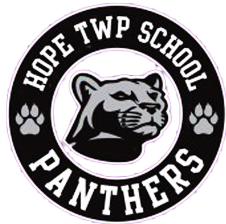


# Belvidere Clusterwide Curriculum



Visual Arts K-2

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: Introduction to the Elements of Art and Principles of Design	1st Trimester	<ul style="list-style-type: none"> <li>● Why do artists choose particular tools, techniques, and materials to express their ideas?</li> <li>● What are the safe and responsible uses of materials?</li> <li>● Why should you use materials responsibly?</li> <li>● How is art infused in our daily life?</li> </ul>
Unit 2: Art in Culture and Community	2nd Trimester	<ul style="list-style-type: none"> <li>● Where do we find art in our community?</li> <li>● How do objects, places, &amp; design shape our lives &amp; communities?</li> <li>● Why do people work with fiber and natural materials?</li> <li>● Can art be functional?</li> </ul>
Unit 3: Viewing, Understanding and Appreciating Art	3rd Trimester	<ul style="list-style-type: none"> <li>● How do artists grow and become accomplished in different art forms?</li> <li>● How does collaboration expand the creative process?</li> <li>● What happens when artists and audiences share a creative experience?</li> <li>● How are artworks cared for and by whom?</li> <li>● How does an artist select work for display?</li> </ul>

## Student Learning

### Career Education (NJDOE CTE Clusters)

#### 21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

#### Technology:

- 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.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
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#### Reading and Writing Companion Standards:

##### Language Domain

- 

##### Reading Domain:

- 

##### Speaking and Listening Domain:

-

## **Modifications and Accommodations:**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **ELL**
- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms
  
- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects
- Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products\_\_\_\_\_
- 
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions

- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# ELEMENTARY VISUAL ARTS CURRICULUM

## (GRADES K-2)

**CURRICULUM OVERVIEW:** The goal of this curriculum is to provide a blueprint throughout the early elementary grades (k-2) introducing concepts that foster an appreciation, understanding and love for the visual arts. Students will develop the necessary skills and art techniques, which create a solid foundation in the visual arts to prepare students for further study in middle and high school art. The format of the curriculum has been adopted by the cluster so that it is functional and a resource for all teachers. Additionally, this curriculum is aligned with the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

KINDERGARTEN ART UNIT 1	
Content Area: Visual Arts	Unit Title: Introduction to the Elements of Art & Principles of Design
Unit 1 Duration: 1st trimester	Grade Level: K
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
<p><b>4. 1 - Visual and Performing Arts, 1.5.2.CR1A</b> Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p><b>5. 1 - Visual and Performing Arts, 1.5.2.CR1B</b> Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p><b>6. 1 - Visual and Performing Arts, 1.5.2.CR2A</b> Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p><b>7. 1 - Visual and Performing Arts, 1.5.2.CR2B</b> Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p><b>8. 1 - Visual and Performing Arts, 1.5.2.CR2C</b> 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.</p> <p><b>9. 1 - Visual and Performing Arts, 1.5.2.CR3A</b> Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>	
Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none"> <li>Art media, techniques and processes work together to create</li> </ul>	<ul style="list-style-type: none"> <li>Why do artists choose particular tools, techniques, and materials to</li> </ul>



