

Moonachie School District Media Arts Curriculum: Grades K - 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022
Re-Adopted: August 26, 2025

1.2 Media Arts: Grades K-2			
ARTISTIC PROCESS: Creating			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Conceive
Anchor Standard 2: Organizing and developing ideas.	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?	Develop
Anchor Standard 3: Refining and completing products.	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?	Construct
PERFORMANCE EXPECTATIONS			
1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.			
1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.			
1.2.2.Cr1c: Explore form ideas for media art production with support.			
1.2.2.Cr1d: Connect and apply ideas for media art production.			
1.2.2.Cr1e: Choose ideas to create plans for media art production.			
1.2.2.Cr2a: Explore form ideas for media art production with support.			
1.2.2.Cr2b: Connect and apply ideas for media art production.			
1.2.2.Cr2c: Choose ideas to create plans for media art production.			
1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)			
1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Plot Characters Pictures	Grade K: Students will generate ideas for a digital story.	Grade K: Students will analyze a comic strip that tells a story using a familiar text that has 2 main characters.	Grade K: Students will create a 3 part story board on paper. Teacher will take a picture of each part of the story and

Digital Frames Animate Loop Positioning Event Storyboard	<p>Grade 1: Students will generate ideas for a digital story.</p> <p>Grade 2: Students will generate ideas for a digital story.</p>	<p>Teacher will use props (stuffed animals, clay characters, puppets, pictures of settings) to help students understand how to effectively tell a visual story.</p> <p>Using the teacher’s visual story, students will be able to enhance the story by creating an element of their own design (prop, new character, different setting) to refine and individualize the final product.</p> <p>Grade 1: Students will understand how to frame pictures from a story on an iPad.</p> <p>Students will analyze a 3 panel story board on Youtube.</p> <p>Students will work in small groups or pairs and use props (stuffed animals, clay characters, puppets, pictures of settings) to effectively tell a visual story.</p> <p>Students will be able to enhance the story by creating an element of their own design (prop, new character, different setting) to refine and individualize the final product.</p> <p>Grade 2: Students will practice placement and movement of characters to create a story.</p> <p>Students will work in small groups or pairs and use Scratch Jr. to create digital story elements to effectively tell a visual story.</p> <p>Students will be able to alter the objects within Scratch Jr. to meet the needs of the story.</p>	<p>insert them into a slideshow. Students will create a voice over to tell their story.</p> <p>Grade 1: Students will create a 3 part story board on paper. Students will take a picture of each part of the story on their iPad and insert them into a slideshow. Students will then use text boxes to describe their story.</p> <p>Grade 2: Students will create a digital multi-part story and animate it using Scratch Jr.</p>
Resources/Materials	https://www.youtube.com/watch?v=lu-USbyZq4g Scratch Jr., iPad, Pixton, Storyboard That, Camera, Canva, Clay, Post It Notes, Various 3 Dimensional Art Supplies (PomPoms, Fabric, Cardboard, Paper) Stuffed Animals		
Interdisciplinary Connections	ELA Grade K RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how) RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how)		

	<p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.,</p> <p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks,</p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.,</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Grade 1 -</p> <p>RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)</p> <p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details</p> <p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.,</p> <p>W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups,</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Grade 2 -</p> <p>RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements,</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.,</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.,</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). ● 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks. ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. ● 8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls

Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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1.2 Media Arts: Grades K-2			
ARTISTIC PROCESS: Producing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	How are complex media arts experiences constructed? At what point is a work considered "complete"?	Practice
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Media artists require a range of skills and abilities to creatively solve problems.	How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Integrate
Anchor Standard 6: Conveying meaning through art.	Media artists present, share and distribute media artworks through various social, cultural and political contexts.	How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?	Present
PERFORMANCE EXPECTATIONS			
1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.			

1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.			
1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.			
1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.			
1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.			
1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Theme Focal Point Point of Emphasis Mural NFT Merchandise Constructive Feedback Template Personal Narrative Symbols Imagery Legend Background Synonyms for Kindness Positivity Instrumental Lyrics	<p>Grade K: Students will create and present a digital work with a theme.</p> <p>Grade 1: Students will utilize digital platforms to create and present a digital storyboard with a theme.</p> <p>Grade 2: Students will develop, create, and present multimedia work with a clear theme, as well as refining work with the aid of peer feedback.</p>	<p>Grade K: Students will identify artistic intent by viewing 3 different works of art and determine how the focal point (color, placement, size, action) is achieved in each picture .</p> <p>Jason Naylor Students will be able to discuss why some artists display their work in public spaces and how that changes its effect. Students will learn about Jason Naylor and his multimedia mission to spread love and positivity with Project Kindness. They will view his Instagram page and his Merch store on his website and his NFTs.</p> <p>Grade 1: Kindness Superhero Using a paper template of a person, students will design themselves as a kindness superhero giving special consideration to symbols, color and imagery. Students will share the legend of their hero with a partner. Partners will share constructive feedback.</p> <p>Personal Narrative Students will reflect on a positive personal experience with an act of kindness and communicate the experience, emotion and impact with a videoed personal narrative. Students can consider factors like backdrop, dramatic pauses, flow, emphasis, location, pacing, props, costumes, point of view/camera angle, use of their features and bodies to add impact and</p>	<p>Grade K: Students will use Google Drawing to create an image that represents kindness or friendship to present to their peers.</p> <p>Grade 1: Students will use digital platforms to create their own social story with a clear focal point related to kindness and present to their peers.</p> <p>Grade 2: Students will present their thematic artwork to the class for discussion and feedback. After, students will be given time to make improvements and reflect on the feedback.</p>

		<p>emphasis.</p> <p>Grade 2: Kindness Superhero Students will create a clay superhero that encapsulates a positive characteristic (kindness, empathy, generosity) and translate the three dimensional character into a digital representation.</p> <p>Lyrical Creations Using a purely instrumental version of a song, students will create their own lyrics. The theme should be made clear and the chorus refrain should be used as an opportunity for clarity. Students will perform their original song (Concert Day) and classmates will give feedback in the form of music reviews (template</p> <p>School Mural Students can create a plan for a school mural that spreads positivity.</p>	
Resources/Materials	<p>Artwork that illustrates emphasis and focal points achieved differently. https://artclasscurator.com/artworks-that-show-emphasis/ Super Hero Template https://www.twinkl.com/resource/t-t-7877-design-a-superhero-worksheets Instrumental Pop Song Playlist iPads Music Review Feedback Sheet - https://en.islcollective.com/english-esl-worksheets/skill/writing/music-review-worksheet/47886 Clay, pipe cleaners, fabric, paper and materials for adding color (paint). Mural Planning Sheet https://www.vectorstock.com/royalty-free-vector/frame-on-wall-template-vector-14673680</p>		
Interdisciplinary Connections	<p>ELA Grade K - RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how), RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story, W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. Grade 1 - RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how) RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details., W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.,</p>		

	<p>W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic,</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Grade 2 -</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.,</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text., ,</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.,</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.,</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.,</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). ● 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 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.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter

Modeling Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling
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1.2 Media Arts: Grades K-2			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Perceive
Anchor Standard 8: Interpreting intent and meaning.	Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.	How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?	Evaluate
PERFORMANCE EXPECTATIONS			
1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.			
1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.			
1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.			
1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Culture Experiences Climate Climate crisis Quilt	Grade K: Students will understand that who the artist is (culturally, personally) can show up in the work. The point of view will be particular to the artist's lived	Grade K: Connect the Artist with the Artwork - Display 3 pieces of artwork related to climate change and provide students time to make inferences about the artists. Reveal who the artists are and see if students can determine personal connections between the artist	Grade K: Day 1 vs Today - Draw how you felt Day 1 of Kindergarten. This could be a physical likeness or an illustration of a feeling. Now,

<p>Utilitarian Museum Recycling Reusing Repurposing Collage Digital Art Portrait Transform/Transformative Point of View Abstract Racism Segregation Stylization Symbols Font Formatting Emotion</p>	<p>experiences.</p> <p>Grade 1: Students will understand that who the artist is (culturally, personally) can show up in the work. The point of view will be particular to the artist's lived experiences.</p> <p>Grade 2: Students will understand that who the artist is (culturally, personally) can show up in the work. The point of view will be particular to the artist's lived experiences.</p>	<p>experience.</p> <p>https://theartling.com/en/artzine/art-highlights-climate-change/</p> <p>Classroom Patch Quilt - Teacher will read Stichin' and Pullin': A Gees Bend Quilt and inform students about how generations shared their history with each generation through quilt making. Students will then be given a chance to make a Classroom Quilt out of felt, fabric and foam. Each piece will represent individual students and their personality or cultural background. Teacher will engage in classroom discussions about how community is created when working on a collaborative piece of art. Teacher can begin conversations about how repurposing/ recycling can combat climate change. Discuss how repurposed scraps became utilitarian objects that served a purpose but also became objects of beauty worthy of museum display cases.</p> <p>Grade 1: Which are you? Students will receive a table that encourages them to think of themselves abstractly. Shape, Color, Line, Animal, Object, Food, Activity and Sport will be listed on the left. Students will self reflect and determine which ones they are most similar to.</p> <p>My Response To That Work Is Share videos of artwork related to climate change and have students reflect on how each piece makes them feel. Students will use different emojis to explain their feelings.</p> <p>Grade 2: Read or watch the read aloud of "The Ruby Bridges Story". Discuss how this historic event was a transformative experience for people in the world. How were the transformations different for each participant (Ruby, white students, black students, presidents, the community).</p> <p>Read <u>The Book With No Pictures</u> to show how text stylization can represent feeling and emotion without using a picture.</p> <p>A Google Doc without Pictures Students will write about the first</p>	<p>draw how you feel at this point in the school year. Students will pair share and appreciate each other's work with positive feedback.</p> <p>Grade 1: Symbolic Self Portrait - Use symbols, color, line, shape and even objects to convey who you are and what you feel. This can be anything from a digital art piece to a collage.</p> <p>Grade 2: Write about a transformational experience you had and how have you changed or grown from it using the prompt... After experiencing ____, I now...</p>
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		time they did something using the stylization of text (e.g. color, size, font) to express emotions they felt.	
Resources/Materials	<p>Felt, fabric scraps, glue, buttons, computer</p> <p>Book “Stichin’ and Pullin’: A Gees Bend Quilt”</p> <p>Which Are You” Table</p> <p>https://docs.google.com/document/d/1JFXd5PN05JQs_8yJyswHHUXGwRj58K2e-qfpLNmg6tQ/edit?usp=sharing,</p> <p>“A Book With No Pictures” https://www.youtube.com/watch?v=EZwY5BeYcyo</p> <p>“The Ruby Bridges Story” Read Aloud https://www.youtube.com/watch?v=isqhfV3LfMs</p>		
Interdisciplinary Connections	<p>ELA</p> <p>Grade K -</p> <p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how),</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story,</p> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</p> <p>Grade 1 -</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how)</p> <p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.,</p> <p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.,</p> <p>W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic,</p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Grade 2 -</p> <p>RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.,</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text., ,</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.,</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.,</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.,</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>		
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 		

	<ul style="list-style-type: none"> 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Computer Science and Design Thinking	<ul style="list-style-type: none"> 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.2 Media Arts: Grades K-2			
ARTISTIC PROCESS: Connecting			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	Synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical	Understanding connections to varied contexts and daily life enhances a media artist's work.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines,	Relate

contexts to deepen understanding.		contexts, and daily life inform the creation, performance and response to media arts?	
PERFORMANCE EXPECTATIONS			
1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.			
1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.			
1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.			
1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, friends.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Tradition Holiday Signs Meaning Infographic Collage Photographer Pen Pal Postcard	<p>Grade K: Understand that media art can influence, connect, create emotion or reflect personal experience.</p> <p>Grade 1: Understand that media art can influence, connect, create emotion or reflect personal experience.</p> <p>Grade 2: Understand that media art can influence, connect, create emotion or reflect personal experience.</p>	<p>Grade K: My Holiday/Tradition Students will create a work of art depicting what they, their families and/or communities do to celebrate a specific occasion or time of year.</p> <p>Breakfast Around The World Examine an infographic of popular breakfasts around the world. How does this help us understand who these people are and aspects of their culture? How can we share our thoughts about the different options respectfully? Share the work of artist Gregg Segal (artist/photographer), who turns photos of kids around the globe with what they consume in a week into art. https://www.buzzfeednews.com/article/gabrielsanchez/this-is-what-kids-are-eating-around-the-world</p> <p>Grade 1: Read The Signs Students will learn about different signs used throughout the world and how they can tell people information with or without using words. https://www.youtube.com/watch?v=8q4AFJ8dkq0</p> <p>“In Art We” Sign... Students design a safety sign for art class. Students will look at examples of safety signs and apply some of those ideas (basic geometric shapes, bright colors, minimal words) to remind peers of safe practices around the art room.</p> <p>Grade 2: Banner Event</p>	<p>Grade K: Join Me- Present and share their art or food related to their holiday with their class. Students can even bring in realia (important objects related to the holiday or tradition).</p> <p>Grade 1: Signs posted in the art room will be evaluated by a rubric and peers tests (how many people respond appropriately to your sign?)</p> <p>Grade 2: Students demonstrate they can work collaboratively with a shared purpose to create media art and respectfully engage peers.</p>

		<p>Students collaboratively create a banner for a school-wide or community event incorporating important visuals and text. Students would generate ideas, plan and execute the banner as a group.</p> <p>Exquisite Corpse Collage In the fashion of the great Surrealists, students will collage a being in parts. The top part -head and neck - will be done by student one (using images cut from magazines) and then hidden from student two. Student two will have to create the torso without knowledge of part 1. Finally, the third student will collage from the waist down. Then, all three parts will be put together to create a unique being. This is traditionally done as a drawing game but could be collaged like above.</p>	
Resources/Materials	<p>Breakfast Around the World Infographic - https://matadornetwork.com/read/breakfast-dishes-around-world/ Exquisite Corpse Drawing Game Guide https://cmany.org/blog/view/how-to-the-drawing-game/ Paper, color materials, computer or ipad to record video message, Signs of All Kinds read aloud: https://www.youtube.com/watch?v=8q4AFJ8dkq0 Banner paper and art materials</p>		
Interdisciplinary Connections	<p>ELA Grade K - RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how), RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story, W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. Grade 1 - RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how) RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details., W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events., W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic, SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Grade 2 - RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers., RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text., , W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements., W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a</p>		

	<p>topic.,</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.,</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 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.

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling