



March 14-16, 1997

Foundations in Art

Grade Level: Kindergarten

Presented by: Vicki Butler, Stonewall-Flanders Elementary, San Antonio, Texas

Length of Unit: Twelve Lessons with a Culminating Activity

I. ABSTRACT

This unit was developed to provide the fundamentals of art for a school wide theme on Art and Artists. During their study of Art and Artists, the Kindergarten students will gain an understanding of the elements of art, participate in creating art, review pieces of art, and be able to explain their perception of art.

II. OVERVIEW During this unit the students will look at all the works of art that are listed in the Core Knowledge Sequence as well as the elements of art that are suggested in the Sequence. These elements include: primary and secondary colors, cool and warm colors, lines, chalk pastels, mobiles, watercolors, collage, murals, and sculpture. The children will learn how to look at and appreciate art. The concepts covered in this unit require that the students will:

Develop an awareness of art.

Understand the elements of art.

Understand that art can be created in different ways.

Develop an awareness that once art is captured, it shapes our perception.

III. BACKGROUND KNOWLEDGE

"What Your Kindergartner Needs to Know" by E.D. Hirsch and John Holdren. This book is by far the most important book needed to teach this unit. It contains all the art work that is in this unit as well as extra suggested activities. It is a must!

IV. RESOURCES

Alexander Calder a Retrospective Exhibition. Chicago: Museum of Contemporary Art, 1974.

Brown, Marc and Laurene Krasney, Visiting the Art Museum. New York: E.D. Dutton, 1986.
ISBN 0-525-44233-2

Carle, Eric, The Very Hungry Caterpillar. New York: Putnam, 1989. ISBN 0-399-20853-4

Carle, Eric, The Very Hungry Caterpillar. (Video). Walt Disney Home Video, 1993. ISBN 0-7888-0167

dePaola, Tomie, The Art Lesson. New York: Putnam, 1989. ISBN 0-399-21688-x

Guichard-Meili, Matisse Paper Cutouts. Thames and Hudson, 1984.

Hirsch, E. D. & Holdren, John, What Your Kindergartner Needs to Know. New York:
Doubleday, 1996. ISBN 0-385-48117-9

Hoban, T. Is it Red? Is it Yellow? Is it Blue?. New York: Greenwillow Books, 1978. ISBN
0-688-80171-4

Lobel, Arnold, The Great Blueness and Other Predicaments. New York: Harper Collins, 1968.
ISBN 0-06-443316-1

Venezia, Mike, Getting to Know the World's Famous Artist: Picasso. Chicago: Children's Press,
1988. ISBN 0-516-42271-5

Walsh, Ellen Stohl, Mouse Paint. San Diego: Harcourt & Co., 1995. ISBN 0-15-256025-4

Winter, Jeanette, Diego. New York: Dragonfly Books, 1991. ISBN 0-679-85617-x

Yenawine, Philip, Colors. New York: Delacorte Press, 1991. ISBN 0-87070-176-2

Yenawine, Philip, Lines. New York: Delacorte Press, 1991. ISBN 0-385-30313-0

V. LESSONS

A. Lesson One: Introduction

1. Objective/Goal

a. The students will develop an awareness of art.

b. Students will begin to note details in art.

2. Materials

a. Chart paper

b. Markers

c. Pieter Bruegel's "Children's Games," pg. 165 of "What Your Kindergartner Needs to Know"

d. Appendix A

e. A display of various books on the topic of Art and Artists

3. Key Vocabulary

Detail

4. Procedures/Activities

a. Ask students to think about any pictures they have ever observed.

b. Ask students, "Of all the pictures you have ever seen, which was your favorite?"

c. List students responses.

d. Discuss how we usually view a picture as a whole.

e. Discuss what calls our attention to it (color, shape, how it makes you feel, etc.).

f. View and discuss Pieter Bruegel's "Children's Games."

g. Guide the children through a closer look at this painting:

What do you see in this painting?

Now take a closer look.

How many familiar games do you see?

Now take a closer look.

Are there any noises?

Now to take a closer look, use an art viewer. [see Appendix A]

h. Demonstrate how the viewer will help us look at a smaller part of the picture.

i. Introduce the term: **detail**.

j. Have a viewer available for each student.

k. Allow them to find some art in the classroom and ask students to think about any pictures they have ever observed.

5. Evaluation/Assessment

The teacher will observe and discuss with the students what details they saw through their art viewer.

B. Lesson Two: Know-Want-Learned

1. Objective/Goal

a. The students will understand the elements of art.

b. Students will brainstorm what art means to them.

