



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**Springfield Public Schools
Springfield, New Jersey 07081**

**Art
Grade 1**

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

***Springfield Board of Education
Approved December 12, 2022***



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**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

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Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

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Springfield Public Schools

Search. Learn. Serve.

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: J20

Introduced By: Mrs. Murphy

Seconded By: Mr. Miller

Adopted: December 12, 2022

Curriculum Adoption

To approve the following curriculum and courses for the 2022-2023 school year:

- a. **Elementary Level**
 - Art Kindergarten
 - Art Grade 1
 - Art Grade 2
- b. **Middle School Level**
 - 21st Century Musician Grade 8
 - Concert Band Grades 6-8
 - Choir Grades 6-8
 - String Ensemble Grades 6-8
 - Art Grade 6
 - 3D Art Grade 6
 - Art Grade 7 (Ceramics)
 - Art Grade 7 ArtLab MakerSpace
 - Art Grade 8
 - 21st Century Artist Grade 8
- c. **High School Level**
 - Chorale Grades 9-12
 - Concert Band Grades 9-12
 - String Ensemble Grades 10-12
 - Intro to Technical Theatre
 - Intro to Lighting & Sound
 - Intro to TV
 - AP Art and Design
 - Music & Modern History
 - Intro to Criminal Justice

Michelle Calas, School Business Administrator/Board Secretary

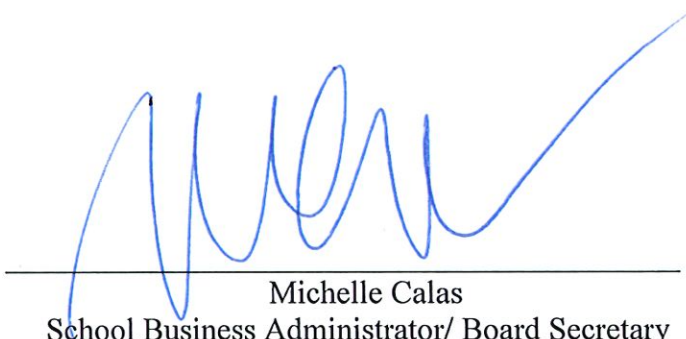
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on December 12, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 13th day of December 2022.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



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Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	1	Unit Title:	Art in the Community
Unit Summary: Students will learn how art can be used as a way to be involved in their community. This unit will focus on real-life situations in which students can incorporate the visual arts.					
Primar Interdisciplinary Connections: 21st Century Life and Careers, Mathematics, <u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	This unit will give students the chance to see how art can be promoted through their community and the opportunity to showcase their artworks.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5, SEL.PK-12.4.1, 1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cn11a, MA.1.G.A.1
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Reason with shapes and their attributes.
CPI#:	Cumulative Progress Indicator (CPI):
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.



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1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art

Unit Learning Targets: Students will be able to be given prompts that reflect real-life situations and create appropriate pieces of artwork based on that.



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Evidence of Learning

Summative Assessment: 7 days

Equipment Needed: Markers, crayons, pencils, erasers, 3.5x3.5 drawing paper, 9x12 drawing paper, sharpies, oil pastels, assorted colored construction paper, erasers.

Teacher Resources: artsonia.com, nasa.gov, youtube.com, deepspacesparkle.com

Formative Assessments:

- Teacher observation of students using critical thinking skills to incorporate arts in real-life situations.
- Teacher will assess and evaluate S ability to use materials correctly.
- Teacher will assess and evaluate the ability to use community and culture to create art pieces.

Lesson Plans

Lesson	Time Frame
Lesson 1 Winter Card Design	120 minutes/ 3 days
Lesson 2 SSEP Patch	40/ 1 day
Lesson 3 When I Grow Up Self-Portrait	120 minutes/ 3 days

Teacher Notes:

If needed, time can be adjusted based on need of students.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

(Teacher Inspiration) www.deepspacesparkle.com

(NASA Earth From Space) <https://www.youtube.com/watch?v=21X5lGIDOfg>

(Teacher Inspiration) www.artsonia.com



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Lesson Plan 1 Template

Content Area: Visual Lesson Title: Winter Card Time Frame: 3 days /120 minutes.
Performing Arts

