

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Art is Rough and Smooth (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How can you see how things might feel?</li> <li>• How can you make things look rough that actually aren't?</li> <li>• What is texture?</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Visual acuity</li> <li>• Rubbing</li> <li>• Etching</li> <li>• Dipping with paint brush</li> <li>• Dry brush techniques</li> <li>• Graphite texturing</li> </ul>	<ul style="list-style-type: none"> <li>• Textures in various cultures (architecture, tapestry, etc.)</li> <li>• Van Gogh's France (Post-Impressionism)</li> <li>• Textures in North American native art</li> <li>• Vocabulary: texture, rough, smooth, bumpy, architecture, rubbing, rubbing plate, nature</li> <li>• Texture rubbing from "plates"</li> <li>• Architectural texture</li> <li>• Nature object rubbing</li> <li>• Paint stippling</li> <li>• Rubber band print</li> <li>• Cork printing</li> <li>• Etching print</li> <li>• Sand painting</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>Elements of Art</i> video, Wilton Series 100, 200</li> <li>○ Found objects for printing</li> <li>○ Rubbing plates from art, nature, and built environment</li> <li>○ Teacher-made textural objects</li> <li>○ Teacher-made 2-D visual texture examples</li> <li>○ Book: <i>Texture</i>, George Horn</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b>UNIT: Patterns Everywhere ( 4 weeks)</b></p> <ul style="list-style-type: none"> <li>• What is a pattern?</li> <li>• Where have you seen patterns outside the art room?</li> <li>• What things can a pattern contain?</li> <li>• Where have you seen patterns in artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Use a ruler</li> <li>• Hand/eye coordination</li> <li>• Visual acuity training</li> <li>• Pattern awareness/identification</li> <li>• Fine motor skills</li> <li>• Drawing/copying skills</li> <li>• Shape/line/color use</li> </ul>	<ul style="list-style-type: none"> <li>• Various cultural patterns in civilizations past and present (Asian, Islamic, Native American, etc.)</li> <li>• Patterns in modern/present culture of students</li> <li>• Vocabulary: pattern, repeat (repetition), nature, culture, architecture, pottery (and other art forms)</li> <li>• Pattern brayer print</li> <li>• Cork print</li> <li>• Stipple painting</li> <li>• Template tracing</li> <li>• Rubber stamping</li> <li>• Draw board patterns</li> <li>• Assessment: <ul style="list-style-type: none"> <li>○ Observation</li> <li>○ Rubric</li> </ul> </li> <li>• Resources <ul style="list-style-type: none"> <li>○ Book: <i>Pattern and Repetition</i>, Albert Porter</li> <li>○ Teacher-made pattern example handout</li> <li>○ Plastic-tracers and template</li> <li>○ Video: <i>Patterns in Nature</i></li> <li>○ Video: <i>Elements of Art</i></li> <li>○ Magazines with pattern examples</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Lines Make Shapes (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How does a line begin?</li> <li>• Can lines be different looking?</li> <li>• Can lines be invisible?</li> <li>• How do you make different types of lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Visual acuity training</li> <li>• Hand/eye coordination</li> <li>• Fine motor skills</li> <li>• Compare/contrast skills</li> <li>• Drawing shapes with lines</li> <li>• Ruler use</li> </ul>	<ul style="list-style-type: none"> <li>• Various uses of lines throughout time</li> <li>• Vocabulary: line, straight, curved, thick, thin, shape, broken, criss/crossed, crossed hatched</li> <li>• Strip collage</li> <li>• Line type/quality reproduction</li> <li>• Line drawing</li> <li>• Gesture drawing</li> <li>• French curve design</li> <li>• Assessment:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Book: <i>Line</i>, Jack Selleck</li> <li>○ Book: <i>Art in Action 1</i>, Guy Hubbard</li> <li>○ Book: <i>Discover Art</i>, Laura Chapman</li> <li>○ A/V: Clearance, Inc., filmstrips: <i>Line, Shape</i></li> <li>○ Video: <i>The Elements of Art</i>, Wilton</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

<b>UNIT/ESSENTIAL QUESTIONS</b>	<b>SKILLS/TECHNIQUES</b>	<b>HISTORY/CULTURE/SUGGESTED LESSONS</b>
<p><b><u>UNIT: Cartooning (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is a cartoon?</li> <li>• Do cartoons have to look real?</li> <li>• Can cartoons be funny, silly, or weird?</li> <li>• How do you think you can make a cartoon?</li> </ul>	<ul style="list-style-type: none"> <li>• Using letters, numbers, and shapes to create cartoon people and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoons as seen in modern culture (Disney, comic strips, etc.).</li> <li>• Vocabulary – cartoon, facial expression, alphabet, silly, funny, weird.</li> <li>• Creating cartoons by drawing letters, numbers, and shapes in combination, showing facial features in odd, funny, or strange arrangements.</li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Cartooning</i>.</li> <li>○ Book: <i>I Can Draw Cartoons</i>, Foster and Walter.</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Primary Means First</u></b> <b><u>(2-3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What colors make other colors by mixing primary colors?</li> <li>• What is a primary color?</li> <li>• Are some colors more important than others? Which ones?</li> <li>• Which colors were here first?</li> </ul>	<ul style="list-style-type: none"> <li>• Color identification and labeling (naming)</li> <li>• Actions on colors to change them</li> <li>• Manipulating different qualities of colors</li> <li>• Color word recognition</li> </ul>	<ul style="list-style-type: none"> <li>• The art of Native Americans</li> <li>• French Impressionism</li> <li>• Hudson River School of Painting</li> <li>• Pop Art</li> <li>• Abstract Expressionism</li> <li>• Fauvism</li> <li>• Realism</li> <li>• Vocabulary: primary color (red, yellow, blue), varying cultural artistic movements/styles, purple, green, orange, painting, drawing, blending, overlapping</li> <li>• Finger painting</li> <li>• Bleeding art tissue collage</li> <li>• Ink blowing</li> <li>• Multi-colored printing</li> <li>• Tempera painting</li> <li>• Water color painting</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ Various reference books</li> <li>○ Color wheel/compass</li> <li>○ Plastic color paddles</li> <li>○ Cellophane overlaps</li> <li>○ Color chip samplers</li> <li>○ Video: <i>Color</i> (Wilton)</li> <li>○ Video: <i>The Physics of Light</i></li> <li>○ Slides: <i>Color and Light in Painting</i>, National Gallery of Art</li> <li>○ Video: <i>Color</i>, Wilton Art Appreciation Series 100</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Letter Designs (3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is the purpose of letters?</li> <li>• How do you make letters?</li> <li>• How could you (what would you do to) make letter shapes into a design?</li> <li>• What could you add to a letter to make a design?</li> <li>• What kinds of lines do letters of the alphabet have?</li> </ul>	<ul style="list-style-type: none"> <li>• Letter recognition</li> <li>• Letter rotation</li> <li>• Part-to-whole relationships</li> <li>• Letter connection</li> <li>• Letter morphology</li> <li>• Enlargement of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Greek alphabet</li> <li>• Cunneiform of Mesopotamia</li> <li>• Western/modern letter transformations</li> <li>• Vocabulary: decorate, design, fancy, connect, alphabet</li> <li>• Upper case alphabet objects</li> <li>• Cunneiform designs</li> <li>• Letter enlargement and connection design</li> <li>• Letter collage with magazines, tissue, and various papers</li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>Letters and Words</i>, David Kruger</li> <li>○ <i>Alphabets</i>, L'Aventurine, Paris</li> <li>○ <i>Calligraphy Made Easy</i>, Margaret Sheppard</li> <li>○ Cunneiform reproductions</li> <li>○ Pictographs</li> <li>○ Greek alphabet</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Art Is... (2-3 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is art to you?</li> <li>• How can you make art?</li> <li>• Where is art?</li> <li>• How are you an artist?</li> <li>• How many kinds of art can you name?</li> </ul>	<ul style="list-style-type: none"> <li>• Higher order thinking skills (transference), analysis</li> <li>• Listening/responding skills</li> <li>• Personal creative development</li> <li>• Self-expression of meaningful feelings, emotions, ideas</li> <li>• Exploration of various media</li> </ul>	<ul style="list-style-type: none"> <li>• The artist as a “mirror” of time/place</li> <li>• The art of chosen culture</li> <li>• Vocabulary – culture, artist, create, subject, theme, emotion, feelings, mood</li> <li>• Rubber stamping with art sayings</li> <li>• Embellishments of magazine cutouts with mixed media</li> <li>• Lettering <i>Art Is...</i> with illustration</li> <li>• “I Am the Artist” journal cover design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources               <ul style="list-style-type: none"> <li>○ <i>Adventures in Art and Artists at Work</i> (Wilton)</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Millions of Colors ( weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How many colors are there?</li> <li>• Where do colors come from?</li> <li>• Are colors light and dark?