



SOARING HEIGHTS
CHARTER SCHOOL
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

Soaring Heights Charter School
Kindergarten-2nd Grade
Visual and Performing Arts- Art

Revised August 2024

Creating

Anchor Standard 1: Generating and conceptualizing ideas

Anchor Standard 2: Organizing and developing ideas

Anchor Standard 2: Refining and completing products

Objectives:

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Anchor Standard 6: Conveying meaning through art.

Objectives:

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities

Responding

Anchor Standard 7: Perceiving and analyzing products

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Activities- may include but not limited to:

- Develop the skills necessary to identify geometric and free form shapes.
- Identify and name the colors. (red, orange, yellow, green, blue, purple, black, brown, white, pink, purple, gray, and tan)
- Develop a broad base of experiences involving color and its various applications
- Correctly use a variety of drawing tools including pencils, crayons, markers, and pastels.
- Use those tools with a variety of pressures and various line styles.
- Draw pictures to tell a story or an event that happened to them.
- Follow step-by-step directions to create a drawing.
- Fold and bend paper to create different shapes.
- Hold and use scissors correctly to cut paper in straight, curved, and zigzagged lines.
- Use a glue stick and liquid glue correctly.
- Use materials and tools safely.
- View art pieces in different genres and discuss what they notice in the piece.
- Explore art techniques through a wide range of materials.
- Work cooperatively in the sharing of materials and ideas.
- Share their own artwork with their classmates.
- Give and receive feedback on their own artwork and the words of others.
- Create pieces to share what their family, pets, house, and bedroom look like.
- Create pieces to reflect social and environmental issues.
- Analyze and interact with the art from different cultures.
- Begin to discover commonalities in recognized works of art from a diversity of cultures.
- Name and describe the elements of art.
- Develop many visual experiences to foster determination of light, medium, and dark values
- Add to alter artwork based on peer and teacher feedback.
- Ask questions about a peer's artwork.
- Answer questions about their own artwork.
- Describe how artwork can make a person feel.
- Discuss where art can be found around the world and in the local school community.
- Discuss how art and culture are connected.

- Develop the ability to create the illusion of movement, direction, and action on a two dimensional plane.
- Simulate texture (textures which are seen/imagined).
- Recognize the effect of light on value
- Create figure movement in drawings
- Create distance through a variety of size
- Convey harmony through color and patterns
- Use color to create dominance
- Utilize formal and informal balance effectively
- Continue technical exploration in painting drawing, and three dimensional projects
- Incorporate texture in two and three dimensional works
- Observe and describe works of arts
- Exhibit artwork in school and community
- Develop interpretive skills-What story is the artist telling in this work?
- Explore how artists from different times and various cultures employ the elements of design

Gifted and Talented

During art projects, advanced art students will be given the opportunity to develop their art skills in new ways by offering them more advanced tools or techniques while the other students continue to work on the assignment.

Gifted art students will be given the opportunity to teach a technique to the rest of the class. This technique will be chosen by the student and approved of by the teacher. The student will present the technique to the class, show 1-2 examples of the technique, demonstrate the technique, then give the class an opportunity to try the new technique on their own.

Students will work in a small group to research and define the elements of art. Then they will find a work of art that demonstrates each element and present their findings to the class.