Lesson Components

21st Century Themes

x Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy x Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy
x Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint presentations, videos using smart board

Equipment Needed: Projector, computer, oil pastels, assorted cool colored construction paper, pencils, erasers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to convey a winter design that can be displayed on a holiday card. - Be able to identify characteristics of exemplary work.	Lesson Sequence - Teacher will give students the prompt to design a holiday card. - Students and Teachers will discuss exemplary characteristics of creating a self portrait of themselves in the snow. - Students will draw themselves in a snow scene. - Students will color/ mix colors with oil pastels. - Clean Up. - Mini Museum.	- Teachers will observe students while working. - Teachers will look for characteristics of high quality work and ability to create pieces that are appropriate to be shared in a community setting.
Differentiation: Flexible grouping, varied supplemental materials, exploration by interest.		
Resources Provided: Teacher Generated PowerPoint Presentation		



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Lesson Plan 2 Template

Content Area: Visual Lesson Title: SSEP Patch Time Frame: 1 day/ 40 mins
Performing Arts

Lesson Components

21st Century Themes

x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy x Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy
x Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint, Live footage from space station project on board.

Equipment Needed: Projector, PowerPoint, markers, crayons, 3.5x3.5" paper, pencils, erasers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to create a unique design that has the potential to be turned into a patch that goes into space. - Be able to use materials appropriately.	Lesson Sequence - Teacher will discuss symbols that can represent outer space with students and explain the prompt for this patch. - Teacher will display a live feed of outer space for students. - Students will draw and color a design for a space patch. - Clean up. - Discussion/ critique of patches.	- Teacher will observe and look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: (NASA Earth From Space) https://www.youtube.com/watch?v=21X5lGIDOfg		



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Lesson Plan 3 Template

Content Area:	Visual Performing Arts	Lesson Title:	When I Grow Up Self-Portrait	Time Frame:	120 minutes/3 days
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Lesson Components

21st Century Themes

- x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy
- x Civic Literacy x Health Literacy

21st Century Skills

- x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy
- x Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: Mathematics, 21st Century Life and Careers

Integration of Technology: Projector, Digital Story

Equipment Needed: Colored pencils, sharpies, pencils, erasers, projector.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Be able to verbally identify a self-portrait. ● Choose a career choice seen in their community.	Lesson Sequence Intro: When I Grow Up Video. ● Discussion on what students want to be when they grow up and how we can show that in their self-portraits. ● Students will complete a brainstorming sheet on how to show themselves when they grow up. ● Practice drawing on the back of the worksheet. ● Teacher will complete a guided drawing with students in order to review appropriate proportions of face. ● Students will add characteristics of their community career choice. ● Clean up ● Closure: Guess what your partner is going to be when they grow up.	● Teacher will observe and look for understanding and appropriate subject matter. ● Teacher will look for understanding of the use of materials.



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Resources Provided:

- Teacher Generated Self-portrait worksheets
- (When I Grow Up) <https://www.youtube.com/watch?v=eBIsrdmvpag>



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1st Grade	Unit Title:	Art in the Community
Created:	Emily Sanchez	Board Approved on:	Type Here		



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Unit Overview Template

Content Area:	Visual Performing Arts	Grade Level:	1st Grade	Unit Title:	Color
Unit Summary: Students will learn about color families as a way to scaffold on the color theories taught in the previous year. This unit will focus on identifying analogous, complementary, and warm vs. cool colors.					
Primary Interdisciplinary Connections: Mathematics, Technology, 21st Century Life and Careers <u>21st Century Themes</u> Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This unit will give students the chance to see how colors can be used with specific purposes through viewing famous artworks as well as creating their own unique art.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5, SEL.PK-12.4.1 1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.R3a, MA.1.G.A.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Reason with shapes and their attributes.
CPI#:	Cumulative Progress Indicator (CPI):
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.



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1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will be able to identify various colors, how to identify them as color families, and why artists make choices with colors.



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Evidence of Learning

Summative Assessment: 7 days

Equipment Needed: 9x12 paper, various construction paper, oil pastels, pencils, erasers, scissors, glue, projector.

Teacher Resources: deepspacesparkle.com, youtube.com,

Formative Assessments:

- Teacher observation- Students can identify warm and cool colors
- Teacher observation- Students can identify and choose analogous colors.
- Teacher observation- Students can identify 2 complementary colors.

