

Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

Career Education
<p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.</p>

Interdisciplinary Connection
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K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects.

K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 - Analyze and compare two-dimensional shapes, in different orientations and sizes.

### Accommodations and Modifications

Special Education	<ul style="list-style-type: none"><li>● follow 504/IEP accommodations</li><li>● create visual examples</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● rephrase directions</li></ul>
English Language Learners	<ul style="list-style-type: none"><li>● create visual examples</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures</li><li>● create a word map</li></ul>
Students At-Risk of Failure	<ul style="list-style-type: none"><li>● Allow verbalization before writing</li><li>● Use audio materials when necessary</li><li>● Read tests aloud</li><li>● Restate, reword, clarify directions</li><li>● Re-teach concepts using small groups</li><li>● Provide educational “breaks” as necessary</li><li>● Chunking content into “digestible bites”</li><li>● Shorten assignments to focus on mastery concept</li><li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li></ul>
Gifted and Talented	<ul style="list-style-type: none"><li>● Student Choice</li><li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li></ul>
Students with 504 Plans	<ul style="list-style-type: none"><li>● Allow verbalization before writing</li><li>● Use audio materials when necessary</li><li>● Read tests aloud</li><li>● Restate, reword, clarify directions</li><li>● Re-teach concepts using small groups</li><li>● Provide educational “breaks” as necessary</li><li>● Chunking content into “digestible bites”</li><li>● Shorten assignments to focus on mastery concept</li><li>● Use mnemonic devices</li></ul>

### Assessments

Formative	<ul style="list-style-type: none"><li>● Lesson quick checks (Exit tickets)</li><li>● Teacher Observation</li></ul>
Summative	<ul style="list-style-type: none"><li>● Oral place presentation</li><li>● End of unit rubric</li></ul>

Benchmark	<ul style="list-style-type: none"> <li>• End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Projects</li> </ul>

Pacing Guide	
Unit Title	Number of days
Lines	8
Shapes	6
Color	7
Museums	8

Unit Learning Goals
<p>Students will recognize and name different types of lines (e.g., straight, curved, zigzag).</p> <p>Students will use various kinds of lines to create simple drawings and patterns.</p> <p>Students will apply different types of lines to compose simple pictures or designs, demonstrating their understanding of line usage in art.</p>

Core Instructional Materials	Supplemental Materials
Construction paper Small jars Wire Model Magic Markers Colored pencils Sketchbooks	Line presentation Teacher lead drawing

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduce a variety of lines and discuss how to use them in an artwork	1.5.2.Cr1b	Provide students with sketchbooks and different drawing tools. Ask them to experiment with straight, curved, and zigzag lines to create abstract designs.

Day 2-3: Use different types of lines to design an artwork using a pumpkin outline	1.5.2.Re7a	Trace and draw lines in the sections of a pumpkin Trace over lines with white glue and pour glitter over to create texture
Day 4: Sculpt lines with wire	1.5.2.Re7b	Use wire to bend and shape different lines to form a line sculpture Draw a picture of the sculpture in the sketchbook
Day 5-7: Demonstrate understanding of lines by drawing	1.5.2.Cr1a	Create an artwork of a large pencil writing on a lined paper demonstrating a variety of lines
Day 8: Demonstrate understanding of lines by cutting	1.5.2.Cr2a	Cut lines on construction paper glue them on a larger piece of construction paper

#### Inclusive concepts

Use both visual aids and verbal instructions to cater to different learning styles and needs. Visual schedules, step-by-step picture guides, and verbal explanations help ensure understanding. Be mindful of students with sensory processing issues by offering a range of sensory experiences and providing options for sensory breaks.

#### Unit Learning Goals

Students will understand how lines can be used to form basic shapes and recognize these shapes in their artwork.  
 Students will recognize and name basic geometric shapes (circle, square, triangle) and organic shapes (freeform shapes that resemble natural objects).  
 Students will be able to distinguish between geometric shapes (with regular edges and angles) and organic shapes (with irregular or curved edges) in their environment and in artworks.  
 Students will use geometric and organic shapes to create simple compositions and designs, demonstrating their understanding of these shapes.

Core Instructional Materials	Supplemental Materials
Sketchbooks Construction paper Scissors Shape tracers Glue Metallic paper	Rulers YouTube video on shapes Art history video on Kandinsky

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Introduce geometric and organic shapes and discuss how artist use them in artwork	1.5.2.Cr1b, 1.5.2.Cr1a	Watch YouTube video on geometric and organic shapes Use tracers to form geometric shapes and then draw organic shapes in the sketchbook. Create two classroom posters displaying each type of shape
Day 2: Draw geometric shapes with tracers	1.5.2.Cr2a	On construction paper use pencils to trace geometric shapes Trace with marker
Day 3: Cut organic shapes	1.5.2.Cr2b	Students will use scissors to cut construction paper into organic shapes
Day 4-6: Understand how the artist Kandinsky used shapes in his artwork	1.5.2.Pr4a	Use the style of Kandinsky to create an artwork (Christmas tree)

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Unit Learning Goals
<ul style="list-style-type: none"> <li>● Students will be able to identify and name primary colors (red, blue, yellow) and secondary colors (green, orange, purple).</li> <li>● Students will learn how to mix primary colors to create secondary colors.</li> <li>● Students will use colors to create their own artwork, demonstrating an understanding of how to apply different colors in their work.</li> <li>● Students will recognize and discuss colors in their surroundings, including colors in nature, objects, and art.</li> </ul>

Core Instructional Materials	Supplemental Materials
Model Magic Acrylic paint Paint brushes Shrink paper Pin buttons Paint combing tools	Video on color Color wheel Oven

Daily Targets	NJSL Performance Expectations	Instructional Activities
Day 1: Introduce the color wheel and have students begin to understand the names of primary colors and secondary colors	1.5.2.R3a	Watch a video on color and discuss how primary colors mix to make secondary colors Use shrink paper to make a mini color wheel pin
Day 2: Learn about how secondary colors are made by mixing acrylic paint, learning how tools and colors work together.	1.5.2.Cr2a	Use a variety of combing tools to mix and spread paint creating secondary colors from primary colors
Day 3: Use painted papers to create a collage of an owl	1.5.2.Cr3a	Trace each part of the owl on the back of each piece of construction paper
Day 4-5: Cutting skills	1.5.2.Cr1a	Cut and glue the owl together add details and discuss the art-making process

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Unit Learning Goals
<p>Students will understand the basic concept of an art museum as a place where people go to see and enjoy art.</p> <p>Students will learn how art is displayed in museums and will understand that artworks can tell stories or express different ideas.</p> <p>Students will create their own mini-museum inspired by their understanding of art museums and exhibits.</p>

Core Instructional Materials	Supplemental Materials
Posterboard Model Magic Construction paper	<ul style="list-style-type: none"> <li> Kindergarten Museum Vocabulary</li> <li> Kindergarten Art Museums</li> <li> Kindergarten mini museum tags</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
Day 1: Introduce what a museum is and then specifically art museums	1.5.2.Pr6a	Slide show presentation on museums/art museums engage in class discussion specific vocabulary relating to art museums
Day 2: Review art museum vocabulary	1.5.2.Cr3a	In small groups or pairs, students will complete a worksheet
Day 3-7: Students will create mini 3D museums	1.5.2.Cr2c, 1.5.2.Pr4a	Create two mini artworks for the mini museum. 1 realistic and 1 abstract. Sculpt a mini person to sit on a bench to view the artwork. Glue all items together

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