



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Grade 2 Art

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



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey

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Superintendent of Schools

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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

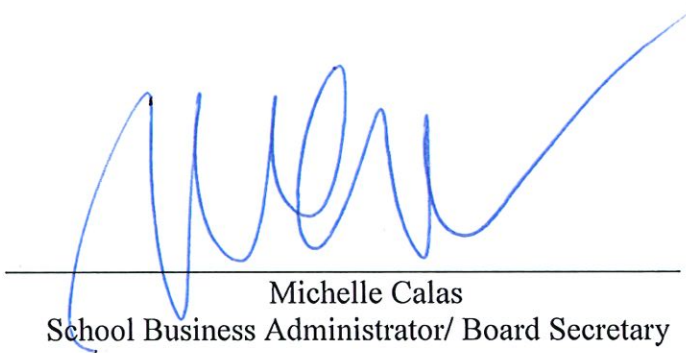
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(continued)

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



Unit Overview Template

Content Area: Visual Arts **Grade Level:** 2 **Unit Title:** Winter Reflections

Unit Summary: Landscape multimedia artwork will reinforce background, middleground, and foreground.

Primary Interdisciplinary Connections: Language Arts

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: Students will create a winter memory reflection using oil pastels and watercolor paint.

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, LA.RL.2.7

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

LA.RL.2.7: Integration of Knowledge and Ideas

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.R9a	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
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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 able to draw a winter memory.
be able to use conventional painting tools properly.
be able to use oil pastels to create a reflection.
be able to apply proper critique methodologies when discussing finished artwork.
be able to write about their winter memory.
be able to correlate science and art.
be able to correlate language and art.
be able to correlate technology and art.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: 8.5" x 11" drawing scrap paper, 8.5" x 11" 90# paper, artistic references of paintings with reflections, oil pastels, wooden tongue depressors, wooden door knobs, water color paints, water buckets, salt, winter stories, computers

Teacher Resources: Computer, historical references

Formative Assessments:

- Teacher observation
- Rubric
- Student artwork
- Class critique



Lesson Plans

Lesson	Time Frame
Lesson 1 Sketch from memory	40 minutes/1 day
Lesson 2 Drawing with oil pastels	40 minutes/1 day
Lesson 3 Painting	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

www.aenj.org

www.incredibleart.org

www.arteducators.org

www.getty.edu



Lesson Plan 1 Template

Content Area: Art **Lesson Title:** Sketch from Memory **Time Frame:** 40 minutes/1 day

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: Language Arts

Integration of Technology: PowerPoint and computer

Equipment Needed: 8.5" x 11" sketch paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Sketch from memory. • Demonstrate mark making and application through creation of a work of art. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will put their imagination caps on to pretend that they are in winter. • Students will think, pair and share their winter memories. • Students will sketch their winter memories. • Teacher will offer encouragement as students sketch. • If students finish early they are welcome to look at the winter storybooks. • Students will clean up after 35 minutes. • Students will place sketches on the Art Wall. • Students and teachers will discuss students' artwork.	• Teacher observation • Rubric



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** Drawing from memory and sketch **Time Frame:** 40 min/2 day

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: Language Arts, Technology

Integration of Technology: PowerPoint and computer

Equipment Needed: Students' sketches from previous week, 8.5" x 11" 90# paper, artistic references of paintings with reflections, oil pastels, wooden tongue depressors, wooden door knobs, winter stories

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Demonstrate mark making and application through creation of a work of art. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students will discuss with each other historical references. • Teachers and students will discuss their winter memories. • Teacher will show students how to fold their paper in half; either in a hamburger fold or a hotdog fold. • Teacher will demonstrate to students how to draw the winter memory using oil pastels on the top of the folded paper. • Teacher will fold paper in half and demonstrate how to use wooden tools to create a reflection.	• Teacher observation • Rubric • Student artwork • Class critique



- Students will get their materials.
- Students will begin artwork.
- Teachers will offer encouragement as students create.
- Students will clean up after 35 minutes.
- Students will put artwork on the Art Wall.
- Students and teachers will discuss student artwork.
- Students will line up for 39 minutes.
- Students and teachers will discuss what students discovered as they line up.