Lesson Plans

Lesson	Time Frame
Lesson 1 Analogous Color Banyan Trees	160 minutes/4 days
Lesson 2 Complementary Color Cut-Outs	40 minutes/ 1 day
Lesson 3 Warm/Cool Jim Dine Hearts	120 minutes /3 days

Teacher Notes:

Times can be adapted based on the needs of students.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

(Advanced Color Song) <https://www.youtube.com/watch?v=fpb81KVY6f8>

(The Ballad of Green and Red) <https://www.youtube.com/watch?v=ZSvkAHvxWr4>

(Comparing Warm and Cool Colors) <https://www.youtube.com/watch?v=w6K08wrI9dA>



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Lesson Plan 1 Template

Content Area:	Visual Performing Arts	Lesson Title:	Analogous Color Trees	Time Frame:	160 minutes/4 days
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy □ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Mathematics

Integration of Technology: PowerPoint Presentation, youtube video clip using smart board

Equipment Needed: projector, oil pastels, pencils, erasers, 9x12 paper.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to verbally identify examples of analogous colors. - Be able to identify at least 2 examples of analogous colors.	Lesson Sequence - Teacher will present a <i>Banyan Tree</i> PowerPoint. - Class discussion on characteristics of a tree looking at organic line and shape. - Students will create their own banyan tree on paper with black oil pastels. - Teacher will present advanced color songs on youtube. - Class discussion on analogous colors. (Where are they on the color wheel?/ Where do you see them in the world around you?/etc.) - Students will use spaces between branches of trees to blend colors and create analogous colors (following teacher demonstration). - Clean up. - Review: Show a partner your analogous colors.	- Teacher will observe and look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.



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Differentiation:

Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- (Advanced Color Song) <https://www.youtube.com/watch?v=fph81KVY6f8&t=1s>



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Lesson Plan 2 Template

Content Area:	Visual Performing Arts	Lesson Title:	Complementary Color Cut-Outs	Time Frame:	40 minutes/1 day
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Lesson Components

21st Century Themes

- ✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
- ✕ Civic Literacy □ Health Literacy

21st Century Skills

- ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
- ✕ Life and Career Skills □ Communication and Collaboration □ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Youtube clips, projector

Equipment Needed: Projector, scissors, glue, various 9x12 colored papers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to identify complementary colors.	Lesson Sequence - Review of color theory (primary, secondary, etc.) - Introduce complementary colors with a ballad of red and green. - Students will choose a set of construction paper with complementary colors. - Students cut tree design, or abstract design. - Glue paper to make mirror images with complementary colors. - Clean up - Closure: Guess the Complementary color.	- Teacher will observe and look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: (The Ballad of Red and Green) https://www.youtube.com/watch?v=ZSvkAHvxWr4		



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Lesson Plan 3 Template

Content Area:	Visual Performing Arts	Lesson Title:	Warm/Cool Color Jim Dine Hearts	Time Frame:	120 minutes/3 days
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy □ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Mathematics

Integration of Technology: PowerPoint, youtube clip

Equipment Needed: projector, oil pastels, 9x12 paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand proper use of supplies. - Identify warm colors and cool colors.	Lesson Sequence - Introduction to the work of Jim Dine (what shapes, colors, lines do you see?) - Guided drawing with variety of lines, shapes, colors (in-style of Jim Dine) - Students will color INSIDE hearts with warm colors. - Students will color OUTSIDE hearts with cool colors. - Students will trace pencil lines with black pastels. - Clean up. - Closure: Line up by warm and cool colors.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: (Comparing Warm and Cool Colors) https://www.youtube.com/watch?v=w6K08wrI9dA&t=3s		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Color
Created:	Emily Sanchez	Board Approved on:	Type Here		



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Unit Overview Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Form/Shape
Unit Summary: Students will learn about shape as well as form as a way to scaffold on the shape units taught in the previous years. This unit will focus on identifying differences between 2-dimensional and 3-dimensional work.					
Primary Interdisciplinary Connections: Mathematics, 21st Century Life and Careers					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This unit will give students the chance to see how form is used when creating art and how form can create different kinds of art.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.R3a, SEL.PK-12.4.1, MA.1.G.A.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Reason with shapes and their attributes.
CPI#:	Cumulative Progress Indicator (CPI):
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.