<p>works of art.</p> <ul style="list-style-type: none"> <li>• Art media, techniques and processes should be used in a safe and responsible manner.</li> <li>• Art is an inherent and integral part of our environment.</li> </ul>	<p>express their ideas?</p> <ul style="list-style-type: none"> <li>• What are the safe and responsible uses of materials?</li> <li>• Why should you use materials responsibly?</li> <li>• How is art infused in our daily life?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• The basic elements of art and principles of design govern art creation and composition.</li> <li>• Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</li> <li>• A basic introduction of ROYGBIV order.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of lines (straight, curved, vertical, horizontal, thick, thin, wavy, zigzag, etc.)</li> <li>• Identify basic geometric shapes (circle, square, triangle, etc.)</li> <li>• Identify primary colors and secondary colors and use them in an original artwork</li> <li>• Use various art tools properly to create original works of art</li> <li>• Develop fine motor skills through building and manipulating different art media</li> </ul>
<p style="text-align: center;"><b>Instructional Activities</b></p>	
<p style="text-align: center;"><b>Project/Activities</b></p>	<p style="text-align: center;"><b>Resources Needed/Recommended</b></p>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Painting - watercolor &amp; tempera techniques <ul style="list-style-type: none"> <li>◦ Rainbow painting</li> </ul> </li> <li>• Drawing - exploring lines, introduction to proportion/portraiture <ul style="list-style-type: none"> <li>◦ Self-Portraits</li> </ul> </li> <li>• Cutting &amp; Pasting - exploring shape &amp; space <ul style="list-style-type: none"> <li>◦ Textured Line landscapes using collage</li> </ul> </li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Watercolor, Tempera paint, Tempera Paint Sticks</li> <li>• Paper &amp; Pencil</li> <li>• Brushes</li> <li>• Scissors &amp; Glue/glue sticks</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh</li> <li>• Paul Klee</li> <li>• Eric Carle</li> <li>• Pablo Picasso</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>Mouse Paint</i></li> <li>• <i>The Dot</i></li> <li>• <i>Don't let the Pigeon Drive the Bus</i></li> <li>• <i>The Day the Crayons Quit</i></li> <li>• <i>Beautiful Oops!</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">ROYGBIV - They Might Be Giants</a></li> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">Matisse: The King of Color</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>• Painted Paper</li> <li>• Dot Day</li> </ul>

	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Landscape vs. Portrait</li> </ul>
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KINDERGARTEN ART UNIT 2	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Art in Culture and Community</b>
<b>Unit 2 Duration: 2nd trimester</b>	<b>Grade Level: K</b>
<b>Unit Summary: Exploring culture &amp; community through artmaking</b>	
New Jersey Student Learning Standards	
<p><b>1. 1 - Visual and Performing Arts, 1.5.2.CN10A</b> Create art that tells a story or describes life events in home, school and community</p> <p><b>2. 1 - Visual and Performing Arts, 1.5.2.CN11A</b> Compare, contrast and describe why people from different places and times make art.</p> <p><b>3. 1 - Visual and Performing Arts, 1.5.2.CN11B</b> Describe why people from different places and times make art about different issues, including climate change.</p>	
Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none"> <li>• Art is everywhere and for everyone.</li> <li>• Artists work with materials found in their culture and environment.</li> <li>• Art can serve a purpose or be used for decoration.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do we find art in our community?</li> <li>• How do objects, places, &amp; design shape our lives &amp; communities?</li> <li>• Why do people work with fiber and natural materials?</li> <li>• Can art be functional?</li> </ul>
Knowledge (Students will know...)	Skills (Students will be able to...)
<ul style="list-style-type: none"> <li>• Repetition creates patterns and how to create multiple types of patterns.</li> <li>• Art can be found within communities and different cultures may have different understandings of art.</li> <li>• Fiber can be used to create artwork with a function or decoration.</li> <li>• How to identify a sculpture and what it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of patterns.</li> <li>• Create patterns from color, shapes, lines, and objects.</li> <li>• Identify art within their community.</li> <li>• Understand that there are cultural differences in artworks.</li> <li>• Develop weaving skills and identify knot-tying techniques.</li> <li>• Create a 3-D object from artistic materials.</li> </ul>

## Instructional Activities

Project/Activities	Resources Needed/Recommended
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>● Paper Weaving</li> <li>● Pattern Collage</li> <li>● Dotted Pumpkins</li> <li>● Outlined Objects</li> <li>● Clay Tiles or Pinch Pots</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>● Paper &amp; Pencil</li> <li>● Scissors &amp; Glue/glue sticks</li> <li>● Yarn</li> <li>● Paper plate</li> <li>● Popsicle sticks</li> <li>● Tape</li> <li>● Burlap</li> <li>● Clay</li> <li>● Clay tools</li> <li>● Plaster</li> <li>● Paper</li> <li>● Adhesives</li> <li>● Found objects</li> <li>● Recyclables</li> <li>● Camera</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>● Keith Haring</li> <li>● Yayoi Kusama</li> <li>● Faith Ringgold</li> <li>● Henri Matisse</li> <li>● Kathy Jeffers</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>● <i>Tar Beach</i></li> <li>● <i>The King of Color</i></li> <li>● <i>Stitch &amp; String Lab for Kids</i></li> <li>● <i>Clay Lab for Kids</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Keith Haring - The Boy who Just Kept Drawing</a></li> <li>● <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>● <a href="#">From Here to Infinity - Yayoi Kusama</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>● ½ Circle Weavings</li> <li>● Paper Weavings</li> <li>● Arts &amp; Crafts Movement</li> <li>● Handmade concepts</li> </ul>

## KINDERGARTEN ART UNIT 3

<b>Content Area: Visual Arts</b>	<b>Unit Title: Viewing, Understanding, &amp; Appreciating Art</b>
<b>Unit 3 Duration: 3rd trimester</b>	<b>Grade Level: K</b>
<b>Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display</b>	
<b>New Jersey Student Learning Standards</b>	

**10. 1 - Visual and Performing Arts, 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.

**11. 1 - Visual and Performing Arts, 1.5.2.PR5A** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation

**12. 1 - Visual and Performing Arts, 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.

**13. 1 - Visual and Performing Arts, 1.5.2.R39A** Use art vocabulary to explain preferences in selecting and classifying artwork.

**15. 1 - Visual and Performing Arts, 1.5.2.RE7B** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**16. 1 - Visual and Performing Arts, 1.5.2.RE8A** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Art techniques build on each other to help artists create.</li> <li>• Collaboration (teamwork) helps artists generate new ideas and ways of seeing the world.</li> <li>• Art creates connections and helps its viewers to develop empathy and understanding.</li> <li>• Artists, curators, and others consider a variety of factors and methods (including evolving technologies) when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists grow and become accomplished in different art forms?</li> <li>• How does collaboration expand the creative process?</li> <li>• What happens when artists and audiences share a creative experience?</li> <li>• How are artworks cared for and by whom?</li> <li>• How does an artist select work for display?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• How to describe an art museum and its purpose, as well as the concept of preserving a collection of art.</li> <li>• Who is responsible for preserving art and how to take care of their own artwork.</li> <li>• How to work in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate questioning techniques with regards to art history concepts.</li> <li>• Select artwork for display and categorize work around a central theme.</li> <li>• Continue to develop fine motor skills through building and manipulating different art media, tools, and techniques.</li> <li>• Collaborate with a partner or group on a work of art.</li> </ul>
<b>Instructional Activities</b>	
<b>Project/Activities</b>	<b>Resources Needed/Recommended</b>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Monoprint</li> <li>• Nature Prints</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Robert Indiana</li> </ul>

<ul style="list-style-type: none"> <li>• Lego Prints</li> <li>• Marker Prints</li> <li>• Bubble Wrap Printing</li> <li>• Cardboard sculpture</li> <li>• Process art activities</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> <li>• Brayer</li> <li>• Brushes</li> <li>• Paper</li> <li>• Markers, water-based</li> <li>• Cardboard, tubes, etc.</li> <li>• Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Sonia Delaunay</li> <li>• Yinka Shonibare</li> <li>• Andy Goldsworthy</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>Rosie Revere Engineer</i></li> <li>• <i>The Boy Who Harnessed the Wind</i></li> <li>• <i>Uncle Andy</i></li> <li>• <i>The Cardboard Box Book</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">Becoming an Artist - Yinka Shonibare</a></li> <li>• <a href="#">Positive &amp; Negative Space</a></li> <li>• <a href="#">Pop Art for Kids</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>• Positive Negative Space</li> <li>• Pop Art</li> <li>• Land Artists</li> </ul>
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1ST GRADE ART UNIT 1	
Content Area: Visual Arts	Unit Title: Introduction to the Elements of Art and Principles of Design
Unit 1 Duration: 1st trimester	Grade Level: 1
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
<p><b>4. 1 - Visual and Performing Arts, 1.5.2.CR1A</b> Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p>	

**5. 1 - Visual and Performing Arts, 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.

**6. 1 - Visual and Performing Arts, 1.5.2.CR2A** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**7. 1 - Visual and Performing Arts, 1.5.2.CR2B** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

