

Quinton Township School District
Kindergarten
Art
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Exploring Art Materials and Tools	Pacing:	9 days
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Unit Summary: In this foundational unit, kindergarten students explore a variety of art materials while learning how to use them safely and effectively. Beginning with drawing, they discover how artists get ideas and practice using lines and shapes to create their own artwork. The unit then transitions into collage, where students build their cutting and gluing skills to create with paper and shapes. Finally, students are introduced to painting, learning how to use brushes and watercolor with care. By the end of the unit, students combine what they've learned to create artwork of their own using drawing, collage, and painting techniques. ()

Objectives:

- Week 1: Drawing** Describe how artists get ideas and experiment with basic art tools.
- Week 2: Drawing** Identify art element line and practice drawing different kinds of line.
- Week 3: Drawing** Use line to create shapes.
- Week 4: Drawing** Use line and shape to create artwork of choice.
- Week 5: Collage** Demonstrate cutting skills to cut a variety of shapes.
- Week 6: Collage** Demonstrate correct use of a variety of adhesives.
- Week 7: Collage** Create a collage using a variety of shapes.
- Week 8: Painting** Demonstrate correct use of paintbrush and watercolor paint.
- Week 9: Painting** Combine drawing and painting to create artwork of choice.

Essential Questions:

How do artists work?

How do artists use and care for art materials?

How do artists use line and shape to create?

How do artists use technology?

NJSLS - Visual and Performing Arts: 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cr1a, 1.5.2.Cr1b

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Group discussion on the topic of What is Art and how artists get ideas. Tour of the art room to see where tools are stored. Experiential learning with basic art tools Week 2 All kinds of lines. Students use a variety of art materials to create 5 kinds of lines: Straight, curved, zig	Art supplies are school provided. Art centers organized by teacher. The Line Song by Scratch Garden Fine art prints.	Instructional materials include:crayons, markers, watercolor paint scissors, glue, assorted papers. Fine art prints teacher made signs.	• Smart Board Applications • Google Google Applications

zag, curley dotted lines.			
Week 3 Shapes. Students identify basic shapes geometric: circle, square, triangle, rectangle. Students draw using templates to create images from shapes.	When a Line Bends a Shape Begins. Geometric templates shape chart. fine art prints or artists who use shape in their work.	drawing materials, templates, paper.	Google image search
Week 4 Choice art using line and shape. Students use prior learning of line and shape to create art work of choice.	Fine art images of artists who use shape. Cubist art, geometric art, Mondrian, Kandinsky, Klee, Fanny Sanin ()	Drawing materials templates, papers	Google images
Week 5 Introduction to collage. Cutting shapes, gluing down	Teacher created visual aid. youtube video	assorted papers and adhesives (glue stick, white glue)	Youtube markpaperscissors Met kids Matisse for kids
Week 6 Planning a collage, designing, arranging shapes	Matisse prints of his cut out work.		
Week 7 Completing and sharing			
Week 8 How to use watercolor paint: brush cleaning, clean up procedures .	Teacher-made video on how to use watercolor paint	liquid watercolor paint, brushes, paper towels, paper	
Week 9 Drawing and painting. How to combine drawing with a sharpie and watercolor paint to create art of choice or on a theme.	Teacher-created example and demonstration.	Liquid watercolor, paint, sharpie marker, heavy weight paper	

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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**Quinton Township School District
Kindergarten
Art**

Marking Period:	2	Unit Title:	Exploring How Artists Work	Pacing:	10 days
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Unit Summary: In this unit, kindergarten students learn how artists use different processes to make art, including printmaking, painting, drawing, collage, and assemblage. They experiment with non-traditional tools to create prints, explore stamping and monoprinting techniques, and combine materials to create mixed-media artworks. Students also build skills with oil pastels and watercolor, learning to blend colors and use resist techniques. Throughout the unit, young artists discover new ways to express their ideas through hands-on exploration of a wide range of materials.

