



Educational Resources  
from the Springville Museum of Art

# KINDERGARTEN

A series of lesson plans designed to help Kindergarten teachers  
use art as a tool to teach Utah's Core Standards.



Lee Udall Bennion, *Snow Queen: Portrait of Adah*, 1992, oil on canvas

Support for educational resources provided by:



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# THE POWER OF ART

*“An elementary school that treats the arts as the province of a few gifted children, or views them only as recreation and entertainment, is a school that needs an infusion of soul. The arts are an essential element of education, just like reading, writing, and arithmetic.”*  
William Bennett, Former US Secretary of Education

## Art is a powerful teaching tool.

Recent academic research supports what many teachers already know, “arts education helps close the achievement gap, improves academic skills essential for reading and language development, and advances students’ motivation to learn.” Yet for many educators it has become increasingly difficult to make time for the arts in their classrooms.

## We can help.

The Springville Museum of Art is excited to announce a new series of lesson plans designed to help educators use art as a tool to teach core subjects like **language arts**, **math**, **social studies**, and **science**. Each lesson in this packet incorporates Utah’s core standards, and historically and artistically significant images from the Springville Museum of Art’s permanent collection. We have redesigned our lesson plans to be simple, easy to use, and appropriate for each grade level.

## Additional Resources

The following educational resources and programs are available, for little or no cost, to Utah educators.

- *Art Talks*: Our museum outreach educators will come to your school and provide interactive classes for students, training for teachers, and materials for classroom use.
- *Posters*: These 18” x 24” full-color fine art posters feature art from the Museum’s permanent collection. The back of each poster includes information about the artist, artwork, and curriculum connections.
- *Postcard-Size Image Sets*: This educational postcard set includes 59 full-color images from the Museum’s permanent collection. Each postcard includes information to help students engage with the artwork through *learning, looking, asking and creating*.
- *Museum Tours*: You are invited to come and visit the museum with your class. We provide guided tours, pre- and post-visit lesson plans, and subsidized bus transport (to qualified schools). All tours must be scheduled at least two weeks in advance.
- *Evenings for Educators*: Learn how to implement arts education in your classroom through hands-on workshops and special presentations. *Evening for Educators* events happen during the school year at museums and galleries throughout the state

## Contact Us!

Our education staff is eager to help you harness the power of art in your classroom. Don’t hesitate to contact us to ask questions, schedule tours, order materials, or to arrange an Art Talks visit. For more information visit [www.smofa.org](http://www.smofa.org) or call 801-489-2727.

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## Objectives

- Look carefully at portraits of people.
- Discuss how individuals are similar and different.
- Create self-portraits that highlight unique qualities.
- Graph the similarities and differences in class.

## Introduction

Select several portraits from the “Images from the Museum” section of this lesson. Show students two portraits at a time and ask them to look carefully at how the people in the artwork are similar and how they are different. Students can share their observations as part of a group discussion or with a partner.

Help students connect their observations with their own unique qualities. Give prompts like, “If you have red hair like the little girl in this picture put your hand on your head,” or “If you have blue eyes like this little boy in this painting blink your eyes.”

Spend time discussing the students’ answers, and then repeat the activity with a new portrait. Help students understand that all people have similarities and differences.

## Learning Activity

After looking at the artwork students will make a simple self-portrait. Explain that a self-portrait is a picture someone draws of him or herself.

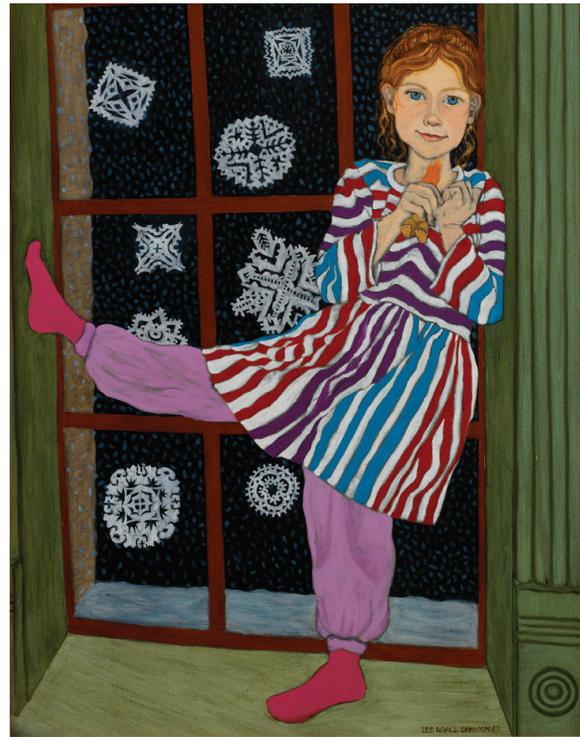
Simple self-portraits can be made using pre-cut skin-toned construction paper ovals. Model for students how they can choose yarn or paper that matches their hair color and glue it to their oval. Invite students to think about their own eyes, nose, and mouth. (It would be great to use small mirrors if you have them). Let students draw their eyes, nose and mouth on the oval. Make sure they put their name on their self-portrait.