**8. 1 - Visual and Performing Arts, 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.

**9. 1 - Visual and Performing Arts, 1.5.2.CR3A** Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

<p style="text-align: center;"><b>Enduring Understandings</b> (Students will understand that...)</p>	<p style="text-align: center;"><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>● Art media, techniques and processes work together to create works of art.</li> <li>● Art media, techniques and processes should be used in a safe and responsible manner.</li> <li>● Art is an inherent and integral part of our environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do artists choose particular tools, techniques, and materials to express their ideas?</li> <li>● What are the safe and responsible uses of materials?</li> <li>● Why should you use materials responsibly?</li> <li>● How is art infused in our daily life?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>● Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</li> <li>● The primary, secondary, and students will be introduced to tertiary colors.</li> <li>● The basic elements of art and principles of design govern art creation and composition. Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</li> </ul>	<ul style="list-style-type: none"> <li>● Categorize applications of line and shape in artworks and use those same elements to create an original work of art.</li> <li>● Recognize texture in two-dimensional works of art and create textural, original works of art.</li> <li>● Identify patterns, rhythm, and repetition in artwork and create original art that emphasizes rhythm/repetition.</li> <li>● Name primary and secondary colors in notable works of art, and begin to notice neutral colors. Demonstrate understanding of primary, secondary, and neutral colors through the creation of original art.</li> <li>● Describe the difference between shape and form in basic vocabulary and create original art demonstrating knowledge of the difference between the two.</li> </ul>
<p style="text-align: center;"><b>Instructional Activities:</b></p>	
<p style="text-align: center;"><b>Project/Activities</b></p>	<p style="text-align: center;"><b>Resources Need/Recommended</b></p>
<p><b>Projects</b></p> <ul style="list-style-type: none"> <li>● Painting - watercolor &amp; tempera techniques               <ul style="list-style-type: none"> <li>○ Rainbow painting</li> </ul> </li> </ul>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>● Vincent Van Gogh</li> <li>● Paul Klee</li> </ul>

<ul style="list-style-type: none"> <li>○ Watercolor techniques (salt, wet on wet, masking, etc.)</li> <li>● Drawing - exploring lines, introduction to proportion/portraiture <ul style="list-style-type: none"> <li>○ Self-Portraits, Animal Portraits</li> </ul> </li> <li>● Cutting &amp; Pasting - exploring shape &amp; space <ul style="list-style-type: none"> <li>○ Textured Line landscapes using collage</li> </ul> </li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>● Watercolor, Tempera paint, Tempera Paint Sticks</li> <li>● Paper &amp; Pencil</li> <li>● Brushes</li> <li>● Scissors &amp; Glue/glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>● Eric Carle</li> <li>● Pablo Picasso</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>● <i>Mouse Paint</i></li> <li>● <i>The Dot</i></li> <li>● <i>Don't let the Pigeon Drive the Bus</i></li> <li>● <i>The Day the Crayons Quit</i></li> <li>● <i>Beautiful Oops!</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">ROYGBIV - They Might Be Giants</a></li> <li>● <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>● <a href="#">Matisse: The King of Color</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>● Painted Paper</li> <li>● Dot Day</li> <li>● Imagination</li> <li>● Landscape vs. Portrait</li> </ul>
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1ST GRADE ART UNIT 2	
Content Area: Visual Arts	Unit Title: Art in Culture and Community
Unit 2 Duration: 2nd trimester	Grade Level: 1
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<p><b>1. 1 - Visual and Performing Arts, 1.5.2.CN10A</b> Create art that tells a story or describes life events in home, school and community</p> <p><b>2. 1 - Visual and Performing Arts, 1.5.2.CN11A</b> Compare, contrast and describe why people from different places and times make art.</p> <p><b>3. 1 - Visual and Performing Arts, 1.5.2.CN11B</b> Describe why people from different places and times make art about different issues, including climate change.</p>	
<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>

<ul style="list-style-type: none"> <li>• Art is everywhere and for everyone.</li> <li>• Artists work with materials found in their culture and environment.</li> <li>• Art can serve a purpose or be used for decoration.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do we find art in our community?</li> <li>• How do objects, places, &amp; design shape our lives &amp; communities?</li> <li>• Why do people work with fiber and natural materials?</li> <li>• Can art be functional?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• Repetition creates patterns and how to create multiple types of patterns.</li> <li>• Art can be found within communities and different cultures may have different understandings of art.</li> <li>• Fiber can be used to create artwork with a function or decoration.</li> <li>• How to identify a sculpture and what it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of patterns and name them.</li> <li>• Create patterns from color, shapes, lines, and objects.</li> <li>• Identify art within their community and the types of art around them.</li> <li>• Begin to identify cultural differences in artworks.</li> <li>• Develop weaving skills and further practice knot-tying techniques.</li> <li>• Create an identifiable 3-D object from artistic materials.</li> </ul>
<b>Instructional Activities:</b>	
<b>Project/Activities</b>	<b>Resources Need/Recommended</b>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Paper Weaving</li> <li>• Pattern Collage</li> <li>• Dotted Pumpkins</li> <li>• Outlined Objects</li> <li>• Clay Tiles or Pinch Pots</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Paper &amp; Pencil</li> <li>• Scissors &amp; Glue/glue sticks</li> <li>• Yarn</li> <li>• Paper plate</li> <li>• Popsicle sticks</li> <li>• Tape</li> <li>• Burlap</li> <li>• Clay</li> <li>• Clay tools</li> <li>• Plaster</li> <li>• Paper</li> <li>• Adhesives</li> <li>• Found objects</li> <li>• Recyclables</li> <li>• Camera</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Keith Haring</li> <li>• Yayoi Kusama</li> <li>• Faith Ringgold</li> <li>• Henri Matisse</li> <li>• Kathy Jeffers</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>Tar Beach</i></li> <li>• <i>The King of Color</i></li> <li>• <i>Stitch &amp; String Lab for Kids</i></li> <li>• <i>Clay Lab for Kids</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Keith Haring - The Boy who Just Kept Drawing</a></li> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">From Here to Infinity - Yayoi Kusama</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>• ½ Circle Weavings</li> <li>• Paper Weavings</li> <li>• Arts &amp; Crafts Movement</li> <li>• Handmade concepts</li> </ul>



## 1ST GRADE ART UNIT 3

<b>Content Area: Visual Arts</b>	<b>Unit Title: Viewing, Understanding, &amp; Appreciating Art</b>
<b>Unit 3 Duration: 3rd trimester</b>	<b>Grade Level: 1</b>
<b>Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>10. 1 - Visual and Performing Arts, 1.5.2.PR4A</b> 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.</p> <p><b>11. 1 - Visual and Performing Arts, 1.5.2.PR5A</b> Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation</p> <p><b>12. 1 - Visual and Performing Arts, 1.5.2.PR6A</b> 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.</p> <p><b>13. 1 - Visual and Performing Arts, 1.5.2.R39A</b> Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p><b>15. 1 - Visual and Performing Arts, 1.5.2.RE7B</b> Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p><b>16. 1 - Visual and Performing Arts, 1.5.2.RE8A</b> Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	
<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Art techniques build on each other to help artists create.</li> <li>● Collaboration (teamwork) helps artists generate new ideas and ways of seeing the world.</li> <li>● Art creates connections and helps its viewers to develop empathy and understanding.</li> <li>● Artists, curators, and others consider a variety of factors and methods (including evolving technologies) when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li> </ul>	<ul style="list-style-type: none"> <li>● How do artists grow and become accomplished in different art forms?</li> <li>● How does collaboration expand the creative process?</li> <li>● What happens when artists and audiences share a creative experience?</li> <li>● How are artworks cared for and by whom?</li> <li>● How does an artist select work for display?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>● How to describe an art museum and its purpose, as well as the</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate questioning techniques with regards to art history</li> </ul>

<p>concept of preserving a collection of art.</p> <ul style="list-style-type: none"> <li>• Who is responsible for preserving art and how to take care of their own artwork.</li> <li>• How to work in a small group.</li> </ul>	<p>concepts.</p> <ul style="list-style-type: none"> <li>• Select artwork for display and categorize work around a central theme.</li> <li>• Continue to develop fine motor skills through building and manipulating different art media, tools, and techniques.</li> <li>• Collaborate with a partner or group on a work of art.</li> </ul>
<b>Instructional Activities:</b>	
<b>Project/Activities</b>	<b>Resources Need/Recommended</b>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Monoprint</li> <li>• Nature Prints</li> <li>• Lego Prints</li> <li>• Marker Prints</li> <li>• Bubble Wrap Printing</li> <li>• Cardboard sculpture</li> <li>• Process art activities</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> <li>• Brayer</li> <li>• Brushes</li> <li>• Paper</li> <li>• Markers, water-based</li> <li>• Cardboard, tubes, etc.</li> <li>• Scissors</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Robert Indiana</li> <li>• Sonia Delaunay</li> <li>• Yinka Shonibare</li> <li>• Andy Goldsworthy</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>Rosie Revere Engineer</i></li> <li>• <i>The Boy Who Harnessed the Wind</i></li> <li>• <i>Uncle Andy</i></li> <li>• <i>The Cardboard Box Book</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">Becoming an Artist - Yinka Shonibare</a></li> <li>• <a href="#">Positive &amp; Negative Space</a></li> <li>• <a href="#">Pop Art for Kids</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>• Positive Negative Space</li> <li>• Pop Art</li> <li>• Land Artists</li> </ul>

