

Moonachie School District Visual Arts Curriculum: Grade 1

New Jersey Student Learning Standards for Visual and Performing Arts

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

1.5 Visual Arts: Grades 1

ARTISTIC PROCESS: Creating

Pacing: 8 weeks

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Explore
Anchor Standard 2: Organizing and developing ideas.	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Investigate
Anchor Standard 3: Refining and completing products.	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Reflect, Refine, Continue

PERFORMANCE EXPECTATIONS			
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.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.			
1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.			
1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.			
1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Cleaning Art Tools: Clean up, helping, jobs/roles, responsibility, self-awareness individual, caring for supplies, areas of art room	Students will be able to: <ul style="list-style-type: none"> - Be responsible for themselves in the classroom - Be responsible for materials - Independently cleaning your area - Independently gathering supplies 	Teacher will demonstrate the classroom procedures for the setup of the art class and the cleaning of the materials Students will participate in the modeling of appropriate behaviors of setup and clean up	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique
Lines (a path of a point moving through space): Line qualities, zig zag, curve, straight, vertical, horizontal, solid, broken, thick(er), thin(er), wipsy,diagonal,	Students will be able to: <ul style="list-style-type: none"> - Create a drawing with various lines (thin, thick, dashed, dotted, etc.) - Use lines to create objects - Identifying lines in nature - Create lines using different tools (pencils, markers, paint) and identify how the tools create different lines - Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines - Identify famous artists use of lines in their works of art (i.e. Van Gogh Starry Night) 	Creating leaves with lines, specifically the lines of the veins that exist with in leaves Create a castle using specific lines (horizontal, vertical, diagonal, etc) Students can add various features to the castle itself as well as other mythical elements to the piece. Suggested Artists: Alma Thomas (1891-1978) was an African American artist best known for her signature style of overlaid planes of colorful, thumb sized rectangles and lines. Vincent Van Gogh painted Starry Night in 1889. Piet Mondrian (1872-1944) was a Dutch painter, De Stijl movement	Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique

	<ul style="list-style-type: none"> - Identify how lines can convey feeling (temperature, emotions, etc.) - Create horizontal and vertical lines through printing using edges of chipboard 		<p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
<p>Shapes and Forms: spheres, cones, cylinders, rectangular prisms, pyramids, cubes, organic and geometric shapes, circles, squares, rectangle, triangle, oval, heart, star, diamond, rhombus, trapezoid, hexagon, octagon</p> <p>Artists: Henri Matisse, James Rizzi</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Distinguish between shapes and forms - Identify how shapes, forms, and patterns are used in different cultures - Determine the function of shapes and forms in conveying meaning - Compare and contrast organic and geometric shapes 	<ul style="list-style-type: none"> - Examine Native American textiles to identify the shapes, forms, and patterns used as well as the function of each - Create overlapping shapes project, for example overlapping hearts - Create Origami through modeling by the teacher and video demonstrations - Suggested Artist: James Rizzi. He was an American pop artist who was born and raised in Brooklyn, NY. Think about a mentor piece of his Pop Art Buildings to represent 2D and 3D shapes. 	
<p>Color and Value: Warm, cool, primary, secondary, color wheel, complimentary colors, tertiary, tints, shades, monochromatic, light, dark, pressure, blending, tints</p> <p>Artists: Gunta Stolzl, Piet Modrian</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify the