



Art – Grade Kindergarten (#5001010) 2019 - And Beyond (current)

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Aligned Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Name	Description
VA.K.C.1.1:	Create and share personal works of art with others.
VA.K.C.2.1:	Describe personal choices made in the creation of artwork.
VA.K.C.2.2:	Identify media used by self or peers.
VA.K.F.1.1:	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2:	Identify real and imaginary subject matter in works of art.
VA.K.F.2.1:	Describe where art ideas or products can be found in stores.
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3:	Explain how art-making can help people express ideas and feelings.
VA.K.H.2.1:	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2:	Explore everyday objects that have been designed and created by artists. Clarifications: e.g., artwork, utilitarian objects
VA.K.H.2.3:	Describe where artwork is displayed in school or other places. Express ideas related to non-art content areas through personal artworks.
VA.K.H.3.1:	Clarifications: e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
VA.K.O.2.1:	Generate ideas and images for artworks based on memory, imagination, and experiences.
VA.K.O.3.1:	Create works of art to document experiences of self and community. Explore art processes and media to produce artworks.
VA.K.S.1.1:	Clarifications: e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills Develop skills and techniques to create with two- and/or three- dimensional media.
VA.K.S.3.1:	Clarifications: e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.K.S.3.4:	Identify artwork that belongs to others and represents their ideas.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
MAFS.K.G.1.1:	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MAFS.K.G.1.3:	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MAFS.K.G.2.4:	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MAFS.K.MD.1.2:	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
SC.K.P.9.1:	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

Clarifications:

Injury to self and/or others.

VERSION DESCRIPTION

Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

GENERAL NOTES

All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This course incorporates hands-on activities and consumption of art materials.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

GENERAL INFORMATION

Course Number: 5001010

Course Path: Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** Art - Visual Arts > **SubSubject:** General >

Abbreviated Title: Art – GRADE K

Course Length: Year (Y)

Course Status: Course Approved

Educator Certifications

[Art Education \(Elementary Grades 1-6\)](#)

[Art \(Elementary and Secondary Grades K-12\)](#)

There are more than 143 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2019%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/16941](https://www.cpalms.org?title=2019%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/16941)