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1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will be learning about shapes and forms. Students will learn how to create images by breaking down the image into shapes and discussing how to convey form on paper.



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Evidence of Learning

Summative Assessment: 7 days

Equipment Needed: Assorted sized papers, assorted construction papers, watercolors, projector, oil pastels,

Teacher Resources: youtube.com

Formative Assessments:

- Teacher observation- Students can identify 2-dimensional and 3-dimensional objects.
- Teacher observation- Students can use basic shapes to create age- appropriate images.

Lesson Plans

Lesson	Time Frame
Lesson 1 Pop Art Cakes	120 minutes /3 days
Lesson 2 Calder Sculptures	40 minutes/1 day
Lesson 3 Dali Animals	120 minutes /3 days

Teacher Notes:

If needed, time can be adjusted based on the needs of students.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

(Teacher Inspiration) <https://www.bloglovin.com/blogs/mrs-knights-smartest-artists>

(Salvador Dali's Animated Elephants) <http://www.youtube.com/watch?v=ocdINnijIrM>

(What is Pop Art?) <https://www.youtube.com/watch?v=DbEyoDCTSDQ>



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Lesson Plan 1 Template

Content Area: Visual Lesson Title: Pop Art Cakes Time Frame: 120 minutes /3 days
Performing Arts

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills □ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers, Mathematics

Integration of Technology: PowerPoints, youtube clips.

Equipment Needed: oil pastels, pencils, erasers, black 9x12 construction paper.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create a 3-dimensional form on a piece of paper. - Verbally identify differences between 2-D and 3-D	Lesson Sequence - Discussion of Pop Art (What do you know/What do you want to learn/ etc.) - Pop Art Video - Discussion on how to make Thiebaud inspired cakes look 3-D - Teacher guided drawing. - Students add decorations to cakes. - Students will color with oil pastels. - Clean up. - Closure: Class critique.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: (What is Pop Art? Tate Kids) https://www.youtube.com/watch?v=DhEyoDCTSDQ		



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Lesson Plan 2 Template

Content Area: Visual Lesson Title: Paper Sculptures Time Frame: 40 minutes/ 1 day
Performing Arts

Lesson Components

21st Century Themes

✕ Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint

Equipment Needed: Assorted construction paper, scissors, glue, 9x9" cardstock.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to design a 3-dimensional piece of art inspired by the work of Calder. - Verbally explain the how the work of Calder is 3-Dimensional	Lesson Sequence - Greetings and meeting on the carpet. Attendance will be taken. - Introduction to the works of Alexander Calder with PowerPoint. - Class discussion and critique of work. (Ex. Is this 2-D or 3-D? How do you know? etc.) (Teacher will demonstrate the following steps before students work) - Students will fold a square of construction paper in half. - Students will cut various curved lines until they almost reach the fold. - Students will bend paper in order to create a free standing sculpture. - Clean up. - Closure: Mini Museum	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.



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Differentiation:

Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- (Teacher Inspiration)
<http://www.pinkstripeysocks.com/2015/05/calder-inspired-sculptures-kids-art-project.html>
- Teacher generated Calder PowerPoint



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Lesson Plan 3 Template

Content Area: Visual Lesson Title: Dali Animals Time Frame: 40 minutes/ 1 day
Performing Arts

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy □ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Skills

Integration of Technology: Dali PowerPoint, youtube clip

Equipment Needed: projector, watercolor paints, sharpie, pencils, erasers, paint brushes, water cups.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use geometric shapes to create a piece of artwork in the style of Salvador Dali. - Verbally explain surrealism.	Lesson Sequence - Greetings and meeting on the carpet. Attendance will be taken. - Students will be introduced to the artwork of Salvador Dali (PowerPoint Projected). - What do you see? - Is this something you could see in real life? - Salvador Dali's paintings were said to be based on his dreams. What in the painting would make you think that? - Teacher guides students to the understanding that Salvador Dali was the founder of an Art Movement Surrealism and explains what Surrealism is. (Teacher will Demonstrate the following step by	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.