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Painting **Time Frame:** 40 minutes/1 day

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: Language Arts

Integration of Technology: PowerPoint and computers

Equipment Needed: Student artwork, historical references via PowerPoint, watercolor paints, water buckets, paper to cover tables, paint brushes, Kosher and table salt, writing paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Finish artwork. • Write about their memory. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students' artwork will be placed on the Art Wall. • Students will think, pair and share about their artwork. • Teacher will demonstrate how to add painting to create a watercolor resist. • Teacher will demonstrate how to sprinkle salt over wet painting. • Students will add details to their artwork. • Teachers will offer encouragement as students work. • Students will place artwork in designated drying racks. • When students are finished they will write	• Student artwork • Teacher observation • Rubric • Class critique



about their winter
memory and reflection
artwork.

- Students and teachers
will discuss student
artwork and writing.
- Teachers and students
will discuss what
students discovered using
the various materials.

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Winter Reflections
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts

Grade Level: 2

Unit Title: Communities

Unit Summary: Multimedia sculpture will reinforce the use of recycled materials in creating artwork.

Primary Interdisciplinary Connections: Science

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: Students will create a sculpture using recycled materials.

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, SCI.2.ETS1.B

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 10: Synthesizing and relating knowledge and personal experiences to create 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

SCI.2.ETS1.B: Developing Possible Solutions



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.R9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SCI.2.ETS1.B	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

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 engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- 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
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- 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 sketch an idea using drawing media.

be able to create a sculpture using recycled materials.

be able to construct a sculpture that is sturdy.

be able to work together to create a group project.

be able to use art tools properly.

be able to write about their artwork.

be able to apply principles of critique.

be able to correlate science and art.

be able to correlate social studies and art.

be able to correlate technology and art.

be able to correlate language arts and art.



Evidence of Learning

Summative Assessment: 8 days

Equipment Needed: 12" x 18" drawing paper, pencils, colored pencils, erasers, recycled materials-cardboard boxes and scraps, egg cartons, plastic caps, cards, puzzle pieces, paper towel rolls, toilet paper rolls, plastic containers, crayon pieces, yarn, ribbon, colored paper scraps, fabric scraps, pre-cut "tabs", cardboard bases, strips of oak tag of different widths and length, black Sharpie marker, masking tape, Elmer's glue, paper to cover tables, paint brushes, water buckets, liquid tempera paint, large paper bags, rulers, 3.5" x 3.5" drawing paper, triangle and circle tracers, thin and thick markers, crayons, Crayola color sticks

Teacher Resources: Computer, Power Point, historical references, youtube videos about life on the International Space Station (ISS)

Formative Assessments:

- Teacher observation
- Rubric
- Students' artwork
- Class critique



Lesson Plans

Lesson	Time Frame
Lesson 1 Community Sketch	40 minutes/2 days
Lesson 2 3-D Communities	40 minutes/4 days
Lesson 3 Patch	40 minutes/2 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

<http://mars.nasa.gov/allaboutmars/facts/>

<http://ssep.ncesse.org>

<http://chrishadfield.ca>

<https://www.youtube.com/watch?v=KaOC9danxNo>

<https://www.youtube.com/watch?v=Pwv6Hcn-oHY>

<https://www.youtube.com/watch?v=UyFYgeE32fo>

<https://www.youtube.com/watch?v=UyFYgeE32fo>



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Community Sketch **Time Frame:** 40 minutes/2 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: Science

