



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math



2018 revisions were made possible with support from:

The Harvest Foundation



WASHINGTON STATE
ARTS COMMISSION





ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

ACKNOWLEDGMENTS

PREVIOUS FUNDERS AND CREATORS

Original Development

Susy Watts
& Meredith
Essex



WASHINGTON STATE
ARTS COMMISSION



CULTURE



City of Redmond
WASHINGTON

2009 Redesign



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

2014 Revisions

The Bamford Foundation
The Norcliffe Foundation
Umpqua Bank

Pro Bono Graphic Design: Jill Schmidt
Content Revision: Meredith Essex

2018 CURRICULUM CREDITS

Graphic Design
Arts Standards
Photos
Copy
Spanish Translations
Online Portal Support

Dave Taylor, OkayBro!
Cheri Lloyd
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch
Alyssa Hays, Danielle Gahl
Aline Moch
Seven DeBord

THANK YOU!



ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

PROTOCOL GUIDELINES

The K-6 lesson handbooks were originally produced for the Lake Washington School District with grants from 4culture and ArtsWA.

The following protocols were developed to protect the information developed for this publication and share it with others at no cost.

COPYRIGHT All lessons and supporting materials are protected by copyright. You are required by law to respect this and we ask you honor the time, talent, and expense invested.

COPY Letters to families are intended for distribution and may be copied as needed. Lesson assessments are also intended for reproduction.

CREDIT When printing your ALIC lessons, include the title and credit pages. Our creators and funders make this free, give them some credit!

FREE No part of the handbook may be reproduced and sold for profit.

SHARE Encourage your colleagues, other schools, and organizations to use these materials by downloading their own copy at:
www.artsedwashington.org/curriculum

Every child deserves arts education.

HELP Become a member of ArtsEd Washington so we can continue to provide free tools for teachers and fight for equitable access to arts education.

ARTS EDUCATION FOR ALL

KINDERGARTEN

1. Straight and Curved Lines in Paint
2. Straight and Curved Lines in Letters
3. Line Stations
4. From Shapes to Animals
5. Straight-Sided Shapes in Collage
6. Textures All Around You
7. Textures in Clay
8. Primary Colors
9. Making My Own Colors
10. Patterns



KINDERGARTEN LESSON ONE

STRAIGHT AND CURVED LINES IN PAINT

Description Of Project:

Students create a variety of different lines with watercolor paint.

Problem To Solve:

How can I paint a variety of lines?

Student Understanding:

Straight and curved lines can be created with full arm movements.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies and makes a variety of lines.

AC: identifies and uses straight and curved lines.

LT: Uses a full arm movement.

AC: Extends and moves arm from shoulder across the whole paper.

LT: Classifies and counts lines in own art.

AC: Identifies number of straight and curved lines in each category and shares findings.

EVIDENCE OF LEARNING

Art: Watercolor Painting

Uses straight lines

Uses curved lines

Uses a full arm movements

Shares number of curved and straight lines

EXAMPLE



VOCABULARY

- **Straight Line**
- **Curved Line**
- **Watercolor**
- **Watercolor brush**

RESOURCES

Juan Alonso, Where to Now, St. Peter?; 4Culture;
Harold Balazs, Echoes, MAC;
Vincent van Gogh, Starry Night

ART MATERIALS

- **18"x24" 60# white drawing paper**
- **1/2-3/4" watercolor brushes**
- **watercolor paints**
- **water containers**
- **paper towels**

KINDERGARTEN LESSON ONE // STRAIGHT AND CURVED LINES IN PAINT

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Introduce Where to Now, St. Peter? by Juan Alonso, Echoes by Harold Balazs, or Starry Night by Vincent van Gogh.</p> <p>Prompts: What kinds of lines can you find in this painting?</p>	Names observed lines.
<p>Introduce vocabulary words: straight line, curved line.</p> <p>Prompts: In art, we have special names for these lines: straight lines, curved lines. Can you find a straight line in the classroom? Can you find a curved line in the classroom?</p>	Identifies straight and curved lines in the classroom and art.
<p>Demonstrate making big full-arm movements for painting using an imaginary paintbrush.</p> <p>Prompts: Make a straight line, make a curved line.</p>	Follows teacher's lead: call and response.
<p>Demonstrate holding a paintbrush, dipping the brush into the water container, and dabbing excess water off the brush onto the paper towel.</p> <p>Prompts: Find the balance point on your brush; hold it just above the metal part with a relaxed hand. Now we are ready to dip in the water. Swish, swish, swish, swish, pat, pat, pat.</p>	Observes material management and brush holding
<p>Demonstrate making curved and straight lines in paint.</p> <p>Prompts: Move the brush around without crushing the bristles in the paint pan until you can see you have paint on your brush. Use your whole arm to make straight and curved lines from one side of the paper to the other.</p>	Paints straight and curved lines.
<p>Guide classifying and counting number of curved and straight lines in student's own art.</p> <p>Prompts: How many straight lines did you make? How many curved?</p>	Counts curved and straight lines in own art and shares findings.

KINDERGARTEN LESSON ONE // TYPES OF LINE

SKILLS AND TECHNIQUES



Holding a Watercolor Brush



Student work following straight and curved lines

ART STUDIO TIP

Each child should be given one large watercolor (full) pan in a single color, a 1/2-3/4" flat or round brush, and a paper towel to control the amount of water on the brush.

Two children can share a water container.

LESSON EXPANSION

Students find straight and curved lines in nature and in Native America, Haida Nation, Spruce Root Hat, Killer Whale Design, Seattle Art Museum and Mimbres, Woodgatherers

EVERYDAY CONNECTIONS

Home/Community References:

building/human-made;
animals/nature

LEARNING STANDARDS

Visual Art

1.1a Engage in exploration and imaginative play with materials.

2.1a Through experimentation, build skills in various media and approaches to art-making.

Common Core Math

K.MD.B.3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

KINDERGARTEN LESSON TWO

STRAIGHT AND CURVED LINES IN LETTERS

Description Of Project:

Students use straight and/or curved lines for writing letters and filling their art composition.

Problem To Solve:

What kinds of lines are shared between writing and drawing?

Student Understanding:

Straight and curved lines are used in both writing and drawing.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies straight and curved lines in upper case letters.

AC: Names the specific lines they see in the first letter of their name.

LT: Uses a specific letter for the focus of their drawing.

AC: Places the first letter of their name in the center of their paper.

LT: Uses a specific line type to create a border and fill the space. AC: Uses straight and curved lines throughout.

LT: Uses a drawing tool in more than one way.

AC: Makes thick (side of tool) and thin (point of tool) marks.

EVIDENCE OF LEARNING

Art: Drawing

Identifies straight and curved lines in letters

Forms specific letters

Makes specific types of lines

Uses sides and points of tools

EXAMPLE



VOCABULARY

- **Center**
- **Curved Line**
- **Border**
- **Side of Tool**
- **Point of Tool**
- **Straight Line**
- **Upper Case Letters**

RESOURCES

Harold Balazs, Museum Piece, MAC; Robert Indiana, The X-5

ART MATERIALS

- **colored cryaons (peeled) -or- color crayon blocks**
- **big lyra color pencils**
- **12 x 12" 60# white drawing paper**