<b>2ND GRADE ART UNIT 1</b>	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Introduction to the Elements of Art and Principles of Design</b>

<b>Unit 1 Duration: 1st trimester</b>	<b>Grade Level: 2</b>
<b>Unit Summary: Overview of the 7 Elements of Art and Principles of Design</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>4. 1 - Visual and Performing Arts, 1.5.2.CR1A</b> Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p><b>5. 1 - Visual and Performing Arts, 1.5.2.CR1B</b> Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p><b>6. 1 - Visual and Performing Arts, 1.5.2.CR2A</b> Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p><b>7. 1 - Visual and Performing Arts, 1.5.2.CR2B</b> Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p><b>8. 1 - Visual and Performing Arts, 1.5.2.CR2C</b> 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.</p> <p><b>9. 1 - Visual and Performing Arts, 1.5.2.CR3A</b> Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>	
<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Art media, techniques and processes work together to create works of art.</li> <li>● Art media, techniques and processes should be used in a safe and responsible manner.</li> <li>● Art is an inherent and integral part of our environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do artists choose particular tools, techniques, and materials to express their ideas?</li> <li>● What are the safe and responsible uses of materials?</li> <li>● Why should you use materials responsibly?</li> <li>● How is art infused in our daily life?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</li> <li>● Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</li> </ul>	<ul style="list-style-type: none"> <li>● Create original patterns and designs using different types of lines, with varying widths and lengths and use in artwork.</li> <li>● Identify primary, secondary, tertiary, and neutral colors; mix primary colors to create secondary colors.</li> <li>● Distinguish warm and cool colors and apply them in an original artwork.</li> <li>● Differentiate between geometric and organic shapes. Identify these differences in notable artworks.</li> <li>● Use scissors properly and effectively to create collage and paper construction artwork.</li> </ul>
<b>Instructional Activities</b>	

Projects/Activities	Resources Needed/Recommended
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>● Painting - watercolor &amp; tempera techniques <ul style="list-style-type: none"> <li>○ Rainbow painting</li> <li>○ Watercolor techniques (salt, wet on wet, masking, etc.)</li> </ul> </li> <li>● Drawing - exploring lines, introduction to proportion/portraiture <ul style="list-style-type: none"> <li>○ Self-Portraits, Animal Portraits</li> </ul> </li> <li>● Cutting &amp; Pasting - exploring shape &amp; space <ul style="list-style-type: none"> <li>○ Textured Line landscapes using collage</li> </ul> </li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>● Watercolor, Tempera paint, Tempera Paint Sticks</li> <li>● Paper &amp; Pencil</li> <li>● Brushes</li> <li>● Scissors &amp; Glue/glue sticks</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>● Vincent Van Gogh</li> <li>● Paul Klee</li> <li>● Eric Carle</li> <li>● Pablo Picasso</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>● <i>Mouse Paint</i></li> <li>● <i>The Dot</i></li> <li>● <i>Don't let the Pigeon Drive the Bus</i></li> <li>● <i>The Day the Crayons Quit</i></li> <li>● <i>Beautiful Oops!</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">ROYGBIV - They Might Be Giants</a></li> <li>● <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>● <a href="#">Matisse: The King of Color</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>● Painted Paper</li> <li>● Dot Day</li> <li>● Imagination</li> <li>● Landscape vs. Portrait</li> </ul>

2ND GRADE ART UNIT 2	
Content Area: Visual Arts	Unit Title: Art in Cultural and Community
Unit 2 Duration: 2nd trimester	Grade Level: 2
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<b>10.1 - Visual and Performing Arts, 1.5.2.PR4A</b> 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.	

**11. 1 - Visual and Performing Arts, 1.5.2.PR5A** Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation

**12. 1 - Visual and Performing Arts, 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.

**13. 1 - Visual and Performing Arts, 1.5.2.R39A** Use art vocabulary to explain preferences in selecting and classifying artwork.

**15. 1 - Visual and Performing Arts, 1.5.2.RE7B** Describe, compare and categorize visual artworks based on subject matter and expressive properties.

