



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

CURRICULUM & INSTRUCTION DIVISION

WE ARE A THROUGHLINE TO STUDENT ACHIEVEMENT

Visual and Performing Arts Department
BASED ON THE CONTENT STANDARDS, CALIFORNIA DEPARTMENT OF
EDUCATION

SCOPE AND SEQUENCE: KINDERGARTEN

BY THE END OF THE YEAR KINDERGARTEN LEARNERS CAN:

1.0 ARTISTIC PERCEPTION: DEVELOP PERCEPTUAL SKILLS AND VISUAL ARTS VOCABULARY

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form. {Wassily Kandinsky, "Composition 8," 1923}

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes/forms, and colors to make patterns. {Navajo Classic Blanket}, {Album Quilt, 1941-1844, U.S.A.}
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction. {Frank Stella, "Loomings 3X", 1986}
- 2.3 Make a collage with cut or torn paper shapes/forms. {Henri Matisse, "Jazz Series"}

Communication and Expression Through Original Works of Art

- 2.4 Paint pictures expressing ideas about family and neighborhood. {Carmen Lomas Garza, "Naranjas, "Oranges}
- 2.5 Use lines in drawings and paintings to express feelings. {Miró}
- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art. {Barbara Zook Peachey, "Four Patch in Triangles Quilt", 1910-1920}

- 2.7 Create a three-dimensional form, such as a real or imaginary animal. {Ancient Egypt Hippo “William” Metropolitan Museum of Art, NYC}