

SCERA ART STUDIOS

Kindergarten, 1st and 2nd Grade Curriculum



Week 1

Line: a stroke between two points

- Scribble freely with pencils, pens, markers, crayons. Make lines that are horizontal (asleep), vertical (standing up), and diagonal (falling)
- Express emotion with line. Happy (loopy) and sad (droopy) using paint, marker, or crayons.
- While listening to music, spontaneously draw what is heard. Combine happy and sad lines in reaction to a story.

Week 2

Organic line: irregular, bumpy, lines found in nature (spirals, coils, branching)

Geometric Line: straight lines or lines that sharply change direction

- Recognize the difference between organic lines (found in nature) and man-made geometric line. Experiment with spiral, curve, branch, zigzag, forming patterns.
- Make simple repetitive patterns. Relate patterns to actual designs seen in surroundings.

Week 3

- Produce line drawings showing an awareness of self in the (local) world, using symbols in communicating meaning. Talk about your artwork and its meaning with another person.
- Use expressive line and stick figures to tell a story in a work of art.

Week 4

Line Design: Repetitive lines making patterns

- Find line design patterns in photos or artworks. Pick favorite combinations of line designs to draw and then color.
- Find line design patterns in artwork and environment. Incorporate the joy of writing with line by creating a sentence about something you love, express that feeling with line.

Week 5

- Create a group mural using a variety of line design. Give a title to your artwork. Critique works of art expressing likes and dislikes.

Week 6

Characteristics of Line: line that has variety (solid, broken, curved, straight, thick, thin)

- Identify different characteristics of line. Begin experimenting with organic line show contrast and variety.
- Create a drawing that tells a story. Find places to create patterns using line variety (trees, grass, house, etc.)

Week 7

Repetition: the rhythmic repeating of objects and patterns

- Experience the joy of creating combinations of line designs. Make simple repetitive patterns. Relate line patterns to actual designs seen in surroundings.
- Combine organic and geometric line to create simple repetitive patterns. Combine different line designs to make complex patterns. Recognize and share examples of line repetition in man-made environment and ecosystems.
- Draw the basic outline of an object. Fill in object's outline with unique combinations of repetitive organic and geometric line patterns.

Week 8

- Make a house out of clay. Create small figures that are proportional to the house to teach students size relationships.

Week 9

Color: anything but black and white

- Paint the houses and figures from the previous weeks using a variety of colors.

Week 10

Shape: created by a line that encloses an area **Geometric Shapes:** circles, squares, rectangles, triangles; mathematical in proportion

- Identify geometric shapes in the classroom and in picture books: practice making those shapes. Show organic shapes found in nature. Talk about and tell why shapes are alike or different.
- Experience cutting out geometric shapes with scissors. Use a protractor, compass, and/or ruler to make patterns.
- Combine geometric shapes to make new ones. Associate these shapes to buildings, birds, and animals.

Week 11

- Stencil letters, numbers, and geometric shapes to create a pattern in a collage/painting. Glue found food shapes (macaroni, seeds, beans, marshmallows) on paper to tell a story and be able to explain it.

Week 12

- Combine geometric shapes to create more complex new ones. Design cars, buildings, and animals.
- Show overlapping and depth by cutting out geometric shapes. Paste them all together on a collage.

Week 13

- Make a variety of geometric and organic shapes in clay. Combine those shapes together to create a fun sculpture.

Week 14

- Demonstrate understanding of self expressionism by creating geometric paintings using your imagination.

Week 15

Organic Shapes: shapes found in nature

- Combine geometric and organic shapes by making a geometric shaped pizza with organic shaped toppings. Practice paper folding and using scissors to cut out shapes and glue them together. Cut out different size shapes. Paste them with largest shapes at the bottom and on top of each other, and smaller shapes higher up on the paper showing overlapping and depth by size. Find and create basic shapes found in nature.

Week 16

- Using geometric and organic shapes, create zoo animals such as giraffes, lions, and penguins.

Week 17

- Paint the geometric animals using the correct color glazes.

Week 18

Abstract: art made from the imagination or choosing to depict the world in a distorted or unrealistic manner

- Create an abstract painting combining multiple animal characteristics to create imaginary creatures.

Week 19

- Read a children's book with abstract illustrations. Have students mimic the style drawing a picture that tells a story.

Week 20

Texture: the surface qualities of objects experienced mainly by touch

- Have the students experiment with different textures by blindfolding them and having them touch objects of various textures. Have each student choose one of the objects to use as a "brush" to create a painting.

Week 21

Art Criticism: teach how to look at art, what to look for and how to talk about it

- Have students find objects with different textures outside and within the art studio. Group objects by textures and tell why. Combine actual textures to create new ones and construct a collage of found textures. Make group collage with textures.
- Actively engage in group discussions (criticism) about artwork. Express likes and dislikes with works of art.

Week 22

- Make texture rubbings in pencil, crayon, or charcoal of actual texture. Make several texture rubbings. Analyze which textures are most visually interesting. Superimpose simple images over different actual textures and/or rubbings to create layered composition. Study how artists use texture to give the illusion of depth. Apply more texture in the foreground and less in the background.

Week 23

- Have students make a clay pinch pot. Press items found in environment and nature into the clay pot to make texture impressions.

Week 24

- Examine how textures are made by wind, water, and impressions in natural surfaces. Create a contour line drawing with interior structural lines using thick dark marker, then select areas to fill with texture rubbings.

Week 25

- Recognize basic colors around the room, point to an object, name its color, and paint. Name and match colors to familiar things, mix and touch colors while finger painting.

Week 26

- Play with a variety of color making tools and play with mixing colors. Using more than one color, paint a self portrait.

Week 27

- Name basic primary colors around the room, in nature, and in picture books. Match primary colors to a color wheel. Begin with pasting colored construction paper to correct site. Later use paint, crayons, or markers to identify colors and their placement in a color wheel.

Week 28

Unity: blending and repeating art elements (line, shape, color) in a picture to look like they belong together

- Use primary colors to make abstract paintings. Choose either a warm or cool color scheme to show mood. Paint scenes from nature and neighborhood in either cool or warm color schemes.

Week 29

Aesthetic: choice based on personal preference and interpretation

- Study modern art focusing on the stylistic paintings of Mondrian and his use of primary colors. Divide a piece of paper or simple image into rectangular line designs, then aesthetically choose where to place primary colors. Designs can be colored using three warm or cool colors.

Week 30

Emphasis Area: creating a main center of interest by using contrasting or opposite colors

- Study how other artists make one place in their pictures more important than the other areas. Apply contrasting colors to create an emphasis area in a painting using paint or colored construction paper

Week 31

- Using the idea of an emphasis area have students paint portraits of their families. Each person must have an emphasis area that relates to that person's looks, interests, or personality.