</li> <li>• What colors do you think have to be here first?</li> <li>• How can you change a color?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal creative development/expression</li> <li>• Risk taking skills/behaviors</li> <li>• Fine motor skills</li> <li>• Color blending</li> <li>• Scientific method of inquiry/questioning</li> <li>• Color discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Colors in differing cultural aspects such as architecture, painting, mosaics, clothing, etc.</li> <li>• Vocabulary – color, hue</li> <li>• Color wheel making</li> <li>• Oil pastel drawings</li> <li>• Straw painting</li> <li>• Mixed media tissue collage</li> <li>• Multi colored printing</li> <li>• Tempera painting</li> <li>• Water color techniques</li> <li>• Tints, tone, shade blending</li> <li>• Assessments:               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video – <i>Color</i> (Wilton, Series 200)</li> <li>○ Slides of artwork, nature, built environments, etc.</li> <li>○ Color reproductions of various styles/periods of painting (Impressionism, Fauvism, etc.)</li> <li>○ Teacher made color paddles, color wheel</li> <li>○ <i>Light and Color in Painting</i> (slides), The National Gallery of Art</li> <li>○ <i>Color and Value</i>, Joseph A. Cutto</li> </ul> </li> </ul>



**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: The Nature of Art (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is nature?</li> <li>• How do things found in nature inspire you?</li> <li>• What art looks like nature?</li> <li>• Do you like and appreciate nature?</li> <li>• How would you use nature for your art work?</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic valuing in art and nature</li> <li>• Visual training</li> <li>• Self confidence</li> <li>• Nature observation skills</li> <li>• Idea/detail fluency</li> <li>• Knowledge transference</li> </ul>	<ul style="list-style-type: none"> <li>• Various landscapes in different cultures at different times</li> <li>• Use of natural materials in artwork by various cultures at various times</li> <li>• Vocabulary – nature, artist, landscape, architecture, detail, collage, hand building clay, inspire</li> <li>• Nature collage</li> <li>• Landscape drawing/painting</li> <li>• Ceramic hand building</li> <li>• Mosaic</li> <li>• Nature printing</li> <li>• Wooden Sculpture</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Observation</li> <li>○ Rubric</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Various slides, filmstrips, videos about natural phenomena and nature in art and nature’s inspiration for art in various scientific disciplines (earth science)</li> </ul> </li> <li>• Books:               <ul style="list-style-type: none"> <li>○ <i>Down the Colorado</i>, John W. Powell</li> <li>○ <i>The Hudson River School</i>, Louise Minks</li> <li>○ <i>Nature Printing</i>, Laura D. Bethmann</li> <li>○ <i>Appalachian Wilderness</i>, Elliot Porter</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: I Am the Artist (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is an artist?</li> <li>• How does an artist speak through art?</li> <li>• In what different ways/forms does art appear?</li> <li>• How can you make art?</li> <li>• Are you an artist?</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Risk-taking</li> <li>• Self image enhancement</li> <li>• Personal creative development</li> <li>• Portraiture with proportional features</li> <li>• Pattern motif with star</li> <li>• Use of ruler/straight edge</li> <li>• Fine motor development</li> </ul>	<ul style="list-style-type: none"> <li>• Portraiture in various cultures</li> <li>• Islamic architectural elements</li> <li>• Art examples from Egyptian, Greek, Roman, and other cultures</li> <li>• Vocabulary – portrait, Sully, Van Gogh, line, pattern, design, artist, art</li> <li>• Self portrait with patterned border</li> <li>• Drawing/painting of home environment</li> <li>• Creative experiences with symbols and elements/principles of design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <i>Adventures in Art and Artists at Work</i> (Wilton Art Appreciation Series)</li> <li>○ Slides, reproductions of various art from various cultures</li> <li>○ <i>Principles of Design: Pattern</i>, Albert W. Porter</li> <li>○ <i>Pattern Design</i>, Archibald Christie</li> <li>○ <i>Encyclopedia of Ancient Egypt</i>, Gill Harvey</li> <li>○ <i>The Art of Ancient Egypt</i>, Shirley Gulbok</li> <li>○ <i>Art Smart</i>, Susan Rodriguez</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Ceramic Hand Building</u></b> <b><u>( 2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• What is earth clay?</li> <li>• How can clay be changed in shape?