Objectives:

- Week 1.** Define printmaking and use non traditional tools to create prints.
- Week 2.** Use mixed media to complete a printed image/shape.
- Week 3.** Create prints using their fingers and added line.
- Week 4.** Create a stamp using foam and cardboard.
- Week 5.** Develop stamping skills using a variety of ink and water based markers.
- Week 6.** Create an edition of stamped images.
- Week 7.** Demonstrate monoprinting technique.
- Week 8.** Demonstrate oil pastel application techniques including blending.
- Week 9.** Create an oil pastel drawing based on a story.
- Week 10.** Combine oil pastel and watercolor paint to create watercolor resist.

Essential Questions:

How many ways can we make a printed image?

What is a resist painting?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cr1a, 1.5.2.Cr1b

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Group discussion on printmaking. What is a print? How to use everyday items to make a print?	Teacher-made video, YouTube video, prints from Jim Dine, Elizabeth Catlett and other printmakers.	Found objects, acrylic paint, various papers	• Smart Board Applications • Google Applications
Week 2 Combine printmaking with dry media or watercolor paint to make a mixed media picture		Printed papers, watercolor paint	
Week 3 Fingerprinting using markers.		Water based markers sharpie markers Cardboard foam, found	

Week 4 Create a collagraph printing plate from foam and other found objects. Week 5 Practicing the printing process with water based ink or markers Week 6: Create a series of printed images that are altered using dry media. Week 7 Use gel plates or acetate to create a monoprint. Week 8 Use oil pastel to create a monoprint. Week 9 Use oil pastel to create a drawing based on a story. Week 10 Combine oil pastel and watercolor paint to create a resist painting.	Collagraph videos, teacher made example	objects, glue, art papers Foam cardboard water based markers paper Pre made prints, color pencil sharpie markers Acetate sheets, gelli plates, acrylic paint , assorted papers Oil pastel, paper, pencil or pen, printed image. Pre-made oil pastel monoprint, watercolor paint and watercolor pencils	
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Assessments	
Formative Assessments Teacher Conferences	Summative Assessments Completed Projects

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Self Assessment	Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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**Quinton Township School District
Kindergarten
Art**

Marking Period:	3	Unit Title:	Sculpture	Pacing:	10 Weeks
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Unit Summary: In this unit, kindergarten artists are introduced to the exciting world of three-dimensional art. Students explore the differences between sculpture and flat art forms like painting and drawing. They create bas reliefs and build freestanding sculptures using cardboard and learn attachment techniques. Young artists combine painting with sculpture to add color and personality to their work. They also explore architecture by designing and building temporary structures, and finish the unit by working with air-dry clay to create unique clay sculptures. This unit builds foundational skills in building, designing, and thinking in 3D. ^

Objectives:

- Week 1.** Identify sculpture as different from painting and drawing.
- Week 2.** Use cardboard to create a bas relief sculpture.
- Week 3.** Combine painting with sculpture to create painted cardboard sculpture of choice.
- Week 4.** Demonstrate attachment techniques to create 3 dimensional sculpture.
- Week 5.** Create 3-dimensional sculpture using cardboard.
- Week 6.** Combine painting and sculpture to create a painted cardboard sculpture.
- Week 7.** Identify an architect as a person who designs buildings.
- Week 8.** Use building materials of choice to create a temporary building.
- Week 9.** Identify clay as a plastic sculpture material. different from other sculpture materials.
- Week 10.** Use air dry clay to create sculpture of choice.

Essential Questions:

What is sculpture?

