



# KINDERGARTEN Learning Objectives for **Visual Art**



## **ARTISTIC PERCEPTION**

### **The learner will**

- recognize and describe simple patterns found in the environment and in works of art.
- name the art materials, e.g., clay, crayons and paint introduced in lessons.
- identify the elements of art (line, color, shape/ form, texture, value, space) in the environment and in works of art, emphasizing line, color and shape/ form.

## **CREATIVE EXPRESSION**

### **The learner will**

- use lines, shapes/ forms and colors to make patterns.
- demonstrate the beginning skill in the use of tools and processes, such as scissors, glue and paper in creating a three-dimensional structure.
- make a collage with cut or torn paper shapes/ forms.
- paint pictures expressing ideas about family and neighborhood.
- use lines in drawings and paintings to express feelings.
- use geometric shapes/ forms (circle, triangle, square) in a work of art.
- create a three-dimensional form.

## **HISTORICAL AND CULTURAL CONTEXT**

### **The learner will**

- describe the functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
- identify and describe works of art that show people doing things together.
- look at and discuss works of art from a variety of times and places.

## **AESTHETIC VALUING**

### **The learner will**

- discuss his/her own works of art, using appropriate art vocabulary, e.g., color, shape/ form, texture.
- describe what is seen (including both literal and expressive content) in selected works of art.
- discuss how and why they made a specific work of art.
- give reasons why they like a particular work of art they made, using appropriate art vocabulary.

## **CONNECTIONS, RELATIONSHIPS AND APPLICATIONS**

### **The learner will**

- draw geometric shapes/ forms, e.g., circles, squares, triangles and repeat them in dance/ movement sequences.
- look at and draw something used everyday, e.g., scissors, toothbrush, fork, and describe how the object is used.
- point out images, e.g., photographs, paintings, murals, ceramics, sculptures and symbols found at home, in school and in the community, including national and state symbols and icons.
- discuss the various works of art, e.g., ceramics, sculptures, paintings, that artists create and the type media used.