



Stafford Township School District

Visual Art Curriculum Grade 1 & 2

2020 New Jersey Student Learning Standards – Visual and Performing Arts
<https://www.nj.gov/education/standards/vpa/Index.shtml>

Original Adoption: September 12, 2022

Statement of Philosophy

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies

21st Century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit 1: Elements and Principles of Design		Duration: 180 days (September – June)
Anchor Standards		
Standard 1	Generating and conceptualizing ideas.	
Standard 3	Refining and completing products.	
Performance Expectations		
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.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	
Interdisciplinary Connections		
ELA Standards		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Computer Science and Design Thinking Standards		
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network	
Career Readiness, Life Literacies and Key Skills		
This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning		

	<p>Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p>
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

Enduring Understandings	Essential Questions
<p data-bbox="191 261 596 289"><i>Students will understand that...</i></p> <ul data-bbox="239 331 999 500" style="list-style-type: none"><li data-bbox="239 331 999 428">● The compositional building blocks of visual art are: line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.<li data-bbox="239 435 999 462">● The elements of art are the building blocks of design.<li data-bbox="239 469 999 500">● Art is a personal experience.	<ul data-bbox="1115 261 1785 363" style="list-style-type: none"><li data-bbox="1115 261 1785 292">● What are the elements of art?<li data-bbox="1115 298 1785 363">● How do personal experiences affect how people create and interpret art?

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That the basic elements of art and principles of design are used to create art. ● Technology systems impact every aspect of the world in which we live. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Perform in all four art disciplines at an age appropriate level. ● Create art based on the elements and principles of design.

Instructional Plan

Suggested Activities

Resources

Students will learn about the elements and principles of design of art as they draw foods in a paper refrigerator.

Art supplies/art room equipment, Teacher created visuals, Art reproductions

Students will learn about the elements and principles of design of art as they draw a still-life basket of apples.

Art supplies/art room equipment, Teacher created visuals, Art reproductions

Students will learn about the elements and principles of design of art as they create boxes in 1-point perspective.

Art supplies/art room equipment, Teacher created visuals, Art reproductions

Students will learn about the elements and principles of design of art as they sketch birds in nature.

Art supplies/art room equipment, Teacher created visuals, Art reproductions

Students will learn about the elements and principles of design of art as they cut and glue construction paper shapes to create a cat.

Art supplies/art room equipment, Teacher created visuals, Art reproductions

Literature

Know the Artist by Crystal Productions Co.
Multicultural Art Print Series by Crystal Productions Co.
Getting to Know the World's Greatest Artists by Mike Venezia
Discover Art by Laura H. Chapman

Websites

Scholastic Art Magazine brings students full-color features on contemporary, classic and student artists from around the world.

<http://art.scholastic.com>

Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History

<https://www.artrageouswithnate.com>

The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.

<https://www.theartofed.com>

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
-
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Unit 2: Art History and Multicultural		Duration: 180 days (September – June)
Anchor Standards		
Standard 5	Developing and refining techniques and models or steps needed to create products.	
Standard 6	Conveying meaning through art.	
Standard 7	Perceiving and analyzing products.	
Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Performance Expectations		
1.5.2.Pr5a1	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation and preservation.	
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.	
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.	
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.	
ELA Standards		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Computer Science and Design Thinking Standards		

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
	<p style="text-align: center;">Career Readiness, Life Literacies and Key Skills</p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p>
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

Enduring Understandings	Essential Questions
<p data-bbox="191 258 596 289"><i>Students will understand that...</i></p> <ul data-bbox="239 329 1010 464" style="list-style-type: none"><li data-bbox="239 329 1010 427">● Visual artworks from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.<li data-bbox="239 431 1010 464">● Art reflects as well as shapes cultures and society.	<ul data-bbox="1115 297 1818 431" style="list-style-type: none"><li data-bbox="1115 297 1818 362">● What can artworks tell us about a culture or society?<li data-bbox="1115 367 1818 431">● How do artists illustrate culture, history and society through images?

<ul style="list-style-type: none"> ● Visual arts inform us about culture, history and society 	
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That theme-based visual artwork from diverse cultures and historical eras has distinct 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Demonstrate understanding of diverse cultures and historical eras within works of art.

<p>characteristics and common themes that are revealed by contextual clues within the works of art.</p> <ul style="list-style-type: none"> ● That the function and purpose of art-making across cultures is a reflection of societal values and beliefs. ● Technology systems impact every aspect of the world in which we live. 	<ul style="list-style-type: none"> ● Recognize various themes in art.
Instructional Plan	
Suggested Activities	Resources
Students will learn about art history and the art movement of impressionism as they recreate Claude Monet's lily pond at Giverny.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and the Chinese ancient art of origami as they fold paper to create origami animals.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and Native American art as they create dreamcatchers.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and the art movement of abstraction as they recreate Wassily Kandinsky's Composition series.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Literature	
<p><i>Know the Artist</i> by Crystal Productions Co. <i>Getting to Know the World's Greatest Artists</i> by Mike Venezia <i>Multicultural Art Print Series</i> by Crystal Productions Co.</p>	

Discover Art by Laura H. Chapman

Websites

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Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
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- Reinforce positive behaviors and recognize student talents