**16. 1 - Visual and Performing Arts, 1.5.2.RE8A** Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Art techniques build on each other to help artists create.</li> <li>• Collaboration (teamwork) helps artists generate new ideas and ways of seeing the world.</li> <li>• Art creates connections and helps its viewers to develop empathy and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do we find art in our community?</li> <li>• How do objects, places, &amp; design shape our lives &amp; communities?</li> <li>• Why do people work with fiber and natural materials?</li> <li>• Can art be functional?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Repetition creates patterns and how to create multiple types of patterns.</li> <li>• Art can be found within communities and different cultures may have different understandings of art.</li> <li>• Fiber can be used to create artwork with a function or decoration.</li> <li>• How to identify a sculpture and what it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify pattern, repetition, and motif within an artwork.</li> <li>• Identify art within their community and the types of art around them.</li> <li>• Give examples of cultural differences in artworks.</li> <li>• Tie an overhand knot and a double overhand knot.</li> <li>• Create an identifiable 3-D object from artistic materials.</li> <li>• Use art tools safely and effectively.</li> </ul>
<b>Instructional Activities</b>	
<b>Projects/Activities</b>	<b>Resources Needed/Recommended</b>
<p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• Paper Weaving</li> <li>• Pattern Collage</li> <li>• Dotted Pumpkins</li> <li>• Outlined Objects</li> <li>• Clay Tiles or Pinch Pots</li> <li>• Cutting practice worksheets</li> </ul> <p><b>Materials</b></p>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>• Keith Haring</li> <li>• Yayoi Kusama</li> <li>• Faith Ringgold</li> <li>• Henri Matisse</li> <li>• Kathy Jeffers</li> </ul> <p><b>Related Books</b></p> <ul style="list-style-type: none"> <li>• <i>Tar Beach</i></li> </ul>

<ul style="list-style-type: none"> <li>• Paper &amp; Pencil</li> <li>• Scissors &amp; Glue/glue sticks</li> <li>• Safety Cardboard blades/safety box cutters</li> <li>• Yarn</li> <li>• Paper plate</li> <li>• Popsicle sticks</li> <li>• Tape</li> <li>• Burlap</li> <li>• Clay</li> <li>• Clay tools</li> <li>• Plaster</li> <li>• Paper</li> <li>• Adhesives</li> <li>• Found objects</li> <li>• Recyclables</li> <li>• Camera</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The King of Color</i></li> <li>• <i>Stitch &amp; String Lab for Kids</i></li> <li>• <i>Clay Lab for Kids</i></li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Keith Haring - The Boy who Just Kept Drawing</a></li> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">From Here to Infinity - Yayoi Kusama</a></li> </ul> <p><b><u>Concepts &amp; Movements</u></b></p> <ul style="list-style-type: none"> <li>• ½ Circle Weavings</li> <li>• Paper Weavings</li> <li>• Arts &amp; Crafts Movement</li> <li>• Handmade concepts</li> </ul>
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<b>2ND GRADE ART UNIT 3</b>	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Viewing, Understanding, &amp; Appreciating Art</b>
<b>Unit 3 Duration: 3rd trimester</b>	<b>Grade Level: 2</b>
<b>Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>10. 1 - Visual and Performing Arts, 1.5.2.PR4A</b> 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.</p> <p><b>11. 1 - Visual and Performing Arts, 1.5.2.PR5A</b> Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation</p> <p><b>12. 1 - Visual and Performing Arts, 1.5.2.PR6A</b> 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.</p> <p><b>13. 1 - Visual and Performing Arts, 1.5.2.R39A</b> Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p><b>15. 1 - Visual and Performing Arts, 1.5.2.RE7B</b> Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p><b>16. 1 - Visual and Performing Arts, 1.5.2.RE8A</b> Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p>	