Integration of Technology: PowerPoint and computers

Equipment Needed: 12" x 18" drawing paper, pencils, colored pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials and tools correctly. • Work together in a group to create artwork. • Demonstrate mark making and application through creation of a work of art. • Apply principles of critique when discussing finished sketches.	Lesson Sequence • Teacher will set out the above materials. • Do Now: Students will discuss historical references from PowerPoint with each other. • Students and teachers will compare/contrast historical references to the communities students have chosen. • Students will get into collaborative groups and discuss with each other what kind of community they are creating, what will be in the community, and how they will draw it. • Students will begin artwork in collaborative groups. • Students will put their sketches on the Art Wall.	• Teacher observation • Rubric • Student artwork • Class critique



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Students and teachers will discuss community sketches. | |
|--|--|--|

Differentiation: Work together; varied product choices; project based learning; group investigations

Resources Provided:

- Historical references
- Books
- Websites



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** 3-D Communities **Time Frame:** 40 min/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: Science

Integration of Technology: PowerPoint and computers

Equipment Needed: Students' sketches from previous week, recycled materials-cardboard boxes and scraps, egg cartons, plastic caps, cards, puzzle pieces, paper towel rolls, toilet paper rolls, plastic containers, crayon pieces, yarn/ribbon/yarn scraps, colored paper scraps, pre-cut tabs, cardboard bases, strips of oak tag of different widths and length, black Sharpie marker, masking tape, Elmer's glue, rulers, paper to cover tables, liquid tempera paint, water buckets, paint brushes, large paper bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials and tools correctly. • Work together in a group to create artwork. • Create a 3-D sculpture using recycled materials. • Apply principles of critique when discussing finished projects.	Lesson Sequence • Teacher will set out the above materials. • Do Now: Students will discuss historical references from PowerPoint with each other. • Teacher will introduce materials to students. • Teacher will demonstrate how to put a cylinder (paper towel roll) onto a flat surface by cutting notches in the base of the cylinder, flattening the notches and then gluing the notches before putting them on the flat surface.	• Teacher observation • Rubric • Student artwork • Class critique



- Students will collect materials needed to create a community.
- Teachers will offer encouragement as students work.
- Students will clean up after 35 minutes by putting any leftover materials needed for their project into a paper bag that has their names and class on the bag.
- Students will regroup on the rug.
- Students will discuss with each other what materials they used and how they used them to create their community.
- On the last day, students will discuss with each other their final project and then carry the project to the IMC to display.
- Students will line up after 39 minutes.

Differentiation: Work together, varied product choices, group investigations, project based learning

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Patch **Time Frame:** 40 minutes/2 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: Science

Integration of Technology: PowerPoint and computer

Equipment Needed: 3.5" x 3.5" drawing paper, pencils, erasers, triangle and circle tracers, thin and thick markers, black Sharpie markers, crayons, colored pencils, Crayola color sticks, rulers, books on space

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Think, pair, share. • Create 2-D patch design. • Apply principles of critique when discussing finished projects.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will brainstorm about going into space. What will we need to go there? What will we do once we are there? What kinds of things will we see when we are there? • Teacher will show PowerPoint about space and the International Space Station. Students and teachers will discuss what they see. • Teacher will discuss patches that astronauts wear on their space suits. • Teacher will demonstrate how to create a patch using tracers and art media.	• Student artwork • Teacher observation • Rubric • Class critique



- Teachers and students will discuss what kind of information should be on the patch: Should we put the school name, initials, town name, year of flight and/or name of space flight, etc. on the patch?
- Students will get materials they need to create their unique patch and start work.
- Teachers will offer encouragement as students create.
- Students will put artwork up on the Art Wall.
- Students and teachers will discuss student artwork.

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Computers
- Books



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Communities
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts	Grade Level: 2	Unit Title: Sand Paintings
Unit Summary: Sand Painting will reinforce symmetry, line, design, and balance. Primary Interdisciplinary Connections: Math <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: Students will create a sand painting using symmetry that incorporates an important aspect of their lives.		
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, MA.1.G.A.1	
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: Reason with shapes and their attributes.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.2.Cr1 a	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.Cr1 b	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.Cr2 a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.