Unit 3: Methods and Media		Duration: 180 days (September – June)
Anchor Standards		
Standard 2	Organizing and developing ideas.	
Standard 4	Selecting, analyzing, and interpreting work.	
Standard 10	Synthesizing and relating knowledge and personal experiences to create products.	
Performance Expectations		
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.	
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.	
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.	
Interdisciplinary Connections		
ELA Standards		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

	Computer Science and Design Thinking Standards
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

Enduring Understandings	Essential Questions
<p data-bbox="191 258 596 285"><i>Students will understand that...</i></p> <ul data-bbox="239 329 1035 427" style="list-style-type: none"><li data-bbox="239 329 1035 427">● Manipulation of the basic elements of art and principles of design for personal expression results in the sharing of ideas primarily through visual means.	<ul data-bbox="1115 264 1751 394" style="list-style-type: none"><li data-bbox="1115 264 1751 329">● How do artists use a variety of materials and techniques to create art?<li data-bbox="1115 329 1751 394">● Where do I see examples of art elements and design?

<ul style="list-style-type: none"> ● Specific techniques are used to create different works of art. ● The elements and principles of design are visible in artwork. 	
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	
Content	Skills
<i>Students will know...</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> ● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. ● That symbols convey meaning agreed upon by a group or culture ● that each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. ● Technology systems impact every aspect of the world in which we live. 	<ul style="list-style-type: none"> ● Manipulate the basic elements of art and principles of design for personal expression that result in visual communication ● Use various materials, tools, and techniques associated with unique verbal and visual vocabularies. ● Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life.
Instructional Plan	
Suggested Activities	Resources
Students will learn about the methods and media of art as they use oil pastels to blend colors as they draw a pumpkin.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they use earth clay to create heart necklaces.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they use watercolor paint to create a summer landscape.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they create yarn weavings.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they use mixed media to create collage.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions

Literature

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Discover Art by Laura H. Chapman
Getting to Know the World's Greatest Artist by Mike Venezia
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Accommodations & Modifications

English Language Learners

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- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
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Economically Disadvantaged:

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Students with IEPs

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- Small group for assessments
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Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
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Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Unit 4: Aesthetics and Critique		Duration: 180 days (September – June)
Anchor Standards		
Standard 7	Perceiving and analyzing products.	
Standard 8	Interpreting intent and meaning.	
Standard 9	Applying criteria to evaluate products.	
Performance Expectations		
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	
1.5.2.Re8a	Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	
1.5.2.Re9a	Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.	
Interdisciplinary Connections		
ELA Standards		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Computer Science and Design Thinking Standards	
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
Career Readiness, Life Literacies and Key Skills	
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

Enduring Understandings	Essential Questions
<p data-bbox="178 261 588 289"><i>Students will understand that...</i></p> <ul data-bbox="226 321 1033 488" style="list-style-type: none"><li data-bbox="226 321 1033 386">● Visual art has distinct characteristics, as do the artists who create them.<li data-bbox="226 391 1033 423">● Art is a personal experience.<li data-bbox="226 428 1033 488">● Studying art allows one to make informed opinions when viewing art.	<ul data-bbox="1115 289 1743 358" style="list-style-type: none"><li data-bbox="1115 289 1743 321">● How does art evoke emotion?<li data-bbox="1115 326 1743 358">● How does studying art help you observe art?

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> ● Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> ● Student drawing to stretch project ideas or layout ● Student self-reflection about art creation or discussion while planning art project ● Conversation/presentation rubric to score student work and presentation of final creation
Knowledge and Skills	
<p>Content: students will know...</p> <ul style="list-style-type: none"> ● Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. ● Technology systems impact every aspect of the world in which we live. ● Visual art has distinct characteristics, as do the artists who create them. 	<p>Skills: Students will be able to ...</p> <ul style="list-style-type: none"> ● Apply the principles of positive critique in giving and receiving responses to artwork. ● Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

	<ul style="list-style-type: none"> • Use their imaginations to create a story based on an arts experience that communicates an emotion or feeling
Instructional Plan	
Suggested Activities	Resources
Students will learn about aesthetics and critique of art as they discuss and review their own art.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they discuss and review the artwork of their peers.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they discuss and review famous works of art.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they write a reflection of understanding of the lesson.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Literature	
<i>Know the Artist</i> by Crystal Productions Co. <i>Multicultural Art Print Series</i> by Crystal Productions Co. <i>Getting to Know the World's Greatest Artists</i> by Mike Venezia <i>Discover Art</i> by Laura H. Chapman	
Websites	

Scholastic Art Magazine brings students full-color features on contemporary, classic and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	https://www.theartofed.com

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring
- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Provide immediate praise and feedback

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Student developed extension activities
- Self centered curriculum allowing for student choice
- Provide a complex physical environment with access to lots of materials, reference books, textures, and colors
- Promote creativity and critical thinking

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

**Stafford Township School District
Grades 1 & 2
Visual Arts Curriculum**

Unit 1: Elements of Principles of Design	September - June 180 days
Unit 2: Art History and Multicultural	September - June 180 days
Unit 3: Methods and Media	September - June 180 days
Unit 4: Aesthetics and Critique	September - June 180 days