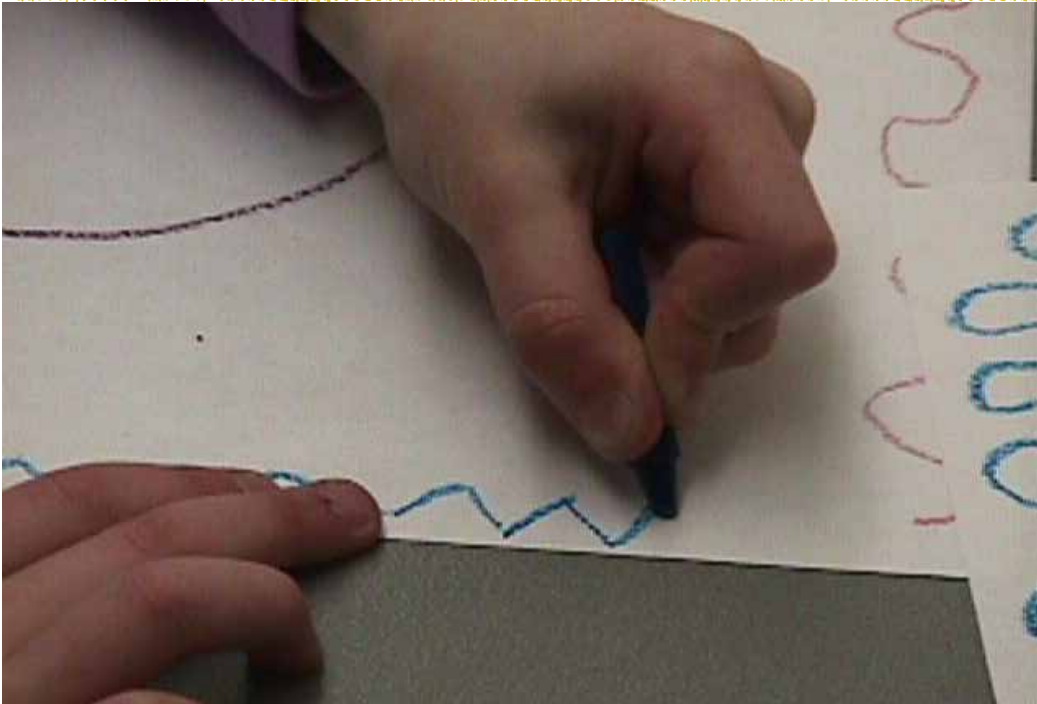
KINDERGARTEN LESSON TWO // STRAIGHT AND CURVED LINES IN PAINT

INSTRUCTIONAL STRATEGIES

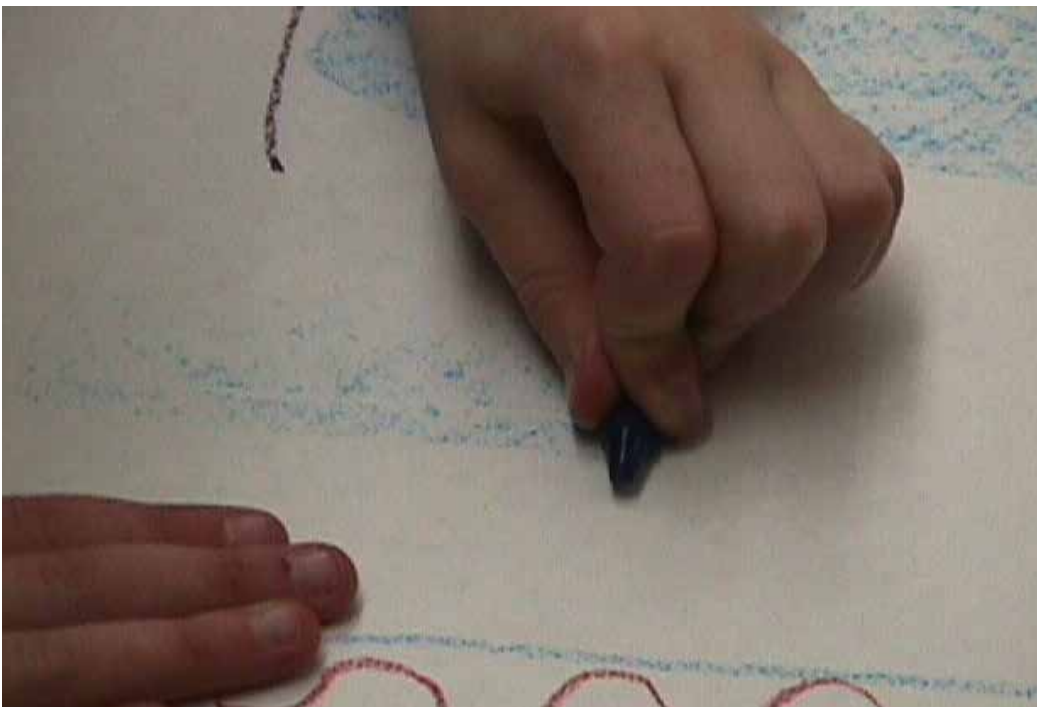
TEACHER	STUDENT
<p>Direct students to observe the alphabet and identify the lines as the teacher points them out.</p> <p>Prompts: What kind of line is this? What kind of line is this? Where do you see another straight line? Where do you see another curved line?</p>	<p>Names and finds straight and curved lines in the alphabet.</p>
<p>Introduce Museum Piece by Harold Balazs or The X-5 by Robert Indiana.</p> <p>Prompts: Find a straight line. Find a curved line. Are there any letters or numbers in the picture? Are they made of curved lines or straight lines or both? Where else do we see letters all around us outside the classroom? Signs!</p>	<p>Identifies straight and curved lines in art. Identifies letters or numbers in art.</p>
<p>Ask students to observe the first upper case letter of their name and identify kinds of lines in that letter.</p>	<p>Points to and names straight and/or curved lines in the first letter of their name.</p>
<p>Demonstrate finding the center of the paper and drawing the first letter of his/her name.</p> <p>Prompts: Is this the center of the paper here? Is this the center of the paper over here? Help me find the center. I'll put my letter right here.</p>	<p>Student finds the center of the paper and draws the first letter of their name with any crayon.</p>
<p>Model selecting one kind of line (straight or curved) and drawing that one kind (straight or curved) all around the edge of their paper to create a border.</p> <p>Prompts: In making a border you want to leave a space between the borderline and the edge of your paper. Keep going until you come back to where you started.</p>	<p>Makes border with one kind of line with student color of choice.</p>
<p>Demonstrate filling the space around the letter with straight and curved lines. Demonstrates changing the way the tool is used.</p> <p>Prompts: Add, add, add the same kind of line. Experiment with using the sides and points of your crayon to create different thickness of lines.</p>	<p>Fills page with straight or curved lines using sides and points of crayon.</p>

KINDERGARTEN LESSON TWO // STRAIGHT AND CURVED LINES IN LETTERS

SKILLS AND TECHNIQUES



Draws lines with points and strokes.



Fills space with side strokes.

ART STUDIO TIP

Include broken, unwrapped crayons for student use.

LESSON EXPANSION

Using Robert Indiana, **The X-5**, students find the straight and curved lines in the numbers.

Read the book, **Chicka Chicka Boom Boom**, by Bill Martin Jr. and John Archambault to introduce letters and discover letter shapes.

Create a drawing with repeated letters.

EVERYDAY CONNECTIONS

Home/Community**References:**

signs, billboards, magazine ads

LEARNING STANDARDS

Visual Art

1.1.a Engage in exploration and imaginative play with materials.

2.1.a Through experimentation, build skills in various media and approaches to art-making.

7.1.a Identify uses of art within in one's personal environment.

8.a Interpret art by identifying subject matter and describing relevant details.

Common Core ELA

K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.L.1.a. Print many upper and lower case letters.

KINDERGARTEN LESSON THREE

LINE STATIONS

Description Of Project:

Students create lines at a variety of stations using diverse art media.

Problem To Solve:

When can different line types be used in art?

Student Understanding:

Straight, curved, and zigzag/jagged lines can be created with many different art materials.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Makes a variety of lines types in a variety of different art media.

AC: Makes straight, curved, and zigzag/jagged lines with fabric strips, in sand, or with wire.

EVIDENCE OF LEARNING

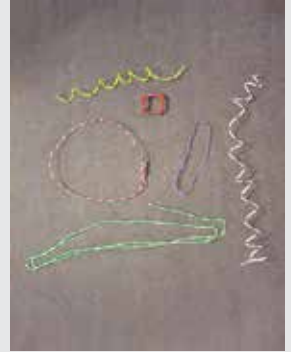
Manipulative Media

(fabric strips, sand, and wire)

Makes straight, curved, and zigzag/jagged lines with a variety of different materials

EXAMPLE

Makes straight, curved, and jagged lines with wire.



VOCABULARY

- **Straight Line**
- **Curved Line**
- **Zigzag line**

RESOURCES

Harold Balazs, Night Scene, MAC;
Georges Braque, The Round Table

ART MATERIALS

- **fabric strips (old skinny scarves or neck ties),**
- **shallow sand box**
- **new coated color wire (Twisteez)**

KINDERGARTEN LESSON THREE // LINE STATIONS

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Introduce Night Scene by Harold Balazs or The Round Table by George Braque to students with a focus on a variety of types of lines.</p> <p>Prompts: Find straight, curved, and zigzag/jagged lines in the art.</p>	<p>Names and traces over lines in art .</p>
<p>Introduce, through demonstration, making straight, curved, and zigzag (jagged) lines at three line stations:</p> <ol style="list-style-type: none"> 1) sand in a shallow box, 2) fabric strips, and 3) coated wire. <p>You may introduce one line station, and then add new line stations over the course of several days.</p> <p>Prompts: [When introducing the second line station:] We just made straight, curved, and zigzag/jagged lines with fabric, now let's try making different types of line with other materials: sand and wire.</p>	<p>Observes teacher demonstrating at each station.</p>
<p>Assess different students over the course of time.</p> <p>Prompts: Show me the different types of lines you can make.</p>	<p>Transfers understanding of line to independent practice.</p>
<p>Lead students in a discussion comparing making lines with fabric strips, in sand, and with wire. Encourage use of descriptive words.</p> <p>Prompts: Show how your arm moved when you drew lines in the sand. Show your arm moved when you made lines with wire. What is different about your movements when you used different materials or made different lines?</p>	<p>Responds with words describing their experiences.</p>

KINDERGARTEN LESSON THREE // LINE STATIONS

SKILLS AND TECHNIQUES



Making curved lines with wire and dowel



Finished curved line with wire

ART STUDIO TIP

Bend over pointy wire ends for student safety. Form wire more easily by bending it over table edges or dowels, cans, or bottles.

LESSON EXPANSION

Students, teachers, and aides/parents use large house painting brushes (2 - 5") and water to 'paint' straight and curved lines on the outside of the school or the playground surface.

EVERYDAY CONNECTIONS

Home/Community References:
wood grain, blinds, utensils, furniture, musical instruments

LEARNING STANDARDS

Visual Art

1.1.a Engage in exploration and imaginative play with materials.

3.a Explain the process of making art while creating.

Common Core ELA

K.SL.6. Speak audibly and express thoughts, feelings and ideas clearly.

K.L.5.c. Identify real-life connections between words and their

K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

KINDERGARTEN LESSON FOUR

FROM SHAPES TO ANIMALS

Description Of Project:

Students create animal characters from shapes.

Problem To Solve:

How can shapes be combined to represent animals?

Student Understanding:

Combinations of shapes can be associated with what is observed.

LEARNING TARGETS AND ASSESSMENT CRITERIA

The Student:

LT: Analyzes a variety of shapes.

AC: Names and draws circles, squares, rectangles, and triangles in different sizes and orientations.

LT: Combines shapes to create an animal.

AC: Practices joining a head shape and a body shape.

LT: Creates an animal character.

AC: Combines shapes to create a specific animal, then adds color and detail.

EVIDENCE OF LEARNING

Art: practice drawing; animal character drawing

Names and draws circles, squares, rectangles, and triangles

Practices joining a head shape and a body shape

Combines shapes to create a specific animal

Approximates a shape from animal to drawing

EXAMPLES



VOCABULARY

- **character**
- **circle**
- **detail**
- **rectangle**
- **shape**
- **square**
- **triangle**

RESOURCES

Alfred Arreguin, Rialto, 4Culture; Julius Scheurer, Peacock, Frye; Mimbres, The Woodgatherers
Photos of animals (fish, insects, birds)

ART MATERIALS

- **pattern blocks,**
- **12x18" practice newsprint or sketchbook,**
- **12x18" 60# white drawing paper,**
- **lyra big colored pencils (alt. standard colored)**

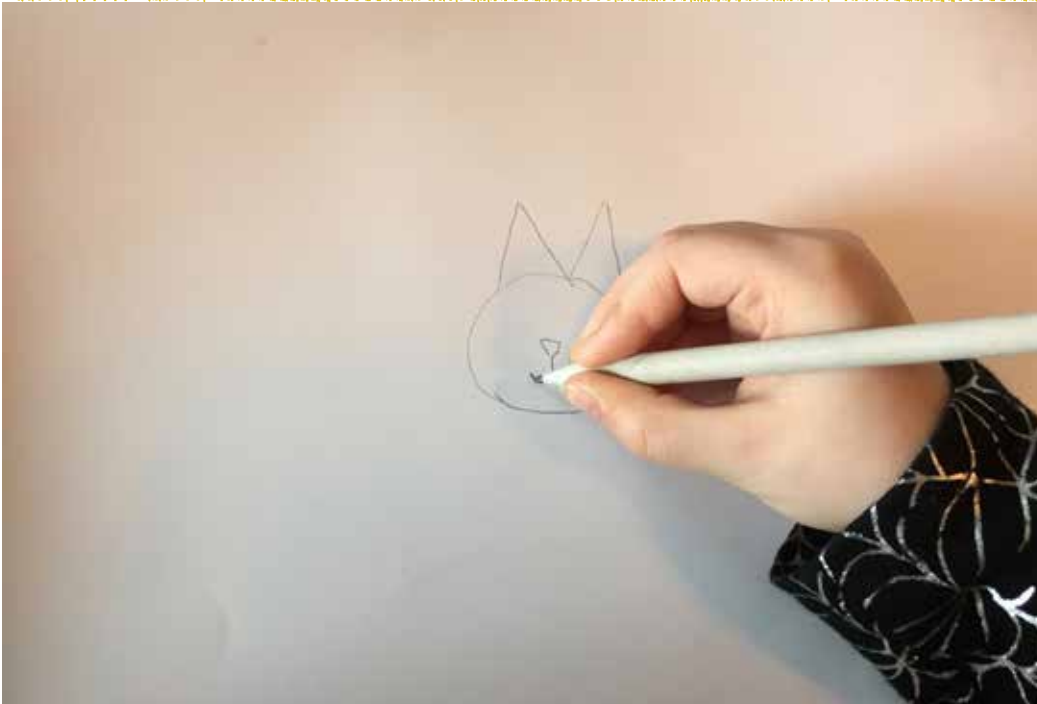
KINDERGARTEN LESSON FOUR // FROM SHAPES TO ANIMALS

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>This lesson can be taught in very short parts or as a whole sequence.</p> <p>Ask student to name basic shapes: circle, square, triangle, rectangle. Emphasize that attributes (number of sides, angles) define shape regardless of size or orientation.</p>	<p>Names basic shapes, or holds up pattern blocks to match shapes named by teacher.</p>
<p>Model drawing circle, square, rectangle, and triangle, repeatedly as a warm-up activity on whiteboard.</p> <p>Prompts: Try drawing shapes big, small, and pointing in different directions.</p>	<p>Follows teacher's lead by drawing circles, squares, rectangles, and triangles in different sizes on preliminary drawing paper or sketchbook.</p>
<p>Model practicing putting shapes together to create an animal.</p> <p>Prompts: Start with a body shape, then join a head shape to body (and legs or tail) to make the larger shape of the animal.</p>	<p>Experiments with combining shapes to make a non-specific animal.</p>
<p>Demonstrate looking at photographs of animals (a focus on just birds, fish, and/or insects can simplify lesson: mammals are more difficult to draw) and finding shapes: circles, squares, rectangles, and triangles in the animal's body shapes then drawing the animal by combining shapes.</p>	<p>Composes shapes by combining them to make larger animal shape.</p>
<p>Introduce Rialto by Alfred Arreguin, Peacock by Julius Scheurer or The Woodgatherers by the Mimbres people, and character. asks students to find the animal characters in the art.</p> <p>Prompts: Find the animal. Show us the shapes that make up the animal.</p>	<p>Finds and names shapes seen in a specific animal</p>
<p>Demonstrate putting shapes together to invent an animal character using some or all of the shapes discussed: circle, square, rectangle, triangle. Add color and detail in colored pencil (eyes, nose, whiskers, horns, etc) to bring animal to life.</p>	<p>Uses shapes, color, and detail to invent and draw an animal character.</p>

KINDERGARTEN LESSON FOUR // FROM SHAPES TO ANIMALS

SKILLS AND TECHNIQUES



Drawing circles, squares, triangles, and rectangles in different orientations



Adding color and detail.