1.5.2.Cr2 b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.R9 a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn 11a	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 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 able to draw a symmetrical design
be able to use glue properly.
be able to use sand correctly.
be able to write about their sand painting.
be able to correlate social studies and art.
be able to correlate language arts and art.
be able to correlate technology and art.
be able to correlate math and art.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: 8" x 8" sketch paper, pencil, erasers, 8" x 8" square heavy cardboard, assorted colors of sand in pour bottles, foil tins, Elmer's glue, Native American books of legends, computers, Powerpoints on Sand Painting, historical references on Tibetan Mandala Sand Paintings and Navajo Sand Paintings

Teacher Resources: Computer, historical references

Formative Assessments:

- Teacher observation
- Rubric
- Students' artwork
- Class critique



Lesson Plans

Lesson	Time Frame
Lesson 1 Sketch	40 minutes/1 day
Lesson 2 Sand Painting	40 minutes/2 day
Lesson 3 Writing	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

Youtube: Sand Mandalas

Youtube: Navajo Sand Painting

www.aenj.org



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Sketch **Time Frame:** 40 minutes/1 day

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: PowerPoints and computers

Equipment Needed: 8.5" x 11" sketch paper, pencils, erasers, Native American books of legends

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Create a symmetrical sketch representing a favorite person or thing. • Demonstrate mark making and application through creation of a work of art. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will discuss historical references. • Students will think, pair and share about a special person or thing. • Teachers and students will discuss symmetry, line, shape. • Students will think, pair and share about what they can find in the room that has symmetry, line and shapes. • Students will sketch their special symbol in the center of their square. • Students will sketch a symmetrical design radiating from their central drawing.	• Teacher observation • Rubric • Class critique



- Teacher will offer encouragement as students sketch.
- If students finish early they are welcome to look at the Native American Legends.
- Students will clean up after 35 minutes.
- Students will place their sketches on the Art Wall.
- Students and teachers will discuss students' sketches.

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 2 Template

Content Area: Visual Arts **Lesson Title:** Sand Painting **Time Frame:** 40 min/2 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: Math

Integration of Technology: Computer; PowerPoint of Sand Painting of Tibetan Monks and Navaho Medicine Men; youtube videos of Sand painting

Equipment Needed: Students' sketches from previous week, 8" x 8" square heavy cardboard, assorted colors of sand in pour bottles, foil tins, Elmer's glue, Native American books of legends

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Create a symmetrical sand painting representing a favorite person or thing. • Apply principles of critique when discussing finished projects.	Lesson Sequence • Teacher will set out the above materials. • Students will discuss historical references with each other. • Teachers and students will discuss their sketches from the previous week. • Teacher will demonstrate how to trace designs onto cardboard. • Teacher will demonstrate how to use glue and sand. • Students will begin artwork. • Teachers will offer encouragement as students create. • Students will go on an art walk to see other students' sandpaintings.	• Teacher observation • Rubric • Student artwork • Class critique



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Students will place sandpaintings in the drying rack.• Students and teachers will discuss what students discovered as they line up. | |
|--|--|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computer



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Writing **Time Frame:** 40 minutes/1 day

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: Math

Integration of Technology: Students will use a PowerPoint presentation to reflect on the unit and incorporate ideas into their writing.

Equipment Needed: Student artwork

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Assess and critique student artwork using principles of element and design. - Write about their artwork. - Apply principles of critique when discussing finished projects.	Lesson Sequence - Students' artwork will be placed on the Art Wall. - Students will think, pair, and share about their artwork. - Students will apply principles of critique when discussing finished artwork. - Students will write about their artwork. - Students will fill out their rubrics. - Teacher and students will discuss what students discovered today.	- Student artwork - Teacher observation - Rubric - Class critique
Differentiation: Think, pair, share; flexible grouping; group investigations		
Resources Provided: - Historical references - Books - Computer		



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Sand Paintings
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts	Grade Level: 2	Unit Title: Numbers in Art
Unit Summary: Numbers in art will reinforce the importance of math and writing in art. Primary Interdisciplinary Connections: Technology, Math 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: Students will create a piece of artwork around a favorite number.		
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, MA.1.G.A.1	
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	
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.R9a	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
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 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 able to draw their favorite number.
be able to draw assorted shapes.
be able to draw assorted lines.
be able to use conventional painting tools properly.
be able to write a poem about their favorite number and its meaning to them.
be able to apply principles of critique.
be able to correlate math and art.
be able to correlate language arts and art.
be able to correlate technology and art.

Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: 8.5" x 11" drawing scrap paper, 9" x 12" or 12" x 18" watercolor paper 90#, historical artistic references of numbers, pencils, erasers, rulers, geometric shape stencils, thin and thick black permanent markers, water buckets, watercolor paints, paper to cover tables, assorted sized paint brushes, thin and thick markers, colored pencils, writing paper, charts with assorted styles of poem examples, computers

Teacher Resources: Computer, Power Point, historical references, books

Formative Assessments:

- Teacher observation
- Rubric
- Student artwork
- Class cCritique



Lesson Plans

Lesson	Time Frame
Lesson 1 Drawing	40 minutes/2 days
Lesson 2 Warm and Cool Color Design	40 minutes/2 day
Lesson 3 Poem	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

www.aenj.org

www.arteducators.org

www.getty.edu



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Drawing **Time Frame:** 40 minutes/1 day

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, computer and historical references

Equipment Needed: 9x 12" and 12" x 18" watercolor paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Create a sketch that represents their favorite number, lines, and shapes. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students will discuss with each what they notice in the historical references. • Students will think, pair and share with their friends about their favorite number. • Students will think, pair and share about favorite shapes and lines. • Teacher will demonstrate how to draw assorted numbers in different font styles. • Students will choose which size paper to use for final artwork. • Students will start drawing. • Teacher will offer encouragement as students draw.	• Teacher observation • Rubric • Class critique



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| | <ul style="list-style-type: none">• Students will clean up after 35 minutes.• Students will put their sketches up on the Art Wall.• Students will discuss the sketches with their peers. | |
|--|--|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** Warm and Cool Color Number Design **Time Frame:** 40 min/2 day

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: Math

Integration of Technology: PowerPoint and computer

Equipment Needed: Students' artwork from previous week, thin and thick black Sharpie markers, watercolor paints, assorted sizes of paint brushes, water buckets, paper to cover tables, thin and thick markers, colored pencils.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Create contrast using warm and cool colors. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above material. Students' artwork will be placed on the artwall. • Teachers and students will discuss student drawings from the previous week. • Teacher will demonstrate how to trace drawing with Sharpie Markers. • Students will have a choice of art media to create warm and cool color contrast design. • Teacher will demonstrate techniques of the assorted art media. • Students will get their drawings from the artwall.	• Teacher observation • Rubric • Student artwork • Class critique



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|--|--|--|
| | <ul style="list-style-type: none">• Students will begin artwork.• Teachers will offer encouragement as students create.• Students will clean up after 35 minutes.• Students will place artwork on the Art Wall.• Students and teachers will discuss students' artwork. | |
|--|--|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computer



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Poem **Time Frame:** 40 minutes/1 day

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: Math

Integration of Technology: PowerPoint and computer

Equipment Needed: Students' artwork, historical references via PowerPoint, writing paper, pencil, erasers, poem The Great Figure by William Carlos Williams, artwork The Figure 5 in Gold by Charles Demuth, charts with assorted styles of poem examples

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss their artwork. • Finish artwork. • Write a poem about their artwork. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students will discuss historical references and poems displayed in the PowerPoint. • Teachers and students will discuss different styles of poems. • Students will choose the style of poem they wish to use to describe their artwork. • Teachers will offer encouragement as students write their poems. • Students will type their poems on the computer. • Students will display poems with their artwork.	• Student artwork • Teacher observation • Rubric