What do architects do?
How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cr1a, 1.5.2.Cr1b

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 Presentation of relief sculpture Week 2 Cutting and gluing to create a relief sculpture Week 3: Cutting and gluing cardboard. Painting cardboard Week 4 Presentation of 3 dimensional cardboard sculpture techniques	The work of Louise Nevelson and other relief art through history ^ Contemporary cardboard sculptors Teacher made Cardboard attachment handout	cardboard scissors glue paint	• Smart Board Applications • Google Applications • Google Slides

Week 5 Creating cardboard sculpture through slotting and bracketing techniques	Teacher demonstration		
Week 6 Creating cardboard sculpture and painting 3 dimensional sculpture			
Week 7 Presentation of historic and contemporary architecture. Work in building centers	Google slide presentation of architecture	Google slides and internet search	
Week 8 Work in building centers to create temporary buildings	teacher-made building handout and challenge cards	Wood blocks, magna tiles, Legos, KEVA planks	
Week 9 Work with air dry clay to practice clay sculpture techniques	Teacher demonstration	Air dry clay and toothpicks or wire.	
Week 10 Work with air dry clay to create sculpture of choice	Teacher demonstration		

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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**Quinton Township School District
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Art**

Marking Period:	4	Unit Title:	Learning to Work Like an Artist in Centers	Pacing:	Weekly
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Unit Summary: In this unit, students are introduced to how artists work by learning to use classroom art centers independently and responsibly. Through drawing, collage, and painting activities, they explore materials and tools while practicing how to gather, use, and return supplies properly. Students learn routines, develop basic techniques, and begin making choices about their artmaking. By the end of the unit, students are able to work in a center of their choice and share their artwork with peers in a supportive classroom community.

Objectives:

- Week 1.** Demonstrate drawing center procedures.
- Week 2.** Demonstrate a variety of drawing center materials and tools.
- Week 3.** Demonstrate how to gather and return materials from the drawing center.
- Week 4.** Demonstrate collage center procedures.
- Week 5.** Demonstrate a variety of collage techniques.
- Week 6.** Demonstrate modified painting center procedures.
- Week 7.** Demonstrate how to use a variety of painting center tools.
- Week 8.** Choose a center (drawing, painting, collage), gather materials and return them following practiced procedures.
- Week 9.** Choose a center (drawing, painting, collage), gather materials and return them following practiced procedures.
- Week 10.** Discuss peer artwork in an informal critique.

Essential Questions:

What do artists do?

How do artists use technology to create art?

NJSLS - Visual and Performing Arts: 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Cr3 1.5.2.Re8

Interdisciplinary Connections: SL.PE.2.1, SL.UM.2.5, 2.1.2.SSH.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4, 9.4.2.IML.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Introduction to all the tools and materials of the drawing center. Practice gathering and returning materials Week 2: Draw around the room. students move from table to table each containing a different drawing media. Experiment with a variety of drawing tools	Teacher created drawing center signage, how to draw printouts, and books on drawing.	Drawing center materials: Pencils, color pencils markers, oil pastels, crayons art papers templates drawing guides	• Smart Board Applications • Google Applications

Week 3: Formulate an idea for artwork, gather supplies needed and return to the drawing center following procedure Week 4 Introduction of all tools and materials in the collage center. Practice gathering and returning supplies Week 5 Collage around the room. Students move from table to table and experiment with supplies at each table Week 6 Introduction of modified painting center procedures. How to get water, clean brush, place painting on the drying rack Week 7 Choice painting using a variety of the painting supplies Week 8 Choice art. Students will gather materials, work on art work of choice and return supplies to the correct location. Week 9 Choice art. students will gather materials, work on art work of	Teacher created lists on “what artists draw” observation, imagination, memory, mark making with tools. Teacher created signage of collage techniques Teacher-created signage with visual directions	Assorted papers, magazines, glues, paint sticks, cake tempera paint, watercolor pencils, assorted papers	Video: marcpaperscissors YouTube videos on how to use tempera paint
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choice and return supplies to the correct location.			
Week 10 Modified critique. Students participate in a peer critique using Art Sandwich model	Art Sandwich handout	What I like about your art; One thing I would change; Something else I like about your art.	

Assessments	
Formative Assessments - Teacher Conferences - Self Assessment	Summative Assessments - Completed Projects - Participation & Skills Rubrics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments of Art Terminology and Practices

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
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questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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