ART STUDIO TIP

Students can rehearse drawing shapes in the air, just hovering above their paper, and then touch down with pencil to draw shapes.

LESSON EXPANSION

Students name and tell stories about the characters they drew.

Use Ed Emberley's, **Drawing Book of Animals** to point out how animals can be drawn using different shapes.

EVERYDAY CONNECTIONS

Home/Community References:
plants, animals

LEARNING STANDARDS

Visual Art

11a Engage in exploration and imaginative play with materials.

12a Engage collaboratively in creative art-making in response to an artistic problem.

21a Through experimentation, build skills in various media and approaches to art-making.

7.2a Describe what an image represents.

Common Core Math

K.G.A.2. Correctly name shapes regardless of their orientations or overall size.

K.G.B.5. Model shapes in the world by building shapes.

KINDERGARTEN LESSON FOUR // FROM SHAPES TO ANIMALS

ASSESSMENT CHECKLIST

LEARNING TARGET

ASSESSMENT CRITERIA

The student analyzes a variety of shapes.
 The student combines shapes to create an animal.
 The student creates an animal character.

AC 1 The student names and draws circles, squares, rectangles, and triangles in different sizes and orientations.
AC 2 The student practices joining a head shape and a body shape.
AC 3 The student combines shapes to create a specific animal, then adds color and detail.

STUDENT	NAMES & DRAWS FOUR SHAPES	JOINS HEAD AND BODY SHAPES	COMBINES TO CREATE ANIMAL	ADDS COLOR & DETAIL	TOTAL

KINDERGARTEN LESSON FIVE

STRAIGHT-SIDED SHAPES IN COLLAGE

Description Of Project:

Students cut and position basic straight-sided shapes in space within a collage.

Problem To Solve:

How can a variety of shapes be made?

Student Understanding:

Straight-sided shapes like squares, rectangles, and triangles can be made by using straight lines to create sides and vertices (corners).

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies and makes straight-sided shapes.

AC: Makes and names four basic straight-side shapes: squares, rectangles, triangles, and multi-sided shapes.

LT: Uses basic collage skills.

AC: Opens scissors fully and makes straight cut, turns paper, and cuts a new straight edge; places shape upside-down, runs glue stick along edge of shape, turns shape right side up, and attaches to paper.

LT: Identifies position of paper shapes in collage.

AC: Describes relationship of shapes as above, below, beside each other, in own collage.

EVIDENCE OF LEARNING

Art: Collage

Names straight-sided shapes: squares, rectangles, triangles, and multi-sided shapes

Makes straight-sided shapes of squares, rectangles, triangles, and multi-sided shapes

Opens scissors fully and makes a straight cut, turns paper and cuts a new straight edge

Gluing techniques with glue-stick

Describes relationship of shapes in space

EXAMPLE



VOCABULARY

- *collage*
- *multi-sided*
- *rectangles*
- *squares*
- *straight line*
- *triangles*
- *above*
- *below*
- *beside*
- *sides*
- *vertices (corners)*

RESOURCES

Kite Angles,
Margaret Tompkins,
TAM;
Robert Motherwell,
Mallarme's Swan

ART MATERIALS

- **12x18" 60# white drawing paper**
- **fadeless color kraft or copy paper in multi-colors cut to approx. 4x6"**
- **scissors**
- **glue-sticks**

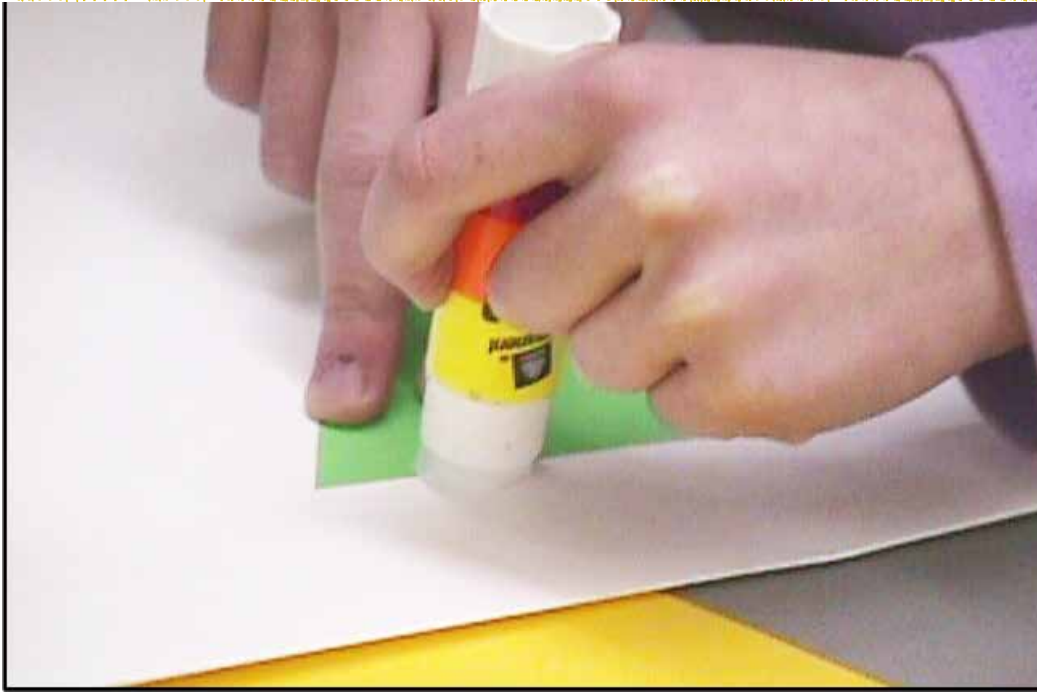
KINDERGARTEN LESSON FIVE // STRAIGHT-SIDED SHAPES IN COLLAGE

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Look at shape chart (or pattern blocks) and identify squares, rectangles, triangles, and multi-sided straight-sided shapes.</p> <p>Prompts: Point to the shapes that have straight lines for sides.</p>	<p>Points at straight-sided shapes and names shapes.</p>
<p>Introduce Kite Angles by Margaret Tompkins or Mallarme's Swan by Robert Motherwell to students.</p> <p>Prompts: Find the straight-sided lines in the painting. Name a shape that you see. Describe where it is on the painting; is it above, below, or beside another shape? Show us.</p>	<p>Responds to art by finding straight lines that form shapes and describing the relative position of shapes.</p>
<p>Demonstrate selecting 2 or 3 colored papers and cutting straight-sided shapes: squares, rectangles, triangles, and multisided shapes.</p> <p>Prompts: Open scissors fully and make a straight cut. Turn your paper (not the scissors) and make another straight cut. How many cuts for a triangle? How many for a square?</p>	<p>Selects paper and cuts at least four shapes.</p>
<p>Demonstrate turning the shape upside-down (white side up if fadeless kraft paper) on scrap paper and running glue stick around edges. Position and glues shapes.</p>	<p>Uses gluing techniques: positions and glues on white paper.</p>
<p>Guide student reflection on relative position of shapes.</p> <p>Prompts: Notice where your shapes are. Point to a shape above another shape. Point to a shape below another shape. Point to shapes that are beside each other.</p>	

KINDERGARTEN LESSON FIVE // STRAIGHT-SIDED SHAPES IN COLLAGE

SKILLS AND TECHNIQUES



Running glue stick.



Shapes glued in a variety of ways.

ART STUDIO TIP

Prep color paper in advance by cutting to approx. 4x6" size for less waste.

Wait to distribute glue sticks until students have cut and arranged their shapes on their paper.

LESSON EXPANSION

Students repeat lesson responding to art component with **Where to Now, St. Peter?** by Juan Alonso and find curved shapes.

Read picture books by Lois Ehlert, who uses collage as her medium for illustration.

EVERYDAY CONNECTIONS

Home/Community References: buildings

LEARNING STANDARDS

Visual Art

21.a Through experimentation, build skills in various media and approaches to art-making.

22.a Identify safe and non-toxic art materials, tools, and equipment.

8.a Interpret art by identifying subject matter and describing relevant details.

Common Core Math

K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects: above, below, beside.

K.G.B.5. Model shapes in the world by building shapes from components and drawing shapes.

KINDERGARTEN LESSON FIVE // STRAIGHT-SIDED SHAPES IN COLLAGE

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
-----------------	---------------------

The student identifies and makes straight-sided shapes.
The student uses basic collage skills.
The student identifies position of paper shapes in collage.

- AC 1** The student makes and names four basic straight-side shapes: squares, rectangles, triangles, and multi-sided shapes.
- AC 2** The student opens scissors fully and makes straight cut, turns paper and cuts a new straight edge; places shape upside-down, runs glue stick along edge of shape, turns shape right side up and attaches to paper.
- AC 3** The student Describes relationship of shapes as above, below, beside each other in own collage.

STUDENT	NAMES STRAIGHT SIDED SHAPES	MAKES STRAIGHT SIDED SHAPES	FULLY OPEN SCISSORS AND STRAIGHT CUT	RUNS GLUE STICK AND POSITIONS ON PAPER	DESCRIBES RELATIONSHIP OF SHAPES: ABOVE, BELOW, BESIDE	TOTAL

KINDERGARTEN LESSON SIX

TEXTURES ALL AROUND YOU

Description Of Project:

Students touch a variety of textures and use words to describe what they feel.

Problem To Solve:

What words can be associated with textures felt and seen?

Student Understanding:

Descriptive words can communicate what is felt and seen to others.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Associates words with textures.

AC: Uses descriptive words that match textures seen and felt.

EVIDENCE OF LEARNING

Communication: Descriptive Language

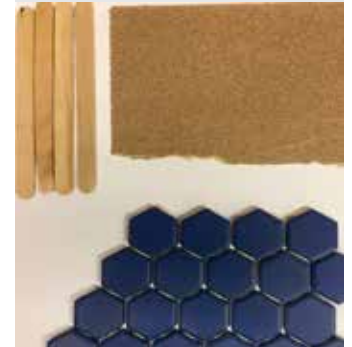
Uses descriptive words that match textures in mystery boxes

Uses descriptive words that match textures in the human-made and natural environment

Uses descriptive words that match textures in a painting

Reflects on categories shared by textures

EXAMPLE



VOCABULARY

- **Descriptive Words**
- **Texture**
- **Classify**

RESOURCES

Mary Hinkson, Plums, Frye;
Alexander Max Koester,
Moulting Ducks, Frye;
Abraham van Beyeren, Still
Life, Lobster and Jug

ART MATERIALS

- **Texture mystery boxes**
- **Natural and human-made objects or surfaces such as:**
 - **Fuzzy (fur)**
 - **Rough (sandpaper)**
 - **Smooth (plexiglass)**
 - **Bumpy (building bricks)**
 - **Crinkly (crinkle fabric)**

KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

INSTRUCTIONAL STRATEGIES

TEACHER

Demonstrate reaching into a texture 'mystery box/bag', touching one side or one object at a time, and saying what is felt.

Prompts:

Make sure that you feel each surface/object inside of the box/bag...the sides, the top, and the bottom. Each time you touch a texture find a word to say what you feel.

Lead students on a walk to find and name a variety of textures.

Prompts:

Use your eyes to find a texture. Now feel it. Say a texture word.

Introduce **Moulting Ducks** by Alexander Max Koester, **Plums** by Mary Hinkson, **Still Life, Lobster and Jug** by Van Beyeren.

Prompts:

Find an object in the painting and tell us what you think it would feel like if you touched it. Describe the texture.

Lead reflection about categories of textures.

Prompts:

Think about the texture box/bag, the textures we felt on our walk and textures we saw in art. Name smooth textures we discovered. Rough? Fuzzy?

STUDENT

Reaches inside box/bag, touches each side/object one at a time, and says a texture word to match the texture they are feeling.

Feels textures in the school environment and matches each texture with a descriptive word.

Associates and describes textures seen in different objects from the painting.

KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

SKILLS AND TECHNIQUES



Various texture fabrics for mystery box.



Fluffy roller, wood, and silicone for mystery box.

ART STUDIO TIP

Multiple mystery boxes should have five textures each: sandpaper, ribbon, cellophane, carpet sample, blue jean, fun fur, etc. with one texture glued on each interior side of the box.

Shoebboxes with lids taped down and a hole cut large enough to fit a child's arm work best.

LESSON EXPANSION

Students bring textured objects to school to add to a large texture collection.

Students can create rubbings of textures using unwrapped crayons.

EVERYDAY CONNECTIONS

Home/Community References:
textures in the home

LEARNING STANDARDS

Visual Art

11a Engage in exploration and imaginative play with materials.

7.1a Identify uses of art within one's personal environment.

8a Interpret art by identifying subject matter and describing relevant details.

Common Core ELA

K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.L.5.a. Sort common objects into categories to gain a sense of the concepts the categories represent.

KINDERGARTEN LESSON SIX // TEXTURES ALL AROUND YOU

ASSESSMENT CHECKLIST

LEARNING TARGET

The student associates words with textures.

ASSESSMENT CRITERIA

AC 1 The student uses descriptive words that match textures seen and felt.

STUDENT	USES WORDS THAT MATCH TEXTURES IN BOX	USES WORDS THAT MATCH TEXTURES IN NATURE & HOME	USE WORDS THAT MATCH TEXTURES IN PAINTINGS	TOTAL

KINDERGARTEN LESSON SEVEN

TEXTURES IN CLAY

Description Of Project:

Students transfer textures from objects to clay.

Problem To Solve:

How can textures be transferred to clay?

Student Understanding:

Stamping textural objects into clay transfers texture onto a new surface.

EXAMPLE



LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Creates an oil-based (modeling) clay tile.

AC: Makes a ball and flattens it.

LT: Imprints into clay.

AC: Transfers texture from object to clay surface.

LT: Transfers a variety of textures from objects to clay.

AC: Uses multiple textures (at least 5) to imprint tile.

VOCABULARY

- Clay
- Imprint
- Texture
- Tile

RESOURCES

David Franklin,
The Upper Willapa Valley,
ArtsWA;
Gloria Bernstein,
Walk to the Mountain,
4Culture;
Yoruba peoples, Royal Twin

EVIDENCE OF LEARNING

Art: Oil-based (modeling) clay tile

Makes a clay tile by flattening ball

Transfers texture from object to clay surface

Makes multiple textures

ART MATERIALS

- oil-based modeling clay (golf-ball sized sphere per student)
- textural found object such as:
 - Shells
 - Pinecones
 - Sticks

KINDERGARTEN LESSON SEVEN // TEXTURES IN CLAY

INSTRUCTIONAL STRATEGIES

TEACHER

Demonstrate warming-up clay in hands by rolling into a ball between hands for a few minutes, and then flattening the clay between your hands.

Prompts:

I'm rolling, rolling, rolling my clay until it starts to feel warm. I flatten it into a pancake no thinner than my finger.