2. Materials

- a. KWL chart [Appendix B]
 - b. Markers
 - c. Visiting the Art Museum by Laurene Krasny Brown and Marc Brown
- ## 3. Key Vocabulary

4. Procedures/Activities

- a. Ask the students, "What do you know about art?"
- b. Fill in the first column of the KWL chart with the students' responses.
- c. Ask students, "What do you want to learn about art?"
- d. Fill in the second column of the KWL chart with their responses.
- e. Post this chart in the classroom so that students may continue to add their ideas.
- f. Read Visiting the Art Museum by Laurene Krasny Brown and Marc Brown to introduce students to an appreciation of art.

5. Evaluation/Assessment

The assessment will be ongoing throughout the unit as students add ideas to column two with what they want to know more about. Add information they acquire about art and artists to column three.

C. Lesson Three: Primary and Secondary Colors

1. Objective/Goal

- a. The students will understand the elements of art.
- b. The students will be able to identify the primary and secondary colors.
- c. The students will experiment with the primary and secondary colors.

2. Materials

- a. Mouse Paint by Ellen Stoll Walsh
- b. Red, blue, and yellow Tempera Paint
- c. Red, blue, and yellow Finger paint
- d. "Purple Robe" by Matisse, p. 162 of "What Your Kindergartner Needs to Know"

- e. "Blue Atmosphere" by Helen Frankenthaler, p. 160 of "What Your Kindergartner Needs to Know"
- f. Whipped cream
- g. Red, blue, and yellow food coloring
- h. Containers for mixing colors
- i. Containers for mixing whipped cream
- j. Chart
- k. Markers
- l. Appendix C, D, and E
- 3. Key Vocabulary
 - a. Primary colors
 - b. Secondary colors
- 4. Procedures/Activities
 - a. Review color names with the students.
 - b. Introduce the primary color wheel. [see Appendix C]
 - c. Paint or color the primary colors on the color wheel.
 - d. Read Mouse Paint by Ellen Stoll Walsh.
 - e. As you read the story, record the color in the story by having a student paint the circle on the "Mouse Paint" chart. [see Appendix D] As you continue to read the story, the secondary colors will be formed by mixing the two designated colors. A student will paint and mix the two colors in the rectangle on the "Mouse Paint" chart. [see Appendix D]
 - f. Display the "Mouse Paint" chart and identify the primary and secondary colors.
 - g. Students will retell the results of each mouse's activity in the story, Mouse Paint, by referring to the chart they created.
 - h. Have students experiment mixing their own colors with finger-paint, and then by mixing whipped cream with food coloring.
 - i. Students will view "The Purple Robe" and other related works by Matisse and "Blue Atmosphere" by Helen Frankenthaler. They will recognize the primary and secondary colors in these works.
- 5. Evaluation/Assessment

Students will discuss the procedures and results of their color experiments and complete color wheel with secondary colors. [see Appendix E]

D. Lesson Four: Cool and Warm Colors

1. Objective/Goal

- a. The students will understand the elements of art.
- b. The students will compare and contrast how cool and warm colors make them feel.
- c. They will apply their findings about colors by comparing works of art.

2. Materials

- a. The Great Blueness and Other Predicaments by Arnold Lobel
- b. Pablo Picasso's "Le Gourmet," p. 166 of "What Your Kindergartner Needs to Know"
- c. Gauguin's "Tahitian Landscape," p. 159 of "What Your Kindergartner Needs to Know"
- d. Chart Paper
- e. Red, yellow, and blue paint or red, yellow, blue, orange, green, and violet markers or colors
- f. Paper plates with the center cut out (enough for the whole class)
- g. Tongue depressors or popsicle sticks
- h. camera (optional)
- i. Appendix F

3. Key Vocabulary

- a. Cool colors
- b. Warm colors

4. Procedures/Activities

- a. Read the Story The Great Blueness and other Predicaments by Arnold Lobel.
- b. Students will retell how the colors made the characters in the story feel.
- c. List warm and cool colors on chart. Paint or color warm and cool colors above color name.
[see Appendix F]
- d. Make paper plate face puppets.
- e. Give each student a paper plate and have them paint the rim with a warm or cool color that reflects their mood.
- f. Staple or tape a tongue depressor to the plate so that the students can hold them as a face puppet.
- g. Have students take turns telling why they chose their color.

- h. While holding their face puppet, the students will dramatize how the color makes them feel. Photograph each group of students (group of warm colors/ cool colors) wearing their face puppet.
- i. Use photographs on chart. [see Appendix F]
- j. Display chart in classroom for future reference.
- k. Compare **blue** in The Great Blueness by Arnold Lobel and Pablo Picasso's "Le Gourmet." Then view and discuss how warm and cool colors work together at the end of the story in The Great Blueness and in Gauguin's "Landscape."