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	step and let students work independently) • Students will choose an animal to base their dream-like animal off of (must have 2-4 legs). • Students will create the animal (teacher will encourage students to think about what shapes they already know how to make to make their own drawings). • Students will draw the extended skinny legs (see Elephant painting). • Closure: Clean up and response review surreal art.	
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: • Teacher generated Dali PowerPoint • (Salvador Dali's "The Elephants") https://www.youtube.com/watch?v=ocdINnijIrM		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Form/Shape
Created:	Emily Sanchez	Board Approved on:	Type Here		



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Unit Overview Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Pattern
Unit Summary: Students will learn about patterns and how artists use them in various ways to create artwork.					
Primary Interdisciplinary Connections: Mathematics, 21st Century Life and Careers					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This unit will give students the opportunity to work see pattern in various famous artworks as well as integrating it in their own artwork.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.R3a, SEL.PK-12.4.1, MA.1.G.A.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Reason with shapes and their attributes.
CPI#:	Cumulative Progress Indicator (CPI):
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.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.



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SEL.PK-12.4 .1	Develop, implement and model effective problem solving and critical thinking skills
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will be learning about pattern when critiquing and creating artwork. Students will learn how to create images using pattern in their artwork.

Evidence of Learning

Summative Assessment:	10 days
Equipment Needed:	Tempera paint, Q-tips, sharpie, pencils, erasers, assorted colored construction paper, glue, scissors, paint brushes, water cups, 9x12 paper.
Teacher Resources:	• (Teacher Inspiration) http://elementsofheartroom.blogspot.com • (Teacher Inspiration) https://www.artisbasic.com • (Teacher Inspiration) http://artolazgi.blogspot.com
Formative Assessments:	• Teacher observation- Students can identify various patterns.



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- Teacher observation- Students can assess why patterns are being used in artworks.

Lesson Plans

Lesson	Time Frame
Lesson 1 Yayoi Kusama Dotted Flowers	120 minutes/3 days
Lesson 2 Laurel Burch Cats	120 minutes/3 days
Lesson 3 Kandinsky Shape Paintings	160 minutes/4 days

Teacher Notes:

If needed, time can be adjusted based on the needs of students.

Curriculum Development Resources/Technology Resources:

- (Teacher Inspiration) <http://elementsofheartroom.blogspot.com>
- (Teacher Inspiration) <https://www.artisbasic.com>
- (Teacher Inspiration) <http://artolazzi.blogspot.com>



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Lesson Plan 1 Template

Content Area:	Visual Performing Arts	Lesson Title:	Kusama Dotted Flower	Time Frame:	120 minutes/3 days
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers,

Integration of Technology: PowerPoint, youtube clips.

Equipment Needed: Markers, pencils, erasers, projector, sharpie.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Verbally explain how pattern is used in the artwork in their work. - Use Pattern in their own artwork to create a piece inspired by Yayoi Kusama.	Lesson Sequence - Teachers will display works of Yayoi Kusama and discuss patterns they see in work. - Students will look at flowers on PowerPoint, and use visual aides to design a flower on paper. - Students will use patterned dots to design flowers based on various size dots and colors. - Clean up. - Closure: Show your patterned flowers to a friend.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: Teacher generated Yayoi Kusama PowerPoint		



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Lesson Plan 2 Template

Content Area: Visual Performing Arts Lesson Title: Laurel Burch Animals Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: Projector using smart board

Equipment Needed: Tempera Paint, pencils, erasers, projects, various construction paper, oil pastels, water cups, paint brushes, paper towels.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify patterns in the works of Laurel Burch. - Use patterns to create their own work inspired by Laurel Burch.	Lesson Sequence - Teacher will introduce the works of Laurel Burch. - Class discussion on patterns used in the work of Laurel Burch. - Students will draw patterns on construction paper with pencils. - Students will paint over lines on construction paper with tempera paint. - Students will cut painted paper in the shape of animals face (ex. cat, dog, etc) - Students will use construction paper and oil pastels to add details/ accessories to their animal. - Clean up. - Closure: Show a partner your patterns on your animal!	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: Teacher generated Laurel Burch PowerPoint		



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- (Teacher Inspiration) <http://elementsofheartroom.blogspot.com>



