Board Approval Date: 8/23/2022 Updated: 11/18/2025
Course Title: Art K
Course Description: Students will develop their skills in the art using foundational concepts related to all artistic disciplines. Class meets once per week.

Course Sequence & Pacing			
Estimated Number of Weeks	**Marking Period 1**	**Estimated Number of Weeks**	**Marking Period 3**
8	Unit 1: Lines	10	Unit 4: Color and Value
2	Unit 2: Space		
Estimated Number of Weeks	**Marking Period 2**	**Estimated Number of Weeks**	**Marking Period 4**
6	Unit 2: Space	10	Unit 5: Texture
8	Unit 3: Shape and Form		

Unit 1

Stage 1 Desired Results

Unit Title 1: Lines

Unit Summary: Students will explore the artistic structure offered by lines and the formation of lines. Students will develop appreciation for how lines underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

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.Pr4b: Practice combining varied academic, arts and media content to form media artworks

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.2.DA.3: Identify and describe patterns in data visualizations.
Interdisciplinary Connections RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Climate Change: 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**
Scissors Lines Shapes Glue Tools Paper	How to cut paper How to draw shapes How to recognize shapes Use glue effectively Create pattern

Stage 2 Assessment Evidence

Summative Assessments:
Shape Stickers
Student Portfolio

Formative Assessments:
Teacher observation

Task attempts

Common Benchmark Assessments:
Shape Stickers
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Pr4a	Explore what makes an artwork art through discussion, observation, and production. Create patterns through the repetition of elements such as color and shape. Create art using recycled and natural materials. Develop cutting skills. Use glue effectively.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

1.5.2.Cn11b 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6	Collaborate during the art making process. Investigate how visual art is used at home, school, and in the community. Develop Perceptual Skills and Visual Arts Vocabulary.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.2.Cn10a RF.K.2 1.5.2.Cn11b	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating. Recognize and name shapes. Tear and cut paper with linear control.	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	2

Core Instructional & Supplemental Materials
scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill. **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint). **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.
- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.

- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 2

Stage 1 Desired Results

Unit Title 2: Space

Unit Summary: Students will explore the artistic structure offered by space and the formation of space. Students will develop appreciation for how space underpins many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

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.Pr4b: Practice combining varied academic, arts and media content to form media artworks

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**
Scissors Lines Shapes Glue Tools Paper Brush Paint Brushstrokes	How to cut paper How to paint shapes How to recognize shapes Use glue effectively Create patterns Care for art materials

Stage 2 Assessment Evidence

Summative Assessments:
Group Conference
Student Portfolio

Formative Assessments:
Teacher observation
Task attempts

Common Benchmark Assessments:
Group Conference
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Pr4a	Explore what makes an artwork art through discussion, observation, and production.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

	Create patterns through the repetition of elements such as color and shape. Create art using recycled and natural materials. Experiment with different ways of holding a brush to obtain different mark-making effects. Use brush in different ways to paint two basic shapes.		
1.5.2.Cn11b 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6	Collaborate during the art making process. Investigate how visual art is used at home, school, and in the community. Develop Perceptual Skills and Visual Arts Vocabulary. Learn to care for art materials.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.2.Cn10a 1.5.2.Cn11b RF.K.2 1.2.2.Re7b	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating.	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	2

	Recognize and name shapes. Tear and cut paper with linear control. Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.		

Core Instructional & Supplemental Materials
scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: • **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions. • **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven). • **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups. • **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush). • **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill. **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint). **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.

- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 3

Stage 1 Desired Results

Unit Title 3: Shape and Form

Unit Summary: Students will explore the artistic structure offered by shape and form. Students will develop appreciation for how shape and form underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

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.Pr4b: Practice combining varied academic, arts and media content to form media artworks

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking *(CS & DT)*:

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**

What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know: Scissors Lines Shapes Glue Tools Paper Brush Paint Brushstrokes Primary Colors Secondary Colors	**Students will be able to:** How to cut paper How to paint shapes How to recognize shapes Use glue effectively Create patterns Care for art materials Identify colors Sort objects by color

Stage 2 Assessment Evidence

Summative Assessments:
Art Treasure Hunt
Student Portfolio

Formative Assessments:
Teacher observation
Task attempts

Common Benchmark Assessments:
Art Treasure Hunt
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Pr4a	Explore what makes an artwork art through discussion, observation, and production. Sort objects by color. Design a drawing using specified colors. Draw geometric shapes/forms (e.g., circles, squares, triangles.) Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

1.5.2.Cn11b 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6	Collaborate during the art making process. Investigate how visual art is used at home, school, and in the community. Develop Perceptual Skills and Visual Arts Vocabulary. Learn to care for art materials.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
1.5.2.Cn10a RF.K.2 1.2.2.Re7b	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating. Recognize and name shapes. Tear and cut paper with linear control. Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features.	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	2

Core Instructional & Supplemental Materials

scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").
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- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

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- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
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- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill. **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint). **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.
- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").
- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 4

Stage 1 Desired Results

Unit Title 4: Color and Value

Unit Summary: Students will explore the artistic structure offered by color and value. Students will develop appreciation for how color and value underpin many techniques in art.

Unit Learning Targets

NJSLS Standards:

11.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.
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.Pr4b: Practice combining varied academic, arts and media content to form media artworks
1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking *(CS & DT)***:**
8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Climate Change:
1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**
Scissors Lines Shapes Glue Tools Paper	How to cut paper How to paint shapes How to recognize shapes Use glue effectively Create patterns Care for art materials

Brush Paint Brushstrokes Primary Colors Secondary Colors Value	Identify colors Sort objects by color Manipulate objects to create artistic works Explore texture Describe the elements of art

Stage 2 Assessment Evidence

Summative Assessments:
Texture Walk
Student Portfolio

Formative Assessments:
Teacher observation
Task attempts

Common Benchmark Assessments:
Texture Walk
Student Portfolio

Alternative Assessments:
Guided drawing
Advanced project completion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Pr4a	Explore what makes an artwork art through discussion, observation, and production. Sort objects by color. Design a drawing using specified colors. Draw geometric shapes/forms (e.g., circles, squares, triangles.) Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2
1.5.2.Cn11b 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6	Collaborate during the art making process. Investigate how visual art is used at home, school, and in the community. Develop Perceptual Skills and Visual Arts Vocabulary.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4

	Learn to care for art materials.		
1.5.2.Cn10a RF.K.2 1.5.2.Cn11b	Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating. Recognize and name shapes. Tear and cut paper with linear control. Use paper manipulation skills to illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features. Create a texture chart. Investigate rubbings of highly textured materials (e.g., tree or plant leaves, burlap, sandpaper) using the side of a crayon. Describe the elements of design in lines and texture in the visual environment. Explore a range of art materials, techniques, and vocabulary to develop art making skills. Use various tools that produce lines	• Refocus students work in line with established techniques • Develop student self efficacy • Build foundational knowledge in content for future learning.	4

Core Instructional & Supplemental Materials

scissors, drawing paper, construction paper, rulers, pencils, crayons, markers, sharpie, colored pencils, glue sticks, school glue, paint, watercolor sets, paintbrushes, water containers, paper towels

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- **Presentation:** Provide multi-sensory instruction (visual, verbal, tactile). Use high-contrast materials and large print instructions. Repeat and simplify directions.
- **Content:** Reduce the number of steps in a complex process. Focus on only one or two core concepts/elements of art (e.g., color and line, not all seven).
- **Materials & Tools:** Use adaptive scissors, pencil/brush grips (foam/clay), large or textured paper, and no-spill paint cups.
- **Process:** Use non-toxic, sensory-friendly materials (e.g., Model Magic instead of kiln clay). Allow alternative application methods (e.g., roller, sponge, or stamp instead of a brush).
- **Environment:** Use non-skid mats under paper/bowls. Use an easel or slanted surface.

Specific Strategies and Practices that Support English Language Learners:

- **Visuals:** Use clear, simple, step-by-step visual models/demonstrations for every technique. Post pictures of materials labeled in English.
- **Content:** Accept non-verbal responses (artwork, demonstration) as evidence of understanding. Prioritize a smaller vocabulary set specific to the art lesson (e.g., "mix," "cut," "glue," "shape").

- **Communication:** Use gestures, facial expressions, and pointing during demonstrations. Utilize translation apps for quick one-word material labels. Pair with a bilingual or supportive peer for process clarification.
- **Assessment:** Grade primarily on the visual product or process, not on written artist statements.

Specific Strategies and Practices that Support Students at Risk of Failure:

- **Support:** Provide preferential seating near the teacher or a positive peer model. Check-in frequently, providing positive reinforcement and redirection. Break down tasks into very small, manageable chunks.
- **Product/Criteria:** Lower the number of required elements or repetitions (e.g., 3 texture rubbings instead of 6). Shorten the project or allow for a simpler version of the technique.
- **Focus:** Provide pre-cut paper/shapes to reduce frustration with cutting/measuring. Allow the student to focus on the expressive part of the project rather than the technical skill. **Motivation:** Use a positive behavior incentive chart tied to art materials or activities (e.g., being the line leader, choosing the clean-up song).

Specific Strategies and Practices that Support Students with 504s:

- **Time/Pace:** Extended time on assignments. Allow for frequent breaks (e.g., "cool-down" corner or quiet work area).
- **Output/Requirements:** Flexible due dates. Accept alternative assignments demonstrating the same learning objective (e.g., a digital artwork instead of a painting).
- **Sensory/Motor:** Provide specific tools as outlined in the 504 plan (e.g., a specific ergonomic paintbrush). Reduce tactile stimulation (e.g., gloves for working with messy clay/paint). **Organization:** Pre-sort and lay out all materials needed for the student to reduce executive function load. Use a checklist for multi-step projects.

Specific Strategies and Practices that Support Gifted & Talented Students:

- **Curriculum Compacting:** Allow the student to demonstrate mastery of the core skill/concept quickly and move on to enrichment.
- **Depth/Complexity:** Increase the complexity of the artistic problem (e.g., "Use three shades of shadow" instead of "Use one shade of shadow"). Require a written reflection/critique analyzing an advanced art concept.
- **Enrichment/Challenge:** Encourage the use of more advanced media (e.g., palette knife painting, printmaking with complex block carving, observational drawing).
- **Creative Problem Solving:** Offer open-ended challenges (e.g., "Create a sculpture using only recycled materials that communicates a feeling").

- **Leadership:** Encourage them to research a master artist related to the lesson and present a brief, interesting fact to the class.
- **Mentorship:** Connect with an art teacher for advanced techniques or encourage independent portfolio work.

General Art Classroom Accommodations for All Students:

- **Design for Learning:** Plan for variety from the start. Offer multiple ways for students to **Access** content (see it, hear it, touch it), **Engage** (personal choice, collaborative work), and **Demonstrate** learning (artwork, drawing, writing, verbal explanation).
- **Visual Schedules/Posters:** Post clear, visual, step-by-step directions for the current project. Include pictures of the materials.
- **Choice:** Offer limited choices for material (e.g., marker or colored pencil) or subject matter to promote independence and investment.
- **Flexible Seating:** Allow students to stand, sit on a cushion, or use a quiet, dedicated workspace as needed.
- **Clean-Up Support:** Designate clear roles and use visual cues for the clean-up process, which is often a challenging transition.

Unit 5

Stage 1 Desired Results

Unit Title 5: Texture

Unit Summary: Students will explore the artistic structure offered by texture. Students will develop appreciation for how texture underpins many techniques in art.

Unit Learning Targets

NJSLS Standards:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

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.Pr4b: Practice combining varied academic, arts and media content to form media artworks

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Interdisciplinary Connections

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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Unit Essential Questions:	**Unit Enduring Understandings:**
What is art? How do I express myself through art?	Art is what I make of it. I share myself through my creations.
Students will know:	**Students will be able to:**

Scissors Lines Shapes Glue Tools Paper Brush Paint Brushstrokes Primary Colors Secondary Colors Value Texture Pattern	How to cut paper How to paint shapes How to recognize shapes Use glue effectively Create patterns Care for art materials Identify colors Sort objects by color Manipulate objects to create artistic works Explore texture Describe the elements of art Create hand made stencils by folding a paper and cutting a design on the fold line. Understand the meaning of the words pattern and repetition Recognize AB patterns in nature and manmade objects. Construct an AB pattern using small manipulatives. Participate in a group activity that reinforces the AB pattern

Stage 2 Assessment Evidence

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1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Pr4a	Explore a range of art materials, techniques, and vocabulary to develop art making skills. Use several images on one page to make a composition. Explore prints using split mushrooms, peppers, cabbage, apples, pears, etc. Work for a break-up of space (spreading the design around the page but leaving some open space). Embellish objects once printed using paint, pastel, or markers.	• Build student knowledge of the art room • Create ownership over student space • Develop identification of student tools and techniques • Ask for student participation in exemplars and in attempts at skills	2

	Design a drawing using specified colors. Draw geometric shapes/forms (e.g., circles, squares, triangles.) Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.		
1.5.2.Cn11b 9.1.2.CAP.1 8.1.2.DA.3 RL.K.6	Collaborate during the art making process. Investigate how visual art is used at home, school, and in the community. Develop Perceptual Skills and Visual Arts Vocabulary. Learn to care for art materials.	• Encourage student progress through project based learning • Develop collaborative peer review and aid • Foster student growth through attempts and re-attempts	4
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	illustrate a field trip, a favorite story, best birthday gifts, seasonal motifs, and facial features. Create a texture chart. Investigate rubbings of highly textured materials (e.g., tree or plant leaves, burlap, sandpaper) using the side of a crayon. Describe the elements of design in lines and texture in the visual environment. Explore a range of art materials, techniques, and vocabulary to develop art making skills. Use various tools that produce lines		

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