

USOE Fine Arts Rainbow Chart

Kindergarten - Page 1		Identify	Explore	Build Skills	Analyze	Research	Refine
5 5		Experience	Contextualize	Practice	Integrate	Create	Contribute
Previously Mastered Grade Level Skills	Elements of Art with Definitions	Label, list, name, define, relate, recall and use art making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, illustrate, evaluate and practice	Compare, contrast, distinguish, examine and incorporate	Study, explore, seek, be creative, imagine and produce	Show skill mastery for grade level, give opinions, support others, and show art
 Manipulate elementary art tools: glue, scissors, and crayons Can erase without making holes in surface Arrange objects in a row Begin to group mark- making 	Line: a stroke between two points Art Criticism: Using artist's images, biographies or any artistic periods to teach how to look at art, what to look for and how to talk about it. Promoting perceptual discrimination and judgment.	Find straight and curved lines in picture books or artworks. Scribble freely with pencils, pens, markers or crayons. Take a line for a walk. E.g. <u>www.yahoo.com</u> click on images: Hans Hartung	Make lines that are horizontal (asleep), vertical (standing up) and diagonal (falling) E.g. www.kinderart.com/drawing/drawex.shtml Point out example of sleeping, standing up and falling lines from photos, artwork or dance.	Express emotion with line. Play with a combination of happy (loopy) and sad (droopy) lines using pen, marker, crayons and brushes. Play with lines to communicate visual thinking.	Analyze and arrange different objects in a line going from small too big. Make different size objects in clay, put them in a row. E.g. www.yahoo.com images: art of Franz Kline	While listening to music, spontaneously draw what is heard. Combine happy and sad lines in reaction to a story. E.g. Read Harold and the Purple Crayon by Crocket Johnson E.g. Utah Art Council Grants: http://arts.utah.gov/funding/arts_education_grant/step_2/step_3/schools.html	Maintain the joy of creating art by using expressive line and stick figures in a works of art. Tell a story about own artwork. Help someone else to understand your art
Manipulate scissors Able to glue items to a page Can group scribbles	Shape: created by a line that encloses an area Organic shapes: bumpy, distorted shapes found in nature. (wavy, drops, amorphous, fluid, branching)	Discover that when a line bends a shape begins. Play with bending lines to make a variety of shapes. 100% grants for kids: www.ulcu.com/ucuef /main.asp	Experiment with random circles and connect lines together to form simple shapes. Develop visual perception by identifying shapes found in artwork and in environment. E.g. Chelsea IV by Donald P. Olsen (print available through the Springville Museum)	Practice Folding paper and using scissors to cut out shapes gluing them to paper. E.g. www.google.com this image Composition 1933 or other paintings by Joan Miro Practice making shapes in clay.	Make connections to how alike or different shapes are to each other. Create abstract painting and drawings from imagination. E.g. www.yahoo.com images: type in Alexander Calder paintings	Match big shapes to big, and tiny to tiny. Begin to show shapes with different size relationship. E.g. Boy and Cat by James T. Harwood (poster available through the Springville Museum of Art) www.smofa.org (801) 489-2727	Create a drawing or painting using simple symbolic shapes. Tell a story with artwork. Develop skills in social interactions.
Know texture vocabulary; soft/ hard, smooth/bumpy Recognize smooth and rough textures	Texture: The surface qualities of objects, experienced mainly by touch	Recognize the difference between smooth and rough textures.	Play with smooth and rough textures, talk about the difference. Feel the texture of paint while finger painting.	Find actual textures (sand, cloth, plastic, rocks, metal, water, and food textures)	Group objects by textures and tell why. Combine actual textures to create new ones. e.g. Mixing sand and water to make mud, yeast and water to make foam	Construct a collage of "found" textures. E.g. www.google.com images: Merzbild Rossfett and other collages by Kurt Schwitters	Participate in making a group collage of different textures. e.g. Henri Matisse: Pattern & Paper program download www.uen.org/emedia
 Control of a paintbrush Correctly label colors to objects (grass is green, sky is blue) 	Color: anything but black and white Abstract: art made from the imagination or choosing to depict the world in a distorted or unrealistic manner	Recognize basic colors around the room and in picture books. Point to an object; name its color and paint.	Play with a variety of color making tools. Express feelings about different colors. E.g. Read My Many Colored Days by Dr. Seuss or The Dot by Irma S. and James H. Black	Play with mixing colors either using finger painting or a brush, instructing how to wash out brush in between colors. E.g. Mix play dough, watercolor, tempera	Recognize colors in pictures. Duplicate colors in matching objects from environment E.g. trees have green leaves and brown trunks	Name and match colors to familiar things. E.g.www.google.com Manganese in Deep Violet by Patrick Heron Enjoy mixing & touching colors while finger painting	Using more than one color, paint a self portrait.