



TEXAS PERFORMANCE STANDARDS PROJECT
Kindergarten English Language Arts/Interdisciplinary Unit
Do Your Part for Art!

This guide links the *Do Your Part for Art* unit to the Texas Essential Knowledge and Skills (TEKS) for kindergarteners. *Do Your Part for Art!* is an English language arts/interdisciplinary unit that allows students to explore and gain knowledge of three great artists and their artistic styles. *Do Your Part for Art!* has connections to many disciplines. For example, students identify, extend, and create patterns, as addressed in the Mathematics TEKS. They also understand similarities and differences among people, which the Social Studies TEKS require. The following document includes the applicable TEKS and the details of the *Do Your Part for Art!* unit. The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Texas Essential Knowledge and Skills

This unit may address the following TEKS:

English Language Arts:

- K.1 Understands how English is written and printed
- K.2 Displays phonological awareness
- K.5 Understands new vocabulary and uses it correctly when reading and writing
- K.9 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- K.10 Analyzes, makes inferences, and draws conclusions about expository text, and provides evidence from text to support their understanding
- K.11 Understands how to glean and uses information in procedural texts and documents
- K.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- K.21 Uses comprehension skills to listen attentively to others in formal and informal settings
- K.22 Speaks clearly and to the point, using the conventions of language

Mathematics:

- K.5 Identifies, extends, and creates patterns
- K.6 Uses patterns to make predictions
- K.7 Describes the relative positions of objects
- K.8 Uses attributes to determine how objects are alike and different
- K.9 Recognizes attributes of two- and three-dimensional geometric figures
- K.15 Uses logical reasoning*(Testable on the Grade 3 Mathematics STAAR)

Art:

- K.1 Develops and organizes ideas from the environment
- K.2 Expresses ideas through original artworks with appropriate skill, using a variety of media
- K.3 Demonstrates an understanding of art history and culture as records of human achievement
- K.4 Makes informed judgments about personal artworks and the artworks of others

Social Studies:

- K.2 Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation
- K.11 Understands similarities and differences among people
- K.15 Communicates in oral and visual forms
- K.16 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Description of Unit

This project generates a deeper understanding of art, and the student will gain a basic knowledge of artistic styles. Students will explore background information on three artists from the past and the styles of their art. The students will discover how the artists created their masterpieces and developed their own styles. Students will display their art in a classroom exhibition.

Goals

Students will meet these goals in their explorations:

- Become familiar with three artists and their styles
- Use art vocabulary to describe and analyze works of art
- Create works of art in various styles and in an original style
- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating
- Ask questions and explore theories
- Have opportunities to generate new ideas

Phase I: Learning Experiences

1. In the art center, students identify colors, textures, forms, and subjects in the environment
2. In large group settings, students learn biographical information about each artist.
3. In teacher-led discussions and large and small group activities, students:
 - Identify simple subjects expressed in each artist's works
 - Express ideas about works of art by each artist
 - Relate colors, textures, forms, and subjects to the environment.

Sample questions:

- What do you notice first?
- What colors do you see?
- What objects (e.g., apple, vase, book) do you see? What shapes are they?
- What are the people in the picture doing? How do you know?
- Do the people in the picture look happy, sad? How can you tell?
- What do you think will happen next?
- Explain how the artist's work was created (pastel, brush, crayon, paint, collage). How does it make you feel?

4. In the art center, students create works of art, mimicking the style of each artist (e.g., Seurat—hole punches) using a variety of colors, forms, and lines.
5. In a teacher-led, large group activity, students express ideas about their own personal artwork and the artwork of peers.

Repeat steps 2-5 for two other artists who work in various styles.

6. In the art or reading center, have available books of artwork by other artists not studied.

Resources:

Getting to Know the World's Greatest Artists by Mike Venezia

The Annotated Mona Lisa: A Crash Course in Art History by Carol Strickland and John Boswell

Linnea in Monet's Garden by Cristina Bjork and Lena Anderson

Pablo Picasso: Breaking All the Rules by True Kelley

Uncle Andy's: A FAABBBULOUS VISIT WITH ANDY WARHOL by James Warhola

Frida by Jonah Winter and Ana Juan

My Name is Georgia: A Portrait by Jeannette Winter

Examples of Artists to Study

Piet Mondrian

An abstract artist who created pictures to express feelings and thoughts through straight lines and simple colors

George Seurat

A French Impressionist who invented Pointillism, using only tiny dots of paint and no brush strokes or lines

Hans Arp

A Dadaist, later known as a Surrealist, who invented a new kind of collage technique in which paper squares were dropped on a larger sheet of paper without knowing where they would land; known as the “Muse of Chance Collage”

Jackson Pollock

An American artist who pioneered a technique in which paint is poured onto the canvas

Phase II: Independent Research

A. Research process

1. Provide students with a sampling of their previously created artworks in each style.
2. Ask guiding questions to help students clarify their choices leading to their own style.
3. Distribute art supplies to students.
4. Provide students work time to create their own masterpieces.
5. Set up an exhibition.
6. Ask the students to explain the piece they created using specific vocabulary, such as

color, form, and line and answer questions about their own works of art.

7. Prompt students to clarify which elements in their work mean the most to them and why they made those choices.
8. Allow each student to respond to other students' works of art.

B. The product

Each student creates an original work of art about their environment, using their knowledge of other artists' work and their new understanding of color, textures, form, and content to begin to create their own style. The class will set up an exhibition.

C. Communication

Each student presents an original work to his/her classmates using appropriate vocabulary. The student should take any questions or comments at the end of the presentation. The Q&A session should be impromptu and unscripted to accurately assess student learning.

D. A completed project consists of:

1. The student's original art
2. A videotape or audiotape of the class presentation, including the Q&A session

Credit to Mandy Smetana, Region 15 Education Service Center

THECB College Readiness Standards

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- IV.A.2 Interprets a speaker's message; identify the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.2 Explores a research topic
- V.B.1 Gathers relevant sources
- V.C.1 Designs and presents an effective product

Mathematics:

- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.2 Uses various types of reasoning

Social Studies:

- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly

- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.B.3 Gathers, organizes, and displays the results of data and research
- V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.E.1 Works independently
- I.E.2 Works collaboratively
- II.C.2 Explores a research topic
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data