

## Kindergarten Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional materials (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), tools, (might include, but are not limited to: brushes, scissors, computers, etc...), techniques and processes (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage)
- A2. Demonstrate creativity towards innovative thinking and problem solving (select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals
- B2. Explore similarities/differences through the art of different cultures
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive Opinions
- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of artwork as Developmentally appropriate

## Key Elements

### Color:

name: **red, yellow, blue, green, orange, purple, brown, white, and black**

see: color wheel (a circular arrangement of the colors, developed by Sir Isaac Newton, gives information on the relationship of colors and how to effectively use them)

explore: use colors in a variety of media (e.g. tempera paint, fingerprint, watercolor, paint, chalk, fabric, colored paper, crayon, colored pencil, felt pen, etc...)

### Line:

name: **long, short, thick and thin**

explore: create a variety of lines using a variety of tools and media (pencil, pen, thick felt pen, brushes with thick and thin paints, paint with twigs, toothbrushes, yarn glued to paper, sand or glitter poured over a line of glue, etc...)

### Shape:

name: basic shapes (**circle, triangle, rectangle and oval**)

explore: creating and recognize patterns (in this shapes that repeats itself) made with basic shapes

draw/paint: using basic shapes (painting shapes, using sponges cut into shapes to print shapes, etc...)

### Form:

explore: creating forms (a three-dimensional shape) with a variety of media (clay, wood scraps, cardboard, paper, snow, etc.)

### Texture:

name: **rough, smooth**

explore: real **texture** through touch (carpet samples, fabric samples, wood, molded plastic objects, tree bark, pinecones, sea shells, etc...)

### Space:

explore: use of a defined area appropriately (e.g. encourage child to have subject of drawing or painting fill space of paper appropriately)

Principle:

### Pattern:

name: repeating a motif (symbol, line, color, shape, etc.) in a planned way.

**'the happy accident' (serendipity)** – often a work in progress is transformed by unintentional occurrences, or new insight by the artist during the process of creation.