The self-portraits will be used in the following graphing exercise. You may want to laminate or store their finished portrait so you can use the portraits throughout the year.

## Graphing Activity

Use each student’s simple self-portrait as a graphing tool as you continue to discuss how individuals are similar and different.

On a bulletin board or butcher paper you can create simple graphs such as “Boys and Girls”, “Hair Color”, or “Eye Color.” For each graph use the students’ self-portraits to represent them. For example, when using the “Boy and Girl” graph you could ask each student to place his or her self-portrait under the label that best represents them. Then as a class you could count the number of self-portraits on each side of the graph.



Lee Udall Bennion, *Snow Queen: Portrait of Adah*, 1992, oil on canvas

## Materials

- Portraits of people (Images from the Museum)
- Construction paper, crayons, yarn, and glue.
- Graph of characteristics (e.g., “Boys and Girls” graph)
- Small hand mirrors (optional)

## Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, or digitally as part of this packet.

- Lee Udall Bennion, *Snow Queen: Portrait of Adah*
- Stephanie Deer, *Sometimes Less is More....But Not Today*
- Gary E. Smith, *Farm Boy, with Brown Cap*
- James T. Harwood, *Boy and Cat: My Little Son, Heber James*
- Robert Barrett, *Camille, Seated*

## Utah Core Standards

Social Studies: K: Standard 1: Objective 1  
Identify how individuals are similar and different

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

Math: Content: K.CC.C.6  
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Follow up with comprehension questions like, “Do we have more boys or more girls in our classroom?” Throughout the school year you could repeat this activity with a different graph each time. This will give you an opportunity to reinforce and assess students’ understanding.

### Conclusion

Revisit the images from this lesson’s introduction. Have the students choose a portrait and explain how their self-portrait is similar to or different from the chosen image.

This could be done as part of your gathering time, in small groups with the teacher, or as a simple center writing project.

### Teaching Tip: Asking Good Questions

When talking about art with students it is important to ask open-ended questions. Try to avoid questions that have one right answer. Instead, help students think critically about the artwork by asking questions like:

- How does this painting make you feel?
- Why do you think the artist painted this person?
- If you were the artist what would you have done differently?
- What is your favorite thing about this painting?
- What do you dislike about the painting?

How are these two people similar? How are they different?



James T. Harwood, *Boy and Cat: My Little Son, Heber James*, 1910, oil on canvas



Stephanie Deer, *Sometimes Less is More...But Not Today*, 2010, mixed media

### Objectives

- Identify letters and their sounds
- Use identification skills to create an animal adjective drawing.
- Make connections between letter sounds and animal names.

### Introduction

Begin the lesson by reading *Dr. Seuss's ABC: An Amazing Alphabet Book* by Dr. Seuss. Before you read, ask students if they can find a rhythm pattern in the words of the book. As the book progresses invite students to guess the next letter and say the words with you.

When you have finished reading the book, explain to students that they will work together to make an alphabet book as a class just like Dr. Seuss's book.

Show students an animal artwork from the "Images from the Museum" section of this lesson. Ask students if they know the animal's name (e.g., rhinoceros). Then ask them to help you figure out what letter the animal's name starts with.

Once you have identified the letter, use the rhythm of the Dr. Seuss book to practice brainstorming descriptive words that begin with the same letter as the animal's name. For example, if you used James Christensen's *Rhinoceros* you could say, "Big R, little r, what begins with R? Really, rough, rhinoceros...R, r, R." After you have modeled the process, let the students help you come up with other descriptive words for the rhinoceros and then repeat the process with other animal images.

### Learning Activity

Next, help students create alphabet animal drawings. Here are two ideas for creating an animal alphabet drawing:

- Draw an animal using a letter. Choose an animal name and identify the letter the name starts with. (E.g., Letter B and Butterfly). Start by writing the uppercase letter on paper and then add details like wings, color, antennae, eyes, and a background to make the letter look like a butterfly. Ask students to name the butterfly using the same Dr. Seuss rhythm (e.g., Big, Beautiful Butterfly).
- Assign each child in the class a letter and let them draw a picture featuring an animal whose name starts with that letter. Encourage students to fill up the page and add details.

### Conclusion

When the drawings are complete use the Dr. Seuss rhythm to share the pictures as a class. Completed drawings can then be assembled into a classroom alphabet book or books for individual students.



James Christensen, *The Rhinoceros*, 1981, acrylic on board (detail)

### Materials

- *Dr. Seuss's ABC: An Amazing Alphabet Book* by Dr. Seuss
- Paper
- Pencils
- Crayons
- Animal Artwork (Images from the Museum)

### Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, or digitally as part of this packet.