5. Evaluation/Assessment

The students will apply what they learned about colors through their dramatizations. As they compare and contrast works of art, they will refer to the cool and warm colors on the chart they created.

E. Lesson Five: Hues

1. Objective/Goal

- a. The students will understand the elements of art.
- b. The students will experiment with and describe hues of color.
- c. The students will draw conclusions about the effects of hues of blue in Picasso's paintings during his "Blue Period."

2. Materials

- a. Paint sample cards (obtained from local paint store)
- b. Tempera paint: red, blue yellow, white, and black
- c. Sentence strips
- d. Pocket Chart
- e. 2 eyedroppers
- f. Getting To Know The World's Greatest Artists: Picasso by Mike Venezia
- g. Appendix G

3. Key Vocabulary

- a. Hues
- b. Tints
- c. Shade

4. Procedures/Activities

- a. The teacher will display paint sample cards to show different hues.
- b Pick a color, such as green, and have students list different greens that they have seen.
- c. Using descriptive words, tell how that color looks. Repeat using different colors.
- d. The students will mix a primary color with one drop of white, using an eyedropper, to create a new tint.
- e. They will paint a sample of their new tint on a sentence strip and display in a pocket chart for the class. The students will discuss the tints that they have created.
- f. The students will mix a primary color with one drop of black, using the eyedropper, to create a new shade.
- g. They will paint a new sample of their new shade on a sentence strip and display in a pocket chart for the class. Discuss the shades that they have created.
- h. Group the sentence strips by like color.
- i. Have the students label their products with descriptive words that describe the color they created. [see Appendix G]
- j. Students will listen to the story Getting To Know The World's Greatest Artists: Picasso by Mike Venezia.
- k. View "the Old Guitarist" from Picasso's Blue Period on p. 13 of Venezia's book. Then revisit Picasso's "Le Gourmet." Students will draw conclusions about the effects of the hues of blue in these paintings.

5. Evaluation/Assessment

The students will discuss the shades and tints they have created and the hues they viewed in Picasso's works of art and relate them to the effects on mood.

F. Lesson Six: Lines

1. Objective/Goal

- a. The students will understand the elements of art.
- b. The students will explore the variety of lines in painting, including straight, curve, and zigzag.

2. Materials

- a. Lines by Philip Yenawine
- b. "People and Dog in the Sun," p. 161 of "What Your Kindergartner Needs to Know"
- c. "The Purple Robe" by Matisse, p. 162 of "What Your Kindergartner Needs to Know"
- d. Brushes

- e. Pens and pencils
- f. Crayons
- g. Paint
- h. Sheets of paper (different size and color)
- i. Butcher paper
- j. Art viewer [Appendix A]
- k. Art Portfolio for each child (folder, box, or any other type of container)

3. Key Vocabulary

- a. Line
- b. Straight
- c. Zig Zag
- d. Curve

4. Procedures/Activities

- a. Read and discuss Lines by Philip Yenawine.
- b. Cover table with butcher paper.
- c. Using the drawing tools in the story, have the students explore and create various lines (including thick, thin, curve, straight, and zigzag, etc.).
- d. View paintings by Joan Miro and Matisse. Students will use their art viewer to zoom in on patterns of line evident in these paintings.
- e. Students will create a picture incorporating line using the media of their choice.

5. Ongoing Project: Students will begin collecting their personal art work in an Art Portfolio.

6. Evaluation/Assessment

Students will describe "line" in their art.

G. Lesson Seven: Colored Chalk Pastels

1. Objective/Goal

- a. The students will understand that art can be created in different ways.
- b. The students will be able to identify and discuss the subjects in works of art emphasizing elements of color.

2. Materials

- a. Chalk
- b. Drawing paper with a rough texture
- c. Cotton balls
- d. Tissue
- e. "After the Bath" by Mary Cassatt, p. 167 of "What Your Kindergartner Needs to Know"
- f. Small labels for each student with the title of their art work and their name
- g. Tissue paper

3. Key Vocabulary

- a. Cool and Warm colors

4. Procedures/Activities

- a. Teacher will point out that artists give names to their work.
- b. View "After the Bath" by Mary Cassatt.
- c. Identify the subjects in "After the Bath."
- d. Students will use their art viewer to zoom in on color in Cassatt's paintings and note the cool and warm colors.
- e. Students will practice drawing lines with chalk and then note the effects of rubbing or blurring their lines.
- f. They will then draw a picture using chalk and blend the colors softly using cotton balls and tissue.
- g. The students will give a title to their chalk drawing. Teacher will print title and student's name on a label and adhere to the back corner of their work.

