</p> <p>CREATING Explore uses of materials and tools to create works of art or design. VA:Cr2.1.1a</p>
Artists	
Literature	<p>The Potter, by Douglas Florian</p> 
Media	Clay
Elements	Form, Space, Texture
Assessment & Reflection	Paint Palette Critique

Grade Level	K/1 - June
Unit	Flowers & Abstract Art
Lesson & Project from <i>Art of Education</i>	 <p><u>Abstract Flowers</u></p>

	Description Students will compare realistic versus abstract artwork by studying flowers. They will create both an abstract and realistic drawing of a flower using a variety of materials.
Teacher Developed Resources	Abstract Flowers (Slides) Flower Images Parts of a Flower Thumbnail Sketches
Learning Objectives	<ul style="list-style-type: none"> • Students will compare and contrast images depicting flowers. • Students will use observation and investigation in preparation for creating realistic and abstract drawings of flowers. • Students will create drawings of flowers inspired by realism and abstraction. • Students will explore tools to create a work of art. • Students will reflect on their completed realistic and abstract drawings.
Teaching Strategies	<ul style="list-style-type: none"> • Lead a discussion comparing and contrasting images depicting flowers. • Guide students in the observation and investigation of flowers. • Demonstrate how to explore drawing materials to create an abstract flower drawing. • Demonstrate how to explore drawing materials to create a realistic flower drawing. • Facilitate reflection on the completed realistic and abstract drawings.
WA state Visual Arts Standards	RESPONDING VA:Re.7.2.1a Compare images that represent the same subject. CREATING VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art. VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.
Artists	Flowers in Art History Realistic vs Abstract Art
Literature	

Media	Drawing materials, colored construction paper
Elements	Line, shape, value, texture
Assessment & Reflection	3 2 1 Self Reflection Talking About Art

Grade Level	K/1 - June
Unit	Choice Stations
Lesson & Project from <i>Art of Education</i>	Media Exploration
Teacher Developed Resources	Need Slide Show Teaching for Artistic Behaviors
Learning Objectives	<ul style="list-style-type: none"> • Students will explore making art using different media. • Students will explore making art that tells a personal story.
Teaching Strategies	
WA state Visual Arts Standards	<p>Creating</p> <p>Standard 1 Generate and conceptualize artistic ideas and work. (VA: Cr1.1. K) Engage in exploration and imaginative play with materials.</p> <p>Standard 2 Organize and develop artistic ideas and work (VA: Cr2.1. K) Through experimentation, build skills in various media and approaches to artmaking. (VA: Cr2.1.1) Explore uses of materials and tools to create works of art or design. (VA: Cr2.2. K) Identify safe and non-toxic art materials, tools, and equipment.</p> <p>Standard 3 Refine and complete artistic work. (VA: Cr3.1. K) Explain the process of making art while creating.</p> <p>Connecting</p> <p>Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art. (VA: Cn10.1. K) Create art that tells a story about a life experience.</p>
Artists	

Literature	
Media	Drawing, painting, print making, collage, air dry clay,
Elements	Line, shape, color, space, value, texture, form
Reflection	