- James Christensen, *The Rhinoceros*
- Carel Brest van Kempfen, *Lizard Relay: Jaquarundi with Green Iguanas and Banded Basilisks*
- Silvia Liz Davis, *Guest*
- Paul Salisbury, *Riders on the Range*

### Utah Core Standards

English Language Arts: Literacy: L.K.1a  
Print many upper- and lowercase letters

English Language Arts: Literacy: L.K.6  
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Integrated Core: K: Standard 1: Objective 3:a  
Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).

### Objectives

- Compare and contrast seasonal activities.
- Recognize that seasons change in a predictable way.
- Use art to depict a favorite season.

### Introduction

Begin the lesson by gathering the children at the carpet to sing the first verse of “Oh, What Do you Do in the Summertime?” or a similar song about summertime activities.

*Oh, what do you do in the summertime,  
when all the world is green?  
Do you fish in a stream,  
or lazily dream on the banks as the clouds go by?  
Is that what you do? So do I!*

Invite the children to sing with you if they know the words. When you are finished singing the verse, ask the children what activities they like to do in the summertime.

When the children have shared their favorite summertime activities tell them you are going to show them four different pictures. Ask them to look carefully at each picture and decide which artwork is a picture of summertime. If they know which picture shows summertime activities they should indicate with a signal, like a “thumbs up.” Invite students to share their answers.

Talk with the students about the picture they chose. Ask some simple questions:

- What is going on in the picture?
- How are the people dressed?
- Are there leaves on the trees?
- What makes it look like summer?

Talk to the students about the three other artworks you have displayed. Ask the students if they are summer pictures or if they show another season. Talk briefly about the seasons they represent.

Some artworks like *Wash Day in Brigham City* may fit into more than one season. Use the conversation to help students understand that seasons change.

### Learning Activity

Once you have decided which season is represented in each picture have the students help you put the images in seasonal order.

Start with your current season. For example, if you were in autumn you could show the students the die cut paper leaf and attach it to the autumn picture. Talk about how in autumn the leaves change color and fall off the trees. That is why autumn is



John Held Jr., *By the Beautiful Sea*, 1924, gouache and tempera

### Materials

- Four seasonal artworks showing each season
- Die cuts of a sun, a fall leaf, a snowflake, and a flower
- Colored construction paper
- Scissors
- Glue sticks
- Construction paper crayons or regular crayons

### Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, or digitally as part of this packet.

- Gregory Olsen, *Kite Flying: Portraits of Britton Roney and Nate Olsen*
- John Held Jr., *By the Beautiful Sea*
- Graydon Foulger, *Pumpkin Patch*
- Calvin Fletcher, *Wash Day in Brigham City*

### Utah Core Standards

Science: K: Standard 2: Objective 3: a  
Observe and record that weather changes occur from day-to-day and weather patterns occur from season to season.

Science: K: Standard 2: Objective 3: b  
Communicate ways weather can affect individuals.

Integrated Core: K: Standard 1: Objective 3: a  
Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).

sometimes called fall.

Show the students the other die cut symbols and ask them what happens after the leaves fall. Next, attach the snowflake to the winter artwork. Continue until you have placed all of the pictures in the proper order.

### Learning Activity

When you have finished putting the pictures in order tell the students that they are going to make their own artwork about their own favorite season, using construction paper and glue.

Model the art activity for the students. Start with a blue piece of paper. Show students how they can use a strip of green or white paper to make the ground look like snow or grass. Glue one of the pieces of paper to the bottom of your picture.

Next, show students how they can make a tree. They can either tear or cut strips of brown paper and glue them onto their picture to make a trunk and branches. Then they can add green leaves or colored leaves to their tree, or leave the tree bare for winter.

Finally, ask students to help you think about the weather. During winter there may be snow. Show them how they can make snow with white crayon, or pieces of white paper. They could make

rain using blue crayon or blue pieces of paper. They could make a sun with a big yellow piece of construction paper. Model just enough of the activity to get them started, but don't show them how to make the whole picture. Encourage them to add details like flowers, animals, snowmen, or people.

### Assessment

When the students have finished their artwork create a display area using the artwork from the beginning of the lesson. Ask the students to put their artwork next to the artwork that matches their season. Students could share their artwork with the class and discuss what activities their artwork shows.

### Extension

As a class you could write new verses to the song "Oh, What Do You Do in the Summertime?" for each season. For example:

*Oh, what do you do in the wintertime?  
When all of the world is white  
Do you play in the snow  
or go watch a show  
or sled down a hill so high!  
Is that what you do? So do !!*



Gregory K. Olsen, *Kite Flying: Portraits of Britton Roney and Nate Olsen*, 1993, acrylic on canvas