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| | <ul style="list-style-type: none">• Students and teachers will discuss students' artwork and poems.• Teachers and students will discuss what students discovered using the various materials. | |
|--|--|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Numbers in Art
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts	Grade Level: 2	Unit Title: Abstract Self-Portraits
Unit Summary: Abstract portraits will reinforce art elements and principles of design. Primary Interdisciplinary Connections: Technology, 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: Students will create an abstract self-portrait using a variety of materials.		
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, SOC.6.1.2.HistoryUP.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 10: Synthesizing and relating knowledge and personal experiences to create 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: Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	
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.R9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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 engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- 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
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- 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 draw a self-portrait.

be able to create an abstract self-portrait using assorted art media.

be able to use oil pastels to add details.

be able to write about their artwork.

be able to apply the principles of critique.

be able to correlate science and art.

be able to correlate language arts and art.

be able to correlate technology and art.



Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: 8.5" x 11" drawing scrap paper, pencils, erasers, 9"x 12" assorted construction paper, assorted construction paper scraps, Elmer's glue, oil pastels, writing paper

Teacher Resources: computer, historical references

Formative Assessments:

- Teacher observation
- Rubric
- Students' artwork
- Class critique



Lesson Plans

Lesson	Time Frame
Lesson 1 Self-Portrait Sketch	40 minutes/1 day
Lesson 2 Abstract Self-Portrait Collage	40 minutes/3 days
Lesson 3 Critique	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

www.picassohead.com

<http://www.moma.org/search/collection?query=portraits>

www.getty.edu



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Self-Portrait Sketch **Time Frame:** 40 minutes/1 day

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 and computer

Equipment Needed: 8.5" x 11" sketch paper, pencils, erasers, mirror

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Sketch a self-portrait. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will discuss historical references in PowerPoint. • Teachers and students will discuss facial features. • Students will sketch their faces by referencing their mirror. • Teacher will offer encouragement as students sketch. • If students finish early they are welcome to look at historical references of portraits. • Students will clean up after 35 minutes. • Students will put portraits on the Art Wall. • Students and teachers will discuss students' portraits.	• Teacher observation • Student artwork • Class critique



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** Abstract Portrait Collage **Time Frame:** 40 min/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: Social studies

Integration of Technology: PowerPoint and computer

Equipment Needed: Students' sketches from previous week, 9"x 12" assorted construction paper, assorted construction paper scraps, Elmer's glue, oil pastels, writing paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Create an abstract portrait using a variety of art media. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students will discuss with peers historical references from PowerPoint. • Teachers and students will discuss abstract portraits in PowerPoint. • Teacher will demonstrate how to use the materials to create an abstract portrait. • Students will get materials needed to create portraits. • Teachers will offer encouragement as students create abstract self-portraits. • Students will clean up after 35 minutes. • Students will place portraits on the Art Wall.	• Teacher observation • Rubric • Student artwork • Class critique



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Students and teachers will discuss students' portraits.• Students and teachers will discuss what students discovered as they line up. | |
|--|--|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Critique **Time Frame:** 40 minutes/1 day

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 and computer

Equipment Needed: Student artwork, historical references, PowerPoint of portraits

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply principles of critique in discussing finished portraits. • Compare and contrast their artwork with historical references. • Write about their self-portraits.	Lesson Sequence • Teacher will set out the above materials. • Students' artwork will be placed on the art wall. • Students will think, pair and share about their artwork. • Students and teachers will discuss student comments about artwork. • Students will compare and contrast their artwork with what they see in historical references. • Students will write about their self-portraits. • Students will discuss portraits and writing with each other. • Teachers and students will discuss what students learned.	• Student artwork • Teacher observation • Rubric • Class critique



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Abstract Self-portraits
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts **Grade Level:** 2 **Unit Title:** Paper Batik

Unit Summary: Exploring the process of Batiking

Primary Interdisciplinary Connections: 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: Students will explore the art of Batiking by examining batiks from several countries and create their own batik design using paper, crayons, and watercolor paints.