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Lesson Plan 3 Template

Content Area: Visual Performing Arts Lesson Title: Kandinsky Shape Painting Time Frame: 160 minutes/4 days

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers, Mathematics

Integration of Technology: PowerPoint using smart board

Equipment Needed: Projector, tempera paint, paint brushes, pencils, 9x12 paper, water cups, paper towels.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Critique Kandinsky's work and process. (Could you do this kind of work? What would you do differently? Why did he do his work with shapes?) ● Produce a drawing in the style of Kandinsky circles using repetition and pattern.	Lesson Sequence ● Greetings and meeting on the carpet. Attendance will be taken. ● Students will be introduced to the artwork of Wassily Kandinsky (PowerPoint Projected) and be able to answer the following: ○ What do you see? ○ What shapes can you identify? ○ How are the shapes placed on the painting? ○ Can you make images using these shapes? ● Teachers will guide students to the understanding that Wassily Kandinsky used basic shapes seen everyday to represent things in his work. Students will grasp that they	● Teacher will look for understanding and appropriate subject matter. ● Teacher will look for understanding of the use of materials.



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can use the same things in their artwork.

- Teacher will demonstrate the following step by step and let students work independently.
- Students will write information on paper.
- Students will hold paper short and wide and one grasping of information has been noted students will fold paper twice in the same direction.
- Students will switch papers and do the same thing.
- If time is available students will draw big, medium, and small circles in the spaces.
- **Closure:** Students will clean up according to directions and response review of why we are using shapes for this art lesson.

Differentiation:

Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- (Wassily Kandinsky: A collection of 366 works) <https://www.youtube.com/watch?v=2dAZGhKtm8s&t=1040s>



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Pattern
Created:	Emily Sanchez	Board Approved on:	Type Here		



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Unit Overview Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Texture
Unit Summary: Students will learn about textures and how artists use them in various ways to convey various meanings in art.					
Primary Interdisciplinary Connections: 21st Century Life and Careers, Social Studies.					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This unit will give students the opportunity to work with different textures. They will look at various famous artworks as well as integrating texture in their own artwork.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5, SEL.PK-12.4.1, 1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.R3a, 1.5.2.Cn11a, SOC.6.1.2.GeoGI.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Global interconnections occur between human and physical systems across different regions of the world.
CPI#:	Cumulative Progress Indicator (CPI):
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.



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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.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SOC.6.1.2.G eoGI.2	Use technology to understand the culture and physical characteristics of regions.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art

Unit Learning Targets:

Students will be learning about texture when critiquing and creating artwork. Students will learn how to create images using texture in their artwork.



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Evidence of Learning

Summative Assessment:	8 days
Equipment Needed:	Markers, pencils, erasers, brayers, water-based ink, foam stamps, assorted construction paper, 12x18 drawing paper, air-dry clay, assorted clay tools.
Teacher Resources:	<i>(Teacher Inspiration)</i> https://cassiestephens.blogspot.com/ <i>(Tiki Art Paintings)</i> https://www.youtube.com/watch?v=4uZhN0krkH8 <i>(Just Dance Kids Tiki Tiki Video)</i> https://www.youtube.com/watch?v=5VWrPWXi85A

Formative Assessments:

- Teacher observation- Students can identify various textures.
- Teacher observation- Students can assess why specific textures are being used in artworks.

Lesson Plans

Lesson	Time Frame
Lesson 1 Andy Warhol Self-Portraits	120 minutes/3 days
Lesson 2 Textured Pinch Pots	80 minutes/days
Lesson 3 Heather Galler Landscapes	120 minutes/3 days

Teacher Notes:

If needed, time can be adjusted based on individual needs of students.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

(Inspiration for Lesson) <https://cassiestephens.blogspot.com/>

(Tiki Artwork) <https://www.youtube.com/watch?v=4uZhN0krkH8>

(Just Dance Tiki Tiki Room) <https://www.youtube.com/watch?v=5VWrPWXi85A>



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Lesson Plan 1 Template

Content Area:	Visual Performing Arts	Lesson Title:	Andy Warhol Self-Portraits	Time Frame:	120 minutes/3 days
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Lesson Components

21st Century Themes

- ✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
- ✕ Civic Literacy ✕ Health Literacy