*Note: To protect students' art work:

Cut a sheet of tissue paper equal to the width, but longer than the art work.

Place tissue paper over art work and fold over the top.

Tape the tissue paper flap on the back of the art.

5. Ongoing Project: Add chalk drawing to Art Portfolio.

6. Evaluation/Assessment

Using the information they learned from Cassatt's art, the students will identify the subject(s) in their art work and explain the cool and/or warm colors they used.

H. Lesson Eight: Mobiles

1. Objective/Goal

- a. The students will understand that art can be created in different ways.
- b. The students will be able to observe color and line and how it is affected by movement and space.

2. Materials

- a. Alexander Calder a Retrospective Exhibition Contemporary Museum of Art, "Little Spider" page 28, "Homage to Alexander Calder" page 29.
- b. Matisse Paper Cutouts by M. Guichard, particularly the section on "Statements by Matisse" pages 47-58 , Plates 73-75
- c. Scissors
- d. Glue
- e. Tape
- f. Tag board
- g. Construction paper
- h. Ribbon, yarn
- i. Pipe cleaners
- j. Other art materials
- k. Internet reference on Alexander Calder:
http://www.uark.edu/depts/artinfo/public_html/calder.html

3. Key Vocabulary

- a. Mobiles

- b. Lines

4. Procedures/Activities

- a. Study mobiles of Alexander Calder.

Notice color and line in his creations.

- b. Compare color and line in paper cutouts by Matisse.

- c. Students will cut a piece of paper any size and tape a pipe cleaner to it. They will watch the movement they can create by adjusting the pipe cleaner (example: rotate direction, curl, bend) and then compare how the movement is influenced by substituting a piece of ribbon or yarn for the pipe cleaner.

- d. Students will continue to experiment and ultimately create mobiles using various materials.

e. Students will name their mobile.

5. Ongoing Project: Teacher will collect mobiles for Art Portfolio.

6. Evaluation/Assessment

The students will describe the color and line they used in their mobile, how they created the movement of their mobile and how space affects its movement.

I. Lesson Nine: Watercolors

1. Objective/Goal

- a. The students will understand that art can be created in different ways.
- b. The students will contrast light and dark colors.
- c. The students will gain understanding of how art makes you feel when light colors are used beside dark colors.

2. Materials

- a. Bruegel's "Hunters in the Snow," p. 159 of "What Your Kindergartner Needs to Know"
- b. Homer's "Snap the Whip," p. 164 of "What Your Kindergartner Needs to Know"
- c. Tanner's "The Banjo Lesson," p. 166 of "What Your Kindergartner Needs to Know"
- d. Art Viewer [Appendix A]
- e. Watercolor
- f. Containers for water
- g. Brushes
- h. Art paper
- i. Tissue paper

3. Key Vocabulary

a. Light colors

b. Dark colors

4. Procedures/Activities

a. View Winslow Homer's "Snap the Whip."

b. Use art viewer to zoom in on subjects.

c. Students will observe light and dark colors and discuss how light color beside dark color creates suspense, danger in these paintings.

- d. Follow the same procedure with Bruegel's "Hunters in the Snow" and Tanner's "The Banjo Lesson."
- e. Students will use watercolor to experiment using dark color beside light color.
- f. Students will create a watercolor painting using the concepts learned
- g. Students will name their art work.

h. Protect students' art work- refer to note in lesson 7.

5. Ongoing Project: Add Watercolor to portfolio.

6. Evaluation/Assessment

The students will form small groups and review the light and dark color used in their work and tell how the use of color in this work makes them feel.

J. Lesson Ten: Collage

1. Objective/Goal

- a. The students will understand that art can be created in different ways.
- b. The students will demonstrate their knowledge of color and line to create a collage.

2. Materials

- a. The Very Hungry Caterpillar and other stories by Eric Carle (video)
- b. Other books by Eric Carle
- c. Matisse Paper Cutouts by M. Guichard, p. 47-58, Plates 72-73.
- d. Construction paper, newspaper, wrapping paper, tissue paper, photos, fabric, Styrofoam, corrugated cardboard and other ready-made material

e. Glue

f. Scissors

g. Rulers

h. Background paper

3. Key Vocabulary

Collage

4. Procedures/Activities

a. View Eric Carle video.

b. Discuss how Eric Carle makes his illustrations from torn pieces of painted tissue paper.
Review illustrations in books by Eric Carle.

- c. Revisit Matisse Paper Cutouts plates 72-73.
- d. Students will discuss how this art was created and the process they might follow to produce a similar effect.
- e. Students will generate a list of materials they would like to use in their collage. Send a note home asking for these materials. Have students bring in materials and/or provide materials they may need.
- f. Students will create a collage using the technique of their choice.
- g. Students will name their work.

5. Ongoing Project: Add collage to Art Portfolio

6. Evaluation/Assessment

The students will provide oral interpretations of color and line in their collage.

K. Lesson Eleven: Murals

1. Objective/Goal

- a. The students will understand that art can be created in different ways.
- b. Students will develop a deeper understanding that artists express feelings and moods through their art; it is their passion.

2. Materials

- a. Diego by J. Winter
- b. Butcher paper
- c. Tape
- d. Pencils w/ erasers
- e. Paint
- f. Brushes
- g. Cardboard tubes or rubber bands
- h. Large box

3. Key Vocabulary

Mural

4. Procedures/Activities

- a. Read Diego by J. Winter.
- b. The students will retell the incidents in Diego Rivera's life that depict his love for painting.

c. Teacher will assist students in forming cooperative groups to design a mural.

Each group will decide on the content of their mural.

d. Students will pencil draw their designs on long pieces of butcher paper (hang on the wall to encourage whole arm movement).

e. Students will paint their mural.

5. Ongoing Project

Loosely roll up the murals and place in cardboard tubes or use rubber bands. Use large box to store murals as part of the Art Portfolio.

6. Evaluation/Assessment

Students will describe the topic they chose and why they chose it. They will explain what color and line express in their mural.

L. Lesson Twelve: Sculpture

1. Objective/Goal

a. The students will understand that art can be created in different ways.

b. The students will deduce that art can be created by "taking away" or by "adding to."

c. The students will compare and contrast the methods they used in creating art in Lesson 10: Collage to that of sculpture.

2. Materials

a. "Family" by Henry Moore

b. Pictures of other sculptures

c. Suggested samples of materials: wood, stone, clay, ivory, metal, plastic, steel

d. Appendix H

3. Key Vocabulary

Sculpture

4. Procedures/Activities

a. Students will look at the sculpture "Family" by Henry Moore.

b. Students will discuss how this creation was formed, reviewing the line they see and what mood this line creates.

c. Display pictures of other famous sculptures including "The Statue of Liberty" and "Mount Rushmore."

d. Discuss the material of which sculptures can be made.

- e. Provide samples of wood, stone, clay, ivory, wood, metal, plastic, and steel.
- f. Brainstorm ways to "take away from" or "add to" these types of materials to form art.
- g. Contact Education Director at your local museum to set up a tour on sculpture. Visit a local museum (In San Antonio, contact San Antonio Museum of Art and ask for the Education Director. Schedule a tour and hands on clay activity).
- h. If this field experience is not feasible, then provide a similar experience in your classroom by providing the students with clay and sculpting tools such as tongue depressors sticks, string, and wire. Allow clay to dry and harden.

- i. Students will name their sculpture.

5. Ongoing Project: Gather and place sculptures in a protective space in the classroom.

6. Evaluation/Assessment

The students will describe the method and tools they used to create their sculpture. They will compare and contrast how they created Collage art in Lesson 10 to that of sculpture in a venn diagram. [see Appendix H]

VI. CULMINATING ACTIVITY

A. Objective

- 1. The students will understand that once art is captured it shapes our perception.
- 2. The students will explain their perception of art by participating in role-playing activities.

B. Materials

- 1. Art work created by the students (found in their Art Portfolio)
- 2. "Museum of Elements" banner
- 3. Signs, labeling the different categories of the museum
- 4. name tags
- 5. cloth for tables and any other form of decor you wish to include to help promote the atmosphere of a museum

C. Procedure

- 1. The students will transform the classroom into "The Museum of Elements."
- 2. The students will take on the role of museum curator.
- 3. They will choose works of art from their Art Portfolio to display in their museum.
- 4. They will categorize the art work according to:

Colored Chalk Pastels

Mobiles

Watercolors

Collages

Murals

Sculptures

5. They will create a display of their art work to simulate a museum.

6. Students will choose art they wish to interpret for museum visitors and now take on the role of docents. Their interpretation may include the elements of art, details they notice, how the art makes them feel, what they think the artist wishes to convey and make connections to artists they have studied.

7. Students will be stationed at the display area they choose and act as docents.

8. Have another class or members of the community visit "The Museum of Elements."

D. Teacher Note

You may wish to contact local galleries or places of business who might be interested in displaying the student's works of art.

E. Evaluation

The students' dialogue will assess their ability to "share the knowledge" on their perception of art.

VII. HANDOUTS/STUDENT WORKSHEETS

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

Appendix G

Appendix H

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