Learning Targets

Standards: 1.5, SEL.PK-12.4.1, SOC.6.1.2.HistoryUP.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 10: Synthesizing and relating knowledge and personal experiences to create 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: Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

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.R9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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 engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- 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
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.



- 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 draw a self-portrait.

be able to create an abstract self-portrait using assorted art media.

be able to use oil pastels to add details.

be able to write about their artwork.

be able to apply the principles of critique.

be able to correlate science and art.

be able to correlate language arts and art.

be able to correlate technology and art.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: Pens, erasers, drawing paper, crayons, tracers, paper bags, India Ink, liquid watercolors, paintbrushes, batiks from various countries

Teacher Resources: Computer, PowerPoint, historical references

Formative Assessments:

- Teacher observation
- Rubric
- Students' artwork
- Class critique



Lesson Plans

Lesson	Time Frame
Lesson 1 Sketching Batik Designs	40 minutes/1 day
Lesson 2 Batiking	40 minutes/2 day
Lesson 3 Writing	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

http://gallery61.locicero.net/lesson_plans_and_links/lesson_plan_batik.htm

<http://abbypaffrath.com/about/what-is-batik/>

www.getty.edu

www.aenj.org



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Sketching Batik designs **Time Frame:** 40 min/1 day

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, computers and historical references

Equipment Needed: sketch paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Sketch assorted original batik designs. • Define functional art and give examples of functional uses for batiks. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will look at assorted batiks. • Students will think, pair and share about what they see and talk about functional use of fabric and batiks. • Students will draw designs they would like to make for their paper batik. • Teachers will offer encouragement as students design their Batiks. • Students will put Batiks on the Art Wall. • Students and teachers will discuss what they have designed.	• Teacher observation • Rubric • Student artwork • Class critique



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** Batiking **Time Frame:** 40 min/2 day

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 and computer

Equipment Needed: Students' drawings from previous week, paper bags cut up in to 20" x18", crayons, India Ink, paintbrushes, watercolor paint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Investigate and understand what a Batik is and how to create a version of them using crayons, India Ink and liquid watercolor paints. - Define functional art and pigment and how it applies to batiks. - Apply principles of critique.	Lesson Sequence - Teacher will set out the above materials. - Students will put their name and class on the back of a paper bag. - Students will put their design on their paper bag. - Students will use bright colored crayons to color in their design. - Students will outline design with India Ink. - Students will crumble paper several times. - Students will cover paper with dark watercolor paint. - Students will wash paint off under running water. - Students will put artwork into a drying rack. - Students will talk about what they have created.	- Teacher observation - Rubric - Student artwork - Class critique



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computers



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Writing **Time Frame:** 40 minutes/1 day

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 and computer

Equipment Needed: Student artwork, writing paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Think, pair, share. • Finish artwork. • Write about their artwork. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students' artwork will be placed at their work stations. • Students will do an artwalk to see each other's artwork. • Students will think, pair and share about their artwork. • Students will write about their artwork. • Students will discuss their writing with peers. • Teachers and students will discuss what students discovered using the various materials.	• Student artwork • Teacher observation • Rubric • Class critique
Differentiation: Think, pair, share; flexible grouping; group investigations		
Resources Provided: • Historical references • Books • Computers		



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Paper Batik
Created: Emily Sanchez	Board Approved on:	



Unit Overview Template

Content Area: Visual Arts	Grade Level: 2	Unit Title: Relief Printmaking
Unit Summary: Relief printmaking on foam plates Primary Interdisciplinary Connections: Social Studies, Technology 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: The art elements explored during this unit will further develop art concepts.		
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, SOC.6.1.2.HistoryUP.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: Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	
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.R9a	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.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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 Learning Targets:

Students will....

- explore the use of multiple conventional and unconventional printmaking tools.
- mix colors to create new colors.
- draw representational symbols to create an original artwork.
- apply principles of critique.
- correlate science and art.
- correlate language arts and art.