Demonstrate selecting objects with textures to imprint into the clay.

Prompts:

When you imprint into your clay tile, press lightly, because your object could push all the way through the tile and break it. Turn to a partner and talk about each texture you imprinted.

Introduces **The Upper Willapa Valley** by David Franklin, **Walk to the Mountain** by Gloria Bernstein, or **Royal Twin** by the Yoruba of West Africa to students.

Prompts:

Show me where you see a rough texture. Show me where you see a smooth texture. Describe a texture you see that looks similar to the textures you created.

STUDENT

Rolls and flattens clay.

Presses a variety of objects with different textural qualities into clay.

Identifies a range of textures in the artworks and makes connections with own clay tile textures.

KINDERGARTEN LESSON SEVEN // TEXTURES IN CLAY

SKILLS AND TECHNIQUES



Student presses a variety of objects with different textural qualities into clay.



Student presses pine needles into clay.

ART STUDIO TIP

Select objects from nature that are small that have distinct surfaces (nuts, small shells, small leaves, sticks, pieces of wood.)

Textures plates can also be purchased at art supply stores.

LESSON EXPANSION

Students press human-made objects with distinct textures (bolts, burlap, lace, screen mesh, etc.) into premixed low-fire or air dry clay to repeat lesson and tiles are fired.

EVERYDAY CONNECTIONS

Home/Community**References:**

building's surfaces,
animal tracks

LEARNING STANDARDS

Visual Art

1.1.a Engage in exploration and imaginative play with materials.

2.1.a Through experimentation, build skills in various media and approaches to art-making.

2.3.a Create art that represents natural and constructed environments.

3.a Explain the process of making art while creating.

Common Core ELA

K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

K.L.5.c. Identify real-life connections between words and their use.

KINDERGARTEN LESSON SEVEN // TEXTURES IN CLAY

ASSESSMENT CHECKLIST

LEARNING TARGET

ASSESSMENT CRITERIA

The student creates an oil-based (modeling) clay tile.

The student imprints into clay.

The student transfers a variety of textures from objects to clay.

- AC 1** The student makes a ball and flattens it.
- AC 2** The student transfers texture from object to clay surface.
- AC 3** The student uses multiple textures (at least 5) to imprint tiles.

STUDENT	MAKES A CLAY TILE	TRANSFERS TEXTURE FROM OBJECTS	MAKES AT LEAST 5 TEXTURES	TOTAL

KINDERGARTEN LESSON EIGHT

PRIMARY COLORS

Description Of Project:

Students identify primary colors on the color wheel and discriminate primary colors from other colors in a work of art about home.

Problem To Solve:

Where are primary colors found?

Student Understanding:

Red, yellow, and blue are the basic colors on a color wheel.

EXAMPLE



LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies and uses primary colors.

AC: Selects and draws with red, yellow, and blue.

LT: Draws a familiar place.

AC: Draws a picture showing a room or object at home.

VOCABULARY

Color
Primary
Familiar

RESOURCES

Jacob Lawrence, Games, 4Culture;
Jacob Lawrence, The Builders, MAC;
Henri Matisse, Interior with Egyptian Curtain

EVIDENCE OF LEARNING

Art: Drawing

Names primary colors

Distinguishes primary colors from all other colors

Draws a scene or object from home

ART MATERIALS

- **9x12" 60# white sulfite paper**
- **oil pastels**
- **color wheel (poster or individual color wheels)**

KINDERGARTEN LESSON EIGHT // PRIMARY COLORS

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Introduce color wheel and point out the primary colors: red, yellow, blue.</p> <p>Prompts: This is the color wheel. It is a tool that we will use when we talk about color. The colors red, blue and yellow have a special name and a place on the color wheel: primary colors. Primary means first: other colors can be mixed from these three primary colors.</p>	<p>Identifies red, yellow, and blue.</p>
<p>Identify red, yellow, and blue. Introduce Games and The Builders by Jacob Lawrence or Interior with Egyptian Curtain by Henri Matisse and ask students to find primary colors in the art.</p> <p>Prompts: Point to and name a place where you see a primary color: red, yellow, or blue.</p>	<p>Finds and names primary colors seen in art.</p>
<p>Give each student a box of oil pastels and asks them to select the primary colors based on observing the color wheel, and then directs student to close the box.</p> <p>Prompts: Once you feel that you selected the primary colors, check to see if they match the primary colors on the color wheel.</p>	<p>Selects red, yellow, and blue. Closes the box.</p>
<p>Ask students to select the bedroom or kitchen in their house and draw it in only red, yellow, and blue.</p> <p>Prompts: Tell the person next to you about a room in your house you would like to draw. Think of the shapes for the objects and furniture that you see every day. Using only primary colors, draw that place in your home. What would that room be like if everything was just yellow, red, and blue.</p>	<p>Recalls and describes familiar places and things. Draws a room or an object from their house. Shows and imagines it in primary colors.</p>

KINDERGARTEN LESSON EIGHT // PRIMARY COLORS

SKILLS AND TECHNIQUES



Purchased color wheel



Student using oil pastels in primary colors

ART STUDIO TIP

Use or make a color wheel that has only primary and secondary colors.

Encourage students to experiment with pressure on drawing tools to create light and bright areas.

LESSON EXPANSION

Student examines Faith Ringgold's **Dancing at the Louvre** and names and finds the primary colors, and the objects where they see those colors.

EVERYDAY CONNECTIONS

Home/Community References:

color in local objects

LEARNING STANDARDS

Visual Art

11a Engage in exploration and imaginative play with materials.

12a Engage collaboratively in creative art-making in response to an artistic problem.

21a Through experimentation, build skills in various media and approaches to art-making.

23a Create art that represents natural and constructed environments.

71a Identify uses of art within one's personal environment.

72a Describe what an image represents.

Common Core ELA

K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.SL.4 Describe familiar people, places, things and events and with prompting and support, provide additional detail.

KINDERGARTEN LESSON EIGHT // PRIMARY COLORS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
The student identifies and uses primary colors.	AC 1 The student selects and draws with red, yellow, and blue.
The student draws a familiar place.	AC 2 The student draws a picture showing a room at home.

STUDENT	NAMES PRIMARY COLORS	DISTINGUISHES PRIMARY COLORS FROM OTHER COLORS	DRAWS A ROOM AT HOME	TOTAL

KINDERGARTEN LESSON NINE

MAKING MY OWN COLORS

Description Of Project:

Students make a monoprint using primary colors and repeating shapes.

Problem To Solve:

How are a variety of colors made?

Student Understanding:

Primary colors make a wide range of colors.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Uses primary colors to make other colors.

AC: Mixes two primary colors to create a new color.

LT: Makes a monoprint.

AC: Transfers paint from printmaking surface to paper.

LT: Creates a pattern of shapes.

AC: Repeats the same shape in rows.

