



Kindergarten - Unit 1 - The Start of Art: Let's Learn about Line

Unit Focus

In this introductory unit, students will begin to understand the basic elements, or ingredients of art, beginning with line. They will apply acquired skills to compose an abstract painting. Students will learn by studying Wassily Kandinsky's abstract paintings, how to use a variety of lines to express movement, feeling, or to tell a story.

Stage 1: Desired Results

Established Goals	Transfer	
Standards National Core Arts Standards <i>Visual Arts: K</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.K.a) Engage in exploration and imaginative play with materials. (VA:Cr1.1.K.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.K) Through experimentation, build skills in various media and approaches to art-making. (VA:Cr2.1.K.a) Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.K) Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.K.a) Common Core <i>CACR Anchor Standards for Speaking and Listening: K - 12</i> Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.CCRA.SL.4) Other Goals Madison Public Schools Profile of a Graduate Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Capture the feeling or emotional response which an artistic piece elicits	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<i>Students will keep considering...</i> Q1 What am I seeing/feeling in this piece? What inferences can I make? Q2 What am I learning or have I learned from creating this work of art? Q3 How do I use lines to show an idea?
	Acquisition	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Line is one of the elements, or ingredients, of art K2 Lines start at one point and end at another K3 There are many different types of lines, such as straight, wavy, zig zag, scalloped, horizontal, diagonal, vertical, etc. K4 Lines communicate meaning	<i>Students will be skilled at...</i> S1 Creating a variety of distinct lines S2 Recognizing and naming line types S3 Explaining orally an interpretation of an artistic work S4 Using and caring for media and materials responsibly S5 Taking an intentional line and changing it to an invented line