

**CURRICULUM**

**FOR**

**ART**

**GRADES K-2**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Art**  
**Grade K-2**

Date of Board Adoption:  
**September 21, 2021**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Kindergarten

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Introduction of Line in Art	8 weeks
2	Introduction of Shape in Art	8 weeks
3	Introduction of Color in Art	8 weeks
4	Introduction of Texture in Art	8 weeks
5	Introduction of the Use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Introduction of Line in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, and length, and can show movement and mood. Students will view master artwork showing examples of different lines, and experience creating lines using varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks



- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Introduction of Shape in Art

**Target Course/Grade Level:** Kindergarten

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area. Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, will view master artwork showing examples of different shapes, create shapes, and use shapes in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

**Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Introduction of Color in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Students will identify the basic colors (red, orange, yellow, green, blue, violet, black, brown, white, pink), learn about primary colors and secondary colors, and mix primaries to create secondaries. Students will also experiment with color value by adding tints (white) and shades (black) with colors.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.



- 1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## ***UNIT 4 OVERVIEW***

**Area:** Visual Art

**Unit Title:** Introduction of Texture in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.



**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Introduction of Space in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to identify space in their artwork by using the terms foreground, middle ground and background. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material

- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media

- Computer
- Internet access
- Speakers
- Projector/screen

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 1

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Exploration of Line in Art	8 weeks
2	Exploration of Shape in Art	8 weeks
3	Exploration of Color in Art	8 weeks
4	Exploration of Texture in Art	8 weeks
5	Exploration of the Use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>



- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Line in Art

**Target Course/Grade Level:** Grade 1

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, and length, and can show movement and mood. Students will view master artwork showing examples of different lines, and experience creating lines using varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks

- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Shape in Art

**Target Course/Grade Level:** Grade 1

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area. Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, will view master artwork showing examples of different shapes, create shapes, and use shapes in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.



- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

**Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Color in Art

**Target Course/Grade Level:** Grade 1

**Unit Summary:** Students will identify the basic colors (red, orange, yellow, green, blue, violet, black, brown, white, pink), learn about primary colors and secondary colors, and mix primaries to create secondaries. Students will also experiment with color value by adding tints (white) and shades (black) with colors.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

- 1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- **Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.**

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen



## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Introduction of Texture in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Introduction of Space in Art

**Target Course/Grade Level:** Kindergarten Art

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to identify space in their artwork by using the terms foreground, middle ground and background. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material



- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media

- Computer
- Internet access
- Speakers
- Projector/screen

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 2

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Exploration of Line in Art	8 weeks
2	Exploration of Shape in Art	8 weeks
3	Exploration of Color in Art	8 weeks
4	Exploration of Texture in Art	8 weeks
5	Exploration of the Use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Line in Art

**Target Course/Grade Level:** Grade 2

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, and length, and can show movement and mood. Students will view master artwork showing examples of different lines, and experience creating lines using varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks



- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Shape in Art

**Target Course/Grade Level:** Grade 2

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area. Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, will view master artwork showing examples of different shapes, create shapes, and use shapes in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

**Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Exploration of Color in Art

**Target Course/Grade Level:** Grade 2

**Unit Summary:** Students will identify the basic colors (red, orange, yellow, green, blue, violet, black, brown, white, pink), learn about primary colors and secondary colors, and mix primaries to create secondaries. Students will also experiment with color value by adding tints (white) and shades (black) with colors.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.



- 1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Exploration of Texture in Art

**Target Course/Grade Level:** Grade 2

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- **Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.**



**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Exploration of Space in Art

**Target Course/Grade Level:** Grade 2

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to identify space in their artwork by using the terms foreground, middle ground and background. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.2.Cr1a.** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b.** Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a.** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b.** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c.** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a.** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art..
- 1.5.2.Pr4a.** Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Pr5a.** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.5.2.Pr6a.** Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
- 1.5.2.Re7a.** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b.** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**1.5.2.Re8a.** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**1.5.2.Re9a.** Use art vocabulary to explain preferences in selecting and classifying artwork.

**1.5.2.Cn10a.** Create art that tells a story or describes life events in home, school and community.

**1.5.2.Cn11a.** Compare, contrast and describe why people from different places and times make art.

**1.5.2.Cn11b.** Describe why people from different places and times make art about different issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

**8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.E.1.** Use digital tools and online resources to explore a problem or issue.

#### **Science**

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

**MP.1.** Make sense of problems and persevere in solving them.

**MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material

- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media

- Computer
- Internet access
- Speakers
- Projector/screen