EVIDENCE OF LEARNING

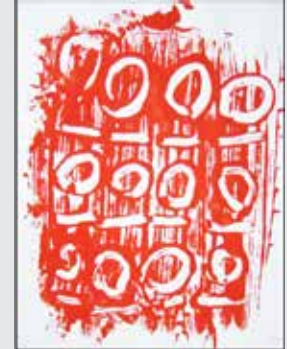
Art: Print- Monotype

Uses two primary colors

Repeats same shape in a row for a pattern

Transfers paint from one surface to another as a monoprint

EXAMPLE



VOCABULARY

Mixing colors

Monoprint

Pattern

Repetition

RESOURCES

Rick Bartow, Crow Story, 4Culture;

Ray Mahaffey, Intervals, ArtsWA;

J.M.W. Turner,

Rockets and Blue Lights

ART MATERIALS

- *liquid tempera in primary colors*
- *6-8 sheets 9x12" Plexiglas (Alt: desktop with 9x12" area taped off),*
- *9x12" white copy paper, variety of paintbrushes sponges*
- *trays*
- *towels*

KINDERGARTEN LESSON NINE // MAKING MY OWN COLORS

INSTRUCTIONAL STRATEGIES

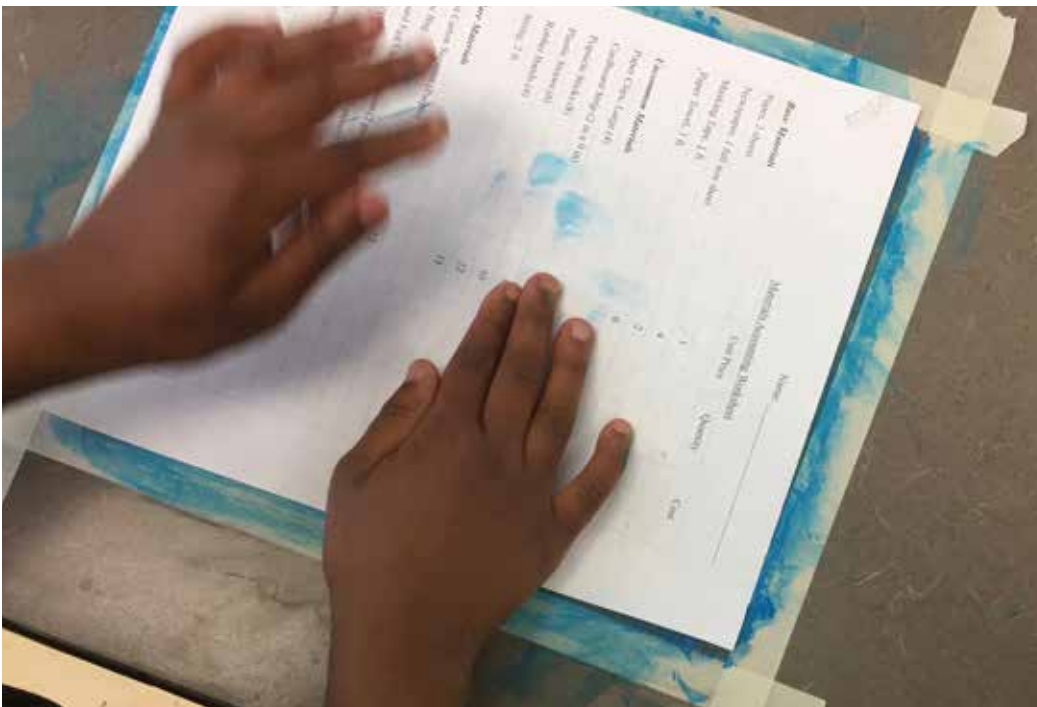
TEACHER	STUDENT
<p>This lesson works best in multiple sessions. Introduce Crow Story by Rick Bartow or Rockets and Blue Lights by J.M.W. Turner and ask students to identify all the different colors they see.</p> <p>Prompts: How did the artist make all these colors? Have you ever mixed colors? Name as many of the colors that you see in this painting as possible.</p>	<p>Names colors seen in art.</p>
<p>Introduce Intervals by Ray Mahaffey.</p> <p>Prompts: Where do you see shapes? What shapes are they? Do we see them more than once? Do the shapes look organized? Are some in rows?</p>	<p>Identifies shapes and repetition.</p>
<p>Tape off a rectangle the same size as the paper on one desk top for every 3-4 students or places 9x12" Plexiglas to create monoprinting centers.</p> <p>Prompts: You are about to make a painting that changes into a print! Put nickel-sized dabs of two primary colors in two corners of the plexiglas. Here are two different painting tools. When I give you your paint, move the two different colors of paint together with your brush or your sponge. Now mix it up to make a different color.</p> <p>Now, it's time to repeat shapes in rows to make a pattern. Use a tool (fingers can be tools also) to make a shape by drawing into the paint. Now make the same shape again and again in a row for a pattern. If you make a mistake you can just smooth out the paint and draw shapes into it again. How many times did you repeat your shape?</p>	<p>Mixes colors on desktop or Plexi plate at monoprinting center.</p> <p>Draws into paint with tool to create repeating shapes.</p>
<p>Review making a print.</p> <p>Guide students in taking turns as they each make prints at their center. Reminds students to place their paper down on their painting on Plexiglas (or desk) as soon as they create their repeating shapes.</p> <p>Prompts: Don't let your paper slide. Don't move it! Rub with the back of your hand smoothly until you have rubbed the whole surface. Rub hard! Carefully and gently pull the paper off, sign in pencil in corner, and set print aside to dry. Sponge off the surface after you are done and dry for the next monoprint artist.</p>	<p>Places paper without sliding and rubs back of it evenly.</p> <p>Pulls a print.</p> <p>Cleans printing surface for next artist.</p>
<p>In a later session when prints are dry, guide reflection naming and counting repetitions of shapes.</p> <p>Prompts: What kind of shape did you repeat in your monoprint? Show us how you made your shape. Count how many shapes are in your print.</p>	<p>Names and counts shapes in own and others art.</p>

KINDERGARTEN LESSON NINE // MAKING MY OWN COLORS

SKILLS AND TECHNIQUES



Students use fingers to create images in paint.



Student rubs their scratch paper to practice making a monoprint.

ART STUDIO TIP

Place a nickel size dollop of two primary tempera colors in corners of the student's printmaking surface.

If using a desktop for monoprinting, section it off with masking tape.

Move from mixing to monoprinting quickly to keep paint from drying.

LESSON EXPANSION

Students look at **Rialto** by Alfredo Arreguin and talk about the range of colors they see, then make a painting using all three primary colors to mix a broad range of colors.

EVERYDAY CONNECTIONS

Home/Community

References:

colors found in paintings and print media

LEARNING STANDARDS

Visual Art

11.a Engage in exploration and imaginative play with materials.

12.a Engage collaboratively in creative artmaking in response to an artistic problem.

21.a Through experimentation, build skills in various media and approaches to artmaking.

22.a Identify safe and non-toxic art materials, tools, and equipment.

3.a Explain the process of making art while creating.

8.a Interpret art by identifying subject matter and describing relevant details.

Common Core Math

K.CC.B.5. Count to answer "how many" questions about as many things arranged in a line, a rectangular array, or a circle.

KINDERGARTEN LESSON NINE // MAKING MY OWN COLORS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
The student uses primary colors to make other colors.	AC 1 The student mixes two primary colors to create a new color.
The student makes a monoprint.	AC 2 The student transfers paint from printmaking surface to paper.
The student creates a pattern of shapes.	AC 3 The student repeats the same shape in rows.

STUDENT	MIXES TWO PRIMARY COLORS TO CREATE A NEW COLOR	TRANSFERS PAINT FROM PRINTMAKING SURFACE TO PAPER	REPEATS THE SAME SHAPE IN ROWS	TOTAL

KINDERGARTEN LESSON TEN

PATTERNS

Description Of Project:

Students create handmade stamps and make printed patterns.

Problem To Solve:

How can a pattern be made?

Student Understanding:

Repeating the same shape over and over again creates a pattern.

EXAMPLE



LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Makes a printmaking stamp.

AC: Cuts shapes and affixes to base.

LT: Creates a pattern.

AC: Stamps a sequence of shape and space.

VOCABULARY

Print

Repetition

Shape

Pattern

Space

Sequence

Rhyme

RESOURCES

Ray Mahaffey, Intervals,
ArtsWA; Skokomish Tribe,
Storage Basket , SAM

ART MATERIALS

- adhesive fun foam cut into 2x2" squares for each student
- scissors
- wood blacks with a 2x2" printing surface
- jumbo washable stamp pads
- bright copy paper

EVIDENCE OF LEARNING

Art: Print

Cuts shapes

Affixes shapes

Sequences shapes and space

KINDERGARTEN LESSON TEN // PATTERNS

INSTRUCTIONAL STRATEGIES

TEACHER

Reference Skokomish, **Storage Basket** and **Intervals** by Ray Mahhaffey and discusses repetition seen in art.