Summative Assessment: 3 days

Equipment Needed: 9" x 12" assorted colors of construction and #60 white sulphite paper, pencils; erasers; 6" x 4" foam plates; toothpicks; wooden stylus; popsicle sticks; plexiglass plates; 4" brayers; black, blue, red, yellow block printing ink, black sharpie marker, paper to cover tables; writing paper

Teacher Resources: Historical references of relief prints, computer, PowerPoint, projector

Formative Assessments:

- Teacher observation
- Rubric
- Student artwork



Lesson Plans

Lesson	Time Frame
Lesson 1 Relief Printing	40 minutes/1 day
Lesson 2 Framework	40 minutes/1day
Lesson 3 Writing	40 minutes/1 day

Teacher Notes: Time lines will be adjusted as needed.

Curriculum Development Resources/Technology Resources:

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

www.aenj.org

www.arteducators.org

http://www.moma.org/collection/works?locale=en&utf8=✓&q=etchings&classifications=&date_begin=Pre-1850&date_end=2015&with_images=1

http://www.moma.org/collection/works?locale=en&utf8=✓&q=monoprints&classifications=&date_begin=Pre-1850&date_end=2015&with_images=1



Lesson Plan 1 Template

Content Area: Visual Art **Lesson Title:** Relief Printing **Time Frame:** 40 minutes/1 day

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: Historical references, computer, PowerPoint

Equipment Needed: 9" x 12" assorted colors of construction and #60 white sulphite paper, pencils; erasers; 6" x 4" foam plates; toothpicks; wooden stylus; popsicle sticks; Plexiglas plates; 4" brayers; black, blue, red, yellow block printing ink, pencils, colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use materials correctly. • Explore the use of conventional and unconventional printmaking tools. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Teachers and students will discuss relief printmaking. • Students will think, pair and share about historical references they see on the white board. • Teacher will demonstrate relief printing. • Students will begin creating. • Teachers will offer encouragement as students create. • Students will place finished artwork on the Art Wall. • Students and teachers will discuss students' artwork.	• Teacher observation • Rubric • Class Critique



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• As students line up, students and teachers will discuss what they discovered today. | |
|--|---|--|

Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- Books
- Computer



Lesson Plan 2 Template

Content Area: Visual Art **Lesson Title:** Framework **Time Frame:** 40 min/1 day

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: Historical references, PowerPoint and computer

Equipment Needed: Students' artwork from previous week, black sharpie markers, colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create line and shape design around print. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials • Teacher will show PowerPoint of historical references on relief printmaking. • Students will think, pair and share about their artwork and what they saw in the PowerPoint. • Teacher will demonstrate how to finish artwork by creating frame design with lines and shapes. • Students will finish artwork. • Teachers will offer encouragement as students create. • Students will place finished artwork on the Art Wall. • Students discuss with each other their finished artwork.	• Teacher observation • Rubric • Student artwork • Class critique



Differentiation: Think, pair, share; flexible grouping; group investigations

Resources Provided:

- Historical references
- PowerPoint
- Computer
- Books



Lesson Plan 3 Template

Content Area: Visual Art **Lesson Title:** Writing **Time Frame:** 40 minutes/1 day

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: Technology

Integration of Technology: PowerPoint and computer

Equipment Needed: Student artwork, writing paper, pencils, erasers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Write about their artwork. • Think, pair and share their artwork and writing. • Apply principles of critique.	Lesson Sequence • Teacher will set out the above materials. • Students will collect their artwork. • Students will write about their artwork. • Teachers will offer encouragement and help as students write. • Students will place finished artwork and writing on an art board. • Students will fill out the rubric. • Students will think, pair and share about artwork. • As students line up, students and teachers will discuss printmaking.	• Student artwork • Teacher observation • Rubric • Class critique
Differentiation: Think, pair, share; flexible grouping; group investigations		
Resources Provided: • Historical references • Books • Computers		



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

Curriculum Design Template

Content Area: Visual Art	Grade Level: 2	Course Title: Relief Printmaking
Created: Emily Sanchez		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

**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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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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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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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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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