

Content Outline for Arts Integration Visual Art and Theatre - Kindergarten

Target Skills/Concepts	Language Arts Target Skills	Visual Art/Theatre Handbook K-2 Art Prints	Visual Art/Theatre Handbook K-2 Theatre Activities	Additional Interdisciplinary Connections
QUARTER 1				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Line recognition • Line use • Feelings and moods • Line Closure • Objects/Shapes <ul style="list-style-type: none"> - Shapes-to-forms - Shapes-within-shapes 	<ul style="list-style-type: none"> • Sequence: Beginning, Middle, and End • Compare and Contrast • Story Elements: Illustrations • Writing Forms: Picture Writing • Drawing Conclusions: Generalizing • Main Idea 	<p><i>Dempsey and Firpo</i>, p. 34 <i>Cyclist</i>, p. 33 <i>Hockey Players</i>, p. 37 <i>Tar Beach</i>, p. 43 <i>The Letter</i>, p. 45 <i>The Zapotec Civilization</i>, p. 47 <i>Family Number 1</i>, p. 35 <i>Still Life With Cherries</i>, p. 40</p>	<p>Open It, p. 73 Motion-Commotion, p. 72 Likely Story, p. 85 Mirror, p. 86 Story Mime, p. 82 Story Tone, p. 99</p>	<p>Original Learning Village Lesson Plans</p> <p><u>Science</u>: Lines and shapes in our natural environments (i.e., plant and animal life)</p> <p><u>Math</u>: Parallel lines, line closure to create shapes, angles created by line intersections</p> <p><u>Social Studies</u>: Line used by early civilizations as tools of communication (i.e., Lascaux)</p> <p><u>Language Arts</u>: Feelings and emotions in stories and poetry</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Create an artwork that tells a story based on a given subject <ul style="list-style-type: none"> - Read aloud stories • Demonstrate focused behavior in guided dramatic play • Develop positive self-image through guided dramatic play • Participate in guided dramatic play to develop understanding of sequence of events 	<ul style="list-style-type: none"> • Sequence: Beginning, Middle, and End • Compare and Contrast • Story Elements: Illustrations • Writing Forms: Picture Writing • Drawing Conclusions: Generalizing • Main Idea 	<p><i>The Torn Hat</i>, Thomas Sully <i>Boy with a Tire</i>, Hughie Lee-Smith <i>Tar Beach</i>, Faith Ringgold <i>Parade</i>, Jacob Lawrence</p>	<p>Open It, p. 73 Motion-Commotion, p. 72 Likely Story, p. 85 Mirror, p. 86 Story Mime, p. 82 Story Tone, p. 99</p>	

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QUARTER 2				
Visual Art: <ul style="list-style-type: none"> • Textile Qualities • Textures in the environment • Pattern • Motif 	<ul style="list-style-type: none"> • Sequence • Drawing Conclusions: Summarizing • Speaking: Choral Reading • Research 	<i>Parade on Hammond Street</i> , p. 38 <i>Tar Beach</i> , p.43 <i>Redwoods, Founders Grove</i> , 1966, p. 39 <i>Woman in a Garden</i> , p. 48	Open it, p. 73 Likely Story, p. 85 Louder, p. 113 Vocal Movement, p. 114	Original Learning Village Lesson Plans <u>Science</u> : textures in plant and animal life <u>Language Arts</u> : words that describe visual texture
Theatre: <ul style="list-style-type: none"> • Develop ability to join with and respond to others • Explore a variety of ways to solve problems • Develop theatre language through social interaction • Explore a variety of roles in life and fantasy situations through guided dramatic play to develop character acting 	<ul style="list-style-type: none"> • Sequence • Drawing Conclusions: Summarizing • Speaking: Choral Reading • Research 	<i>Sunny Side of the Street</i> , Philip Evergood <i>The Dugout</i> , Norman Rockwell <i>Mother's Helper</i> , Diego Rivera <i>Riders of the Dawn</i> , F. T. Johnson	Open it, p. 73 Likely Story, p. 85 Louder, p. 113 Vocal Movement, p. 114	

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QUARTER 3				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Primary colors • Secondary colors • Tints and shades 	<ul style="list-style-type: none"> • Main idea: Author's purpose: • Story Structure: Introduction of Characters • Compare and Contrast • Speaking: Complete Sentences • Speaking: Appropriate Response • Memorization: Colors/Alphabet/Number Words 	<p>The Zapotec Civilization, p. 47 Dempsey and Firpo, p.34 Forest with Brook, p. 36 Sunflowers #2, p. 41 Still Life with Cherries, p. 40</p>	<p>Motion Commotion Part 1, p. 72 Likely Story!, p. 85 Single Word Pass, p. 99 Body Actions, p. 76 Animal Movements, p. 76 I Still Can't Hear You, p. 112 Single Word Pass, p. 99</p>	<p>Original Learning Village Lesson Plans <u>Language Arts</u>: words that describe colors, words that describe emotions using color/allusions <u>Social Studies</u>: colors in the personal environment, personal choices relating to color <u>Science</u>: Color effects the human emotions, as well as attracting birds and bees to help pollinate plants, surroundings awareness, color spectrum, Sir Isaac Newton's color theory <u>Math</u>: Measurement/ equivalents, measurements used to create colors when mixing (i.e., half blue and half red make violet)</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Develop awareness of voice as means of dramatic expression • Develop scene comprehension through <ul style="list-style-type: none"> - Games/activities - Stories/poetry - Creative drama • Develop awareness of a variety of community roles through guided dramatic play utilizing side coaching 	<ul style="list-style-type: none"> • Main idea: Author's purpose: • Story Structure: Introduction of Characters • Compare and Contrast • Speaking: Complete Sentences • Speaking: Appropriate Response • Memorization: Colors/Alphabet/Number Words 	<p><i>Child with a Dove</i>, Picasso <i>Snap-the-Whip</i>, Winslow Homer <i>Parade on Hammond Street</i>, Allan Crite</p>	<p>Motion Commotion Part 1, p. 72 Likely Story!, p. 85 Single Word Pass, p. 99 Body Actions, p. 76 Animal Movements, p. 76 I Still Can't Hear You, p. 112 Single Word Pass, p. 99</p>	<p><u>Health and Wellness</u>: Motor skills development (using paint brush)</p>

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QUARTER 4				
<p>Visual Art:</p> <ul style="list-style-type: none"> • Spatial relationship • Empty/Full • Form recognition • 3-D forms 	<p>Spatial relationship:</p> <ul style="list-style-type: none"> • Drawing Conclusions: Classifying • Sentence Structure: Spacing between Letters, Words, and Sentences • Writing Forms: Storytelling with Pictures and Labeling • Role Play: Dramatization • Listening: Listening for a Specific Purpose <p>Form:</p> <ul style="list-style-type: none"> • Cause/Effect • Sentence Structure: Parts of Speech in Spoken Sentences • Listening: Critical Listening 	<p>Spatial relationship:</p> <p>Still Life with Cherries, p. 40 The Banjo Lesson, p. 44 The Tragedy, p. 46 The Hockey Players, p. 37 The Banjo Lesson, p.44</p> <p>Form:</p> <p>Parade on Hammond Street, p. 38 Sunflowers #2 The Cyclist, p. 33</p>	<p>Spatial relationship:</p> <p>The Need to Know, p. 83 Mush Pot, p. 86 Single Word Pass, p. 99 Voice Manipulation, p. 115 Freeze, p.67 Body Movements, p. 77</p> <p>Form:</p> <p>What's Cooking? p. 74 Under and Over 2, p. 69 Pull and Go, p. 68</p>	<p>Original Learning Village Lesson Plans</p> <p><u>Social Studies</u>: geographical regions have different landscapes, forms in objects in the local environment, awareness of self, Cultural awareness, self-awareness</p> <p><u>Language Arts</u>: words that describe space and spatial relationships, parts-to-whole relationships</p>
<p>Theatre:</p> <ul style="list-style-type: none"> • Explore similarities and difference between life and theatre • Use literature as a basis for guided dramatic play and character portrayal • Develop awareness of real and fantasy situations from many cultures through guided dramatic play • Mask making 	<ul style="list-style-type: none"> • Drawing Conclusions: Classifying • Sentence Structure: Spacing between Letters, Words, and Sentences • Writing Forms: Storytelling with Pictures and Labeling • Role Play: Dramatization • Listening: Listening for a Specific Purpose • Cause/Effect • Sentence Structure: Parts of Speech in Spoken Sentences • Listening: Critical Listening 	<p><i>Champions of the Mississippi</i>, Currier and Ives <i>Going to Church</i>, William Johnson <i>Tar Beach II</i>, Faith Ringgold</p>	<p>The Need to Know, p. 83 Mush Pot, p. 86 Single Word Pass, p. 99 Voice Manipulation, p. 115 Freeze, p.67 Body Movements, p. 77 What's Cooking? p. 74 Under and Over 2, p. 69 Pull and Go, p. 68</p>	