Prompts:

What shapes do you see more than once? Where do we see spaces between the shapes? Are the spaces the same in a pattern? We call this a pattern. Let's clap the pattern we see.

Ask students to look for patterns in words and the classroom.

Prompts:

What are the repeating words you hear in this book? (Dr. Suess, Shel Silverstein) Just like words in a story or poem, a pattern of shapes has spaces in-between. That a way we can see where shapes or words stop and start. Where do you see repeating shapes in our classroom?

Demonstrate selecting a wood block as a base for the stamp and cutting a shape from 2x2" adhesive fun foam. Demonstrates peeling off the backing from the fun foam and pressing it firmly on the block.

Prompts:

You can make a custom shape just by trimming off a corner or cutting just little bit off of your foam square, or maybe cutting it into two interesting parts that you can combine. Make sure before you attach your shape(s) that they fit on your block.
Add a dot on the top of your wood stamp that tells you which way is up.

Demonstrate stamping "up and down" on a stamp pad to transfer the ink to surface of stamp and then transfer the ink to the paper. Demonstrates making a pattern by repeating the stamped image.

Prompts:

Try to leave the same amount of space between each stamp mark. Hold your stamp the same way (with the dot up) each time you print it.

STUDENT

Recognizes a pattern of shapes and space between them. Translates a visual pattern into an auditory pattern.

Student identifies patterns in words and in the classroom. (In the ceiling tiles, on the floor tiles, in the flag, etc.)

Cuts shape(s), peels backing, and attaches to block. Add dot to top of stamp to help orient it in printing.

Makes a pattern of repeating shapes and space choice.

KINDERGARTEN LESSON TEN // PATTERNS

SKILLS AND TECHNIQUES



Adhesive foam cut into a variety of shapes

ART STUDIO TIP

In order to keep stamp-pads clean, students should only use one ink pad.

Stamping works best using an up and down motion. If the stamp slides, the shape might be hard to see.

Fewer cuts in the adhesive fun foam to create custom shape.

LESSON EXPANSION

Student shares stamps with other students and creates an ABAB pattern.

EVERYDAY CONNECTIONS

Home/Community

References:

songs, telephone poles, windows, textiles

LEARNING STANDARDS

Visual Art

11.a Engage in exploration and imaginative play with materials.

12.a Engage collaboratively in creative art-making in response to an artistic problem.

22.a Identify safe and non-toxic art materials, tools, and equipment.

Common Core Math

K.G.B.5. Model shapes in the world by building shapes from components and drawing shapes.

Common Core ELA

K.RF.1.c. Understand that words are separated by spaces in print.



Stamps shared to make ABAB pattern

KINDERGARTEN LESSON TEN // PATTERNS

ASSESSMENT CHECKLIST

LEARNING TARGET

ASSESSMENT CRITERIA

The student makes a printmaking stamp from shapes.

AC 1 The student cuts shape and affixes them to a base.

The student creates a pattern.

AC 2 The student stamps a sequence of shapes and space.

STUDENT	CUTS SHAPES	AFFIXES SHAPES	SEQUENCES SHAPE AND SPACE	TOTAL

REFERENCED VISUAL ART RESOURCES

THE WASHINGTON STATE MASTERWORKS AVAILABLE AT ARTSEDWASHINGTON.ORG/CURRICULUM ARE CURATED FROM THE FOLLOWING COLLECTIONS:

CoR City of Redmond
Frye Frye Art Museum
4Culture King County Public Art Collection
ArtsWA Washington State Arts Commission

MAC Northwest Museum of Arts & Culture
SAM Seattle Art Museum
TAM Tacoma Art Museum

Artworks from outside Washington are not attributed to a collection.

LEVEL	LESSON	ARTIST	ARTIST RESOURCE	COLLECTION
K1	Straight and Curved Lines in Paint	Harold Balazs	Echoes	MAC
		Vincent van Gogh	Starry Night	4Culture
		Juan Alonso	Where to Now, St. Peter?	SAM
		Native American, Haida Nation	Spruce Root Hat, Killer Whale Design	
K2	Straight and Curved Lines in Letters	Harold Balazs Robert Indiana	Museum Piece The X-5	MAC
K3	Line Stations	Harold Balazs Georges Braque	Night Scene The Round Table	MAC
K4	From Shapes to Animals	Julius Scheuerer	Peacock	Frye
		Alfredo Arreguin	Rialto	4Culture
		Mimbres	Woodgatherers Bowl	
K5	Straight-Sided Shapes in Collage	Juan Alonso	Where to Now, St. Peter?	4Culture
		Margaret Tompkins	Kite Angles	TAM
		Robert Motherwell	Mallarme's Swan	
K6	Textures All Around You	Alexander Max Koester	Moulting Ducks	Frye
		Mary Hinkson	Plums	Frye
		Abraham van Beyeren	Still Life, Lobser and Jugs	
K7	Textures in Clay	David Franklin	The Upper Willapa Valley	ArtsWA
		Gloria Bernstein	Walk to the Mountain	4Culture
		Yoruba Peoples	Royal Twin	
K8	Primary Colors	Faith Ringgold	Dancing at the Louvre	
		Jacob Lawrence	The Builders	MAC
		Jacob Lawrence	Games	4Culture
		Henri Matisse	Interior with Egyptian Curtain	

REFERENCED VISUAL ART RESOURCES

LEVEL	LESSON	ARTIST	ARTIST RESOURCE	COLLECTION
K9	Making My Own Colors	Rick Bartow	Crow Story	4Culture ArtsWA
		Rae Mahaffey	Intervals	
		J.M.W. Turner	Rockets and Blue	
		Alfredo Arreguin	Lights	4Culture
			Rialto	
K10	Patterns	Skokomish Tribe	Storage Basket	SAM ArtsWA
		Rae Mahaffey	Intervals	

KINDERGARTEN

SUPPLY LISTS

ArtsEd Washington supports safe and knowledgeable use of art materials and tools in the classroom.

The Arts and Crafts Materials Institute certifies art materials for children through their Certified Product (CP) or Approved Product (AP) seal of approval. These materials have been "certified by an authority for toxicology, associated with leading university, to contain no materials in sufficient quantities to be toxic or injurious to the body, even if ingested."

Some toxic materials are often found in classrooms. Use of these materials is NOT permitted and all toxic materials are banned in elementary schools. Clay, adhesives, household materials, kilns, and some recycled materials are especially prone to toxicity and should be assessed before use.

The U. S. Consumer Product Safety Commission has a full guide of substitutions and is linked at artsedwashington.org/curriculum.

We do not advise the use of food as art materials in order to discourage ingestion of art materials by young children.

	ART SUPPLIES	AMOUNTS PER CLASS
Painting	watercolor sets: full sets	1 per student
	liquid tempera: primary colors	16 oz bottles (red/yellow/blue)
Brushes	synthetic brushes: 1/2"	12+ of round and flat
	3/4"	12+ of round and flat
Drawing	LYRA colored pencils	3 sets of 12 to share
	unwrapped crayons	3 sets of 12 to share
	oil pastels	1 per 2 students
	4B Drawing pencils	1 per student
Papers	newsprint, 12x18"	ream
	sulfite drawing paper, 12x18"	ream
	sulfite drawing paper, 9x12"	ream
	white construction, 18x24"	six 40-sheet packages
	assorted colored Kraft paper or colored copy paper	six 40-sheet packages
Printmaking	large flat trays	5-6 for class print stations
	standard sponges	1 per student
	wood blocks: app. 2x3"	1 per student
	adhesive fun foam: app. 2x2"	1 per student
	color jumbo washable stamp pad	1 per 2 students
Sculpture	oil based modeling clay	6 lbs
	new coated Twisteez wire or pipe cleaners	1 package
Collage	glue sticks	1 per student
Tools	scissors: Fiskars children's	1 per student
	color wheel	1 per 2 students
	water containers	1 per student
	trays or plates for pallets	1 per student