</li> <li>• What could you make from clay?</li> <li>• Why did ancient cultures (people) make things out of clay?</li> <li>• How could you build with clay pieces?</li> </ul>	<ul style="list-style-type: none"> <li>• Eye/hand coordination</li> <li>• Fine motor skills</li> <li>• Clay modeling and joining</li> <li>• Slab/coil making</li> </ul>	<ul style="list-style-type: none"> <li>• Zuni, Hopi, Pueblo Native American cultures</li> <li>• African cultures</li> <li>• Ancient Greece (and others)</li> <li>• Vocabulary – clay, model, slab, coil, build, construct, molif, various cultures’ names</li> <li>• Native American pottery/clay work</li> <li>• African masks</li> <li>• Bas-relief clay design</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Native Art of North America</i>, J Weston Walch</li> <li>○ <i>The World of the American Indian</i>, The National Geographic Society</li> <li>○ <i>Ceramics, A Potter’s Handbook</i>, Glenn C. Nelson</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: 3-D Has Sides and Thickness</u></b> <b><u>( weeks)</u></b></p> <ul style="list-style-type: none"> <li>• How many different ways can you measure things?</li> <li>• What is sculpture?</li> <li>• What does “three dimensional” mean?</li> <li>• What can you use to join the parts of a sculpture?</li> <li>• What are cubes, cylinders, spheres, cones, and pyramids?</li> </ul>	<ul style="list-style-type: none"> <li>• Measure</li> <li>• Identify three dimensional objects</li> <li>• Compare 2D to 3D</li> <li>• Fastening, gluing, taping skills</li> <li>• Folding skills</li> <li>• Clay modeling (fine motor skills)</li> <li>• Cutting/tearing skills</li> <li>• Basic geometric 3-D forms</li> </ul>	<ul style="list-style-type: none"> <li>• Various cultures and their 3D art examples</li> <li>• Zuni, Hopi, Pueblo Indian pottery</li> <li>• African masks</li> <li>• 19<sup>th</sup> – 20<sup>th</sup> century western sculpture</li> <li>• Vocabulary – three dimensional, thick, measure, sculpture, slab, coil, mobile, assemblage</li> <li>• Various additive sculpture</li> <li>• Various subtractive sculpture</li> <li>• Mobile</li> <li>• Relief Sculpture</li> <li>• Clay hand building/modeling/joining</li> <li>• Architecture components</li> <li>• Paper folding sculpture</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ Video: <i>Louise Nevelson</i>, National Gallery of Art</li> <li>○ <i>Discover Art</i>, L. Chapman</li> <li>○ <i>Art in Action</i>, G. Hubbard</li> <li>○ Slides, filmstrips with examples of sculpture around the world at different periods</li> <li>○ <i>Let’s Discover Paper</i>, J. Rhomberg</li> <li>○ <i>The Internet-Linked Encyclopedia of Ancient Egypt</i>, Gill Harvey</li> <li>○ <i>The Art of Ancient Egypt</i>, Shirley Glubok</li> </ul> </li> </ul>

**New Paltz Central School District  
ART  
Kindergarten**

<b>UNIT/ESSENTIAL QUESTIONS</b>	<b>SKILLS/TECHNIQUES</b>	<b>HISTORY/CULTURE/SUGGESTED LESSONS</b>
		<ul style="list-style-type: none"><li>○ Video: <i>Native Art of North America</i>, J. Weston Walch</li><li>○ <i>Paper Capers</i>, Steve and Megumi Biddle</li><li>○ <i>The ABC's of Origami</i>, Claude Sarasas</li><li>○ <i>Shape and Form</i>, Albert W. Potter</li></ul>

**New Paltz Central School District  
ART  
Kindergarten**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>UNIT: Spanish Art With Diego Rivera (4 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Where do Spanish people live?</li> <li>• Where is Mexico?</li> <li>• How does the country a person lives in affect his/her art?</li> <li>• Who was Diego Rivera?</li> <li>• What was his art like?</li> <li>• What is a mural?</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish language (words chosen by teacher)</li> <li>• Diversity awareness/empathy/acceptance</li> <li>• Enlarging images (scale/proportion)</li> <li>• Figure drawing</li> <li>• Color knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Diego Rivera’s country and times</li> <li>• Vocabulary – Diego Rivera, mural, painting, scale, proportion, intermediate colors</li> <li>• Kraft roll mural</li> <li>• Painting in Rivera’s style</li> <li>• Paper cut-outs (collage)</li> <li>• Figure drawing</li> <li>• Spanish phrase/vocabulary illustration</li> <li>• Assessments               <ul style="list-style-type: none"> <li>○ Rubric</li> <li>○ Observation</li> </ul> </li> <li>• Resources:               <ul style="list-style-type: none"> <li>○ <a href="http://www.cita.net/lessons/spanish/level2/diego.html">www.cita.net/lessons/spanish/level2/diego.html</a></li> <li>○ <i>Los Soridos Para Empezar</i>, Barbara Gregorich</li> <li>○ “¿Hablo Español?”, Lynn Brisson</li> <li>○ <i>Beginner’s Spanish</i>, Mark Stacey</li> </ul> </li> </ul>