21st Century Skills

- ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
- ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers, Social Studies

Integration of Technology: Projector, youtube clips using smart board

Equipment Needed: Brayer, water-based ink, foam plates, pencils, erasers, scissors, glue.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand proper use of supplies for printmaking. - Use texture to create a foam stamp.	Lesson Sequence - Review of Pop Art and discussion of Andy Warhol's work. - Students will draw themselves on a foam plate using a pencil. - Teacher will demonstrate how to pull 4 prints when printmaking. - Students will use proper techniques to create 4 prints of themselves. - Students will cut 2 best prints and glue them on paper. - Clean up. - Closure: Class Critique. - If time remains, students may request an independent activity.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: Teacher generated Andy Warhol PowerPoint		



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Lesson Plan 2 Template

Content Area: Visual Lesson Title: Textured Pinch Pots Time Frame: 80 minutes/2 days
Performing Art

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Social Studies, 21st Century Life and Careers

Integration of Technology: PowerPoint Presentation

Equipment Needed: Projector, air-dry clay, tempera paint, paint brushes, watercups, paper towels.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Verbally describe the difference between 2D and 3D art. - Use appropriate techniques when making pinch pots and adding texture to them.	Lesson Sequence - Greeting and meeting on the carpet. Attendance will be taken. - Introduction: Discussion of the difference between a painting and a sculpture. - Teacher will show different examples of 2D and 3D work and have a class discussion on the differences. - Teacher will demonstrate how to create a pinch pot. - Students will create their own pinch pot. - Teacher will demonstrate how to add various textures to pinch pots. - Students will add textures to the pinch pot. - Teacher will review painting techniques.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.



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- | | | |
|--|--|--|
| | <ul style="list-style-type: none">● Students will paint their pinch pots.● Clean up.● Closure: Mini Museum | |
|--|--|--|

Differentiation:

Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- Teacher generated Pinch Pot PowerPoint



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Lesson Plan 3 Template

Content Area: Visual Performing Arts Lesson Title: Heather Galler Landscapes Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: 21st Century Life and Careers

Integration of Technology: PowerPoint Presentation using smartboard

Equipment Needed: Projector, markers, sharpies, pencils, erasers.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create a landscape inspired by Heather Galler's work. - Use pattern as texture and design in artwork to create a landscape.	Lesson Sequence - Teacher will introduce the work of Heather Galler. - Class discussion/ review of landscapes and how Galler used pattern as a texture and repetition in her work. - Teacher will do guided drawing with students creating a landscape. - Students will create textures, patterns, and repetition in artwork to complete the landscape. - Students will color in the landscape. - Students will trace the pencil lines using a sharpie. - Clean up. - Closure: Show partner two textures in landscape.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: Teacher generated Heather Galler PowerPoint		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

x

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Texture
Created:	Emily Sanchez	Board Approved on:	Type Here		



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Unit Overview Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Art Around the World
Unit Summary: Students will learn about different styles of art around the world and convey them in their artwork.					
Primary Interdisciplinary Connections: 21st Century Life and Careers, Social Studies					
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale:	This unit will give students the opportunity to work with different art styles and reflect on different mediums throughout art history . They will look at various famous artworks as well as integrating these styles in their own artwork.				
Career Readiness	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals				

Learning Targets

Standards:	1.5, SEL.PK-12.4.1, 1.5.2.Cr1a, 1.5.2.Cr1b, 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.R3a, 1.5.2.Cn11a, SOC.6.1.2.GeoGI.2
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas, Anchor Standard 2: Organizing and developing ideas, Anchor Standard 9: Applying criteria to evaluate products, Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding, SEL: Responsible Decision-Making, Core idea: Brainstorming can create new, innovative ideas, Core idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem, Core idea: Individuals from different cultures may have different points of view and experiences. Core idea: Different types of jobs require different knowledge and skills Core idea: Global interconnections occur between human and physical systems across different regions of the world.
CPI#:	Cumulative Progress Indicator (CPI):
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.



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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.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SOC.6.1.2.G eoGI.2	Use technology to understand the culture and physical characteristics of regions.