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Art techniques build on each other to help artists create.</li> <li>• Collaboration (teamwork) helps artists generate new ideas and ways of seeing the world.</li> <li>• Art creates connections and helps its viewers to develop empathy and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists grow and become accomplished in different art forms?</li> <li>• How does collaboration expand the creative process?</li> <li>• What happens when artists and audiences share a creative experience?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</li> <li>• Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create original patterns and designs using different types of lines, with varying widths and lengths and use in artwork.</li> <li>• Identify primary, secondary, tertiary, and neutral colors; mix primary colors to create secondary colors.</li> <li>• Distinguish warm and cool colors and apply them in an original artwork.</li> <li>• Differentiate between geometric and organic shapes. Identify these differences in notable artworks.</li> <li>• Use scissors properly and effectively to create collage and paper construction artwork.</li> </ul>
<b>Instructional Activities</b>	
<b>Projects/Activities</b>	<b>Resources Needed/Recommended</b>
<p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• Monoprint</li> <li>• Nature Prints</li> <li>• Lego Prints</li> <li>• Marker Prints</li> <li>• Bubble Wrap Printing</li> <li>• Cardboard sculpture</li> <li>• Process art activities</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> <li>• Brayer</li> <li>• Brushes</li> <li>• Paper</li> <li>• Markers, water-based</li> </ul>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Robert Indiana</li> <li>• Sonia Delaunay</li> <li>• Yinka Shonibare</li> <li>• Andy Goldsworthy</li> </ul> <p><b>Related Books</b></p> <ul style="list-style-type: none"> <li>• <i>Rosie Revere Engineer</i></li> <li>• <i>The Boy Who Harnessed the Wind</i></li> <li>• <i>Uncle Andy</i></li> <li>• <i>The Cardboard Box Book</i></li> </ul> <p><b>Related Links</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> <li>• <a href="#">Becoming an Artist - Yinka Shonibare</a></li> <li>• <a href="#">Positive &amp; Negative Space</a></li> <li>• <a href="#">Pop Art for Kids</a></li> </ul>

- Cardboard, tubes, etc.
- Scissors

### Concepts & Movements

- Positive Negative Space
- Pop Art
- Land Artists

## K-2 RESOURCES

The assessments, modifications, connections, and resources listed below can be used for all grade levels to gain insight and track progress in their artistic and learning journey. These resources may also be made specific for different grade levels, art lessons and projects.

### Formative Assessments

- **Peer Feedback** - TAG Sticky Notes: Students write the word TAG on the left side of a sticky note. Class arranges in-progress artwork for viewing. Students choose an artwork that is not theirs and respond to the three letter prompts: T- tell something you like about the artwork, A-ask a question about the artwork, G-give a suggestion on how to improve the artwork.
- **Student Self-Reflection**
  - 2 Stars and a Wish: Next to two stars, students write two aspects of their work that they are most proud of. The wish is something that they would improve on or change for next time.
  - Red Card/Green Card: Using red, yellow, and green cards, students can indicate their understanding of the presented material as it happens. (When presenting a particularly challenging technique or concept, students can use the cards on their own at any time, or the cards can be used to take a class poll to represent students' level of understanding.)
- **Exit Slips:**
  - On a worksheet, students finish the reflection prompts: "I discovered...", "I still need to work on...", "I am really excited for..."
  - 3-2-1: What are three things you discovered during studio time today? What are two things you are going to work on? What is one thing you still have a question about?
  - Quick Draw: Given a topic, students write and/or draw freely during a timed period.

### Summative Assessments

- **Art Show** - in preparation for the end-of-the-year art show, students will have the opportunity to incorporate what they have learned throughout the year in art class (ie utilizing different materials, trying new techniques, illustrating their knowledge of the elements of art) and showcase their own artistry and creativity in a work of art to be exhibited at the art show. These projects will provide more choice and student ownership than previous projects. At the completion of their art show project, students may also be given the opportunity for self-assessments, reflection, and composing artist statements about their artwork and their experience in art this year.



Sample Learning Tasks & Exemplars	Sample Interdisciplinary Connections
<ul style="list-style-type: none"> <li>Find an example of a genre or style of art in selected paintings</li> <li>Illustrate an element of art in a quick five minute drawing</li> </ul>	<ul style="list-style-type: none"> <li>Build a 3-D hologram and discuss how light is reflected in the prism.</li> <li>Work with classroom teachers on a history lesson that incorporates art from that time period or in the style of that time.</li> </ul>
Sample Unit Modifications	Sample Technology Integration
<ul style="list-style-type: none"> <li>Allow students extra time to complete given assignments</li> <li>Provide for flexible seating (i.e. draw standing up, sit on the carpet, sit at the table, use a clipboard)</li> </ul>	<ul style="list-style-type: none"> <li>Use a Kahoot! to check student knowledge at the end of a lesson</li> <li>Utilize iPads to upload work to Artsonia or similar portfolio at teacher's discretion.</li> </ul>
Additional Resources	
<ul style="list-style-type: none"> <li>Art of Education Pro version for relevant Professional Development <a href="http://www.artofed.com">www.artofed.com</a></li> </ul>	