Unit Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Unit Enduring Understandings:

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

People evaluate art based on various criteria

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art



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Evidence of Learning

Summative Assessment:	9 days
Equipment Needed:	brown paper, assorted construction paper, pencils, sharpies, erasers, watercolor paints, paint brushes, tempera paint, water cups, q-tips.
Teacher Resources:	<i>(Lesson inspiration)</i> http://artolazzi.blogspot.com <i>(Just Dance Tiki Tiki Video)</i> https://www.youtube.com/watch?v=5VWrPWXi85A&t=58s <i>(How it's Made Navajo Rugs)</i> https://www.youtube.com/watch?v=Vjw93hJt_g
Formative Assessments:	- Teacher observation- Students can identify art from different cultures. - Teacher observation- Students can create different art from various cultures.

Lesson Plans

Lesson	Time Frame
Lesson 1 Native American Weavings	120 minutes/3 days
Lesson 2 Tiki Tiki Statues	160 minutes/4 days
Lesson 3 Aboriginal Handprint Art	80 minutes/2 days
Teacher Notes: If needed, time can be adjusted based on the needs of students.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> <i>(Teacher Inspiration)</i> http://artolazzi.blogspot.com <i>(Just Dance Tiki tiki Video)</i> https://www.youtube.com/watch?v=5VWrPWXi85A&t=58s	



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Lesson Plan 1 Template

Content Area: Visual Lesson Title: Native American Time Frame: 120/3 days
Performing Arts Weaving

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Youtube clip using smart board

Equipment Needed: Projector, 1" strips of construction paper, brown 9x12 paper, pencils, erasers, scissors, glue.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create a loom and weave strips of paper through it. - Identify how weaving has been used throughout history.	Lesson Sequence - Teacher will introduce weaving to students in class discussion to find out any prior knowledge. - Teacher will show examples of weaving and <i>How It's Made: Native American Rugs</i>. - Teacher will demonstrate how to create a loom out of paper by measuring with fingers and cutting with scissors. - Students will make looms. - Teacher will demonstrate how to weave paper using over/under techniques. - Students will choose two colors and weave their looms with a pattern. - Students will glue down paper strips at ends. - Clean Up.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.



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- Closure: Show your weaving to a friend.

Differentiation:

Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.

Resources Provided:

- (How It's Made Navajo Rugs) <https://www.youtube.com/watch?v=Vym93hJtg>



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Lesson Plan 2 Template

Content Area: Visual Performing Arts Lesson Title: Tiki Tiki Statues Time Frame: 120 minutes/ 4 Days

Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy □ ICT Literacy

Interdisciplinary Connections: Social Studies, Technology

Integration of Technology: PowerPoint using smart board

Equipment Needed: Projector, construction paper crayons, brown construction paper, sharpies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Create a tiki figure based on images from Polynesian culture. - Show characteristics of tikis on their own work.	Lesson Sequence - Teacher will introduce a PowerPoint of tikis including history and examples. - Teacher will guide students through drawing tiki heads including characteristics of tikis found in the Pacific Islands. - Students will create wood texture using sharpie on brown paper. - Students will color features of tiki face in with construction crayons. - Clean Up - Closure: Mini Museum.	- Teacher will look for understanding and appropriate subject matter. - Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: Teacher generated Tiki PowerPoint		



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Lesson Plan 3 Template

Content Area:	Visual Performing Arts	Lesson Title:	Aboriginal Handprints	Time Frame:	80 minutes/2 days
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
✕ Civic Literacy ✕ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
✕ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy ✕ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: PowerPoint

Equipment Needed: Q-tips, tempera paint, brown paper.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Create a work inspired by aboriginal artwork. ● Use materials appropriately for age level.	Lesson Sequence ● Teacher will introduce aboriginal art including art history and examples of work on PowerPoint. ● Students will print their handprint using paint in the center of the paper. ● Students will use q-tips to add dots to work in the style of aboriginal art.	● Teacher will look for understanding and appropriate subject matter. ● Teacher will look for understanding of the use of materials.
Differentiation: Flexible grouping, use of collaboration of various activities, exploration by interest, work alone/together.		
Resources Provided: ● Teacher generated Aboriginal Art PowerPoint		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Visual Performing Arts	Grade Level:	1	Unit Title:	Art Around the World
Created:	Emily Sanchez	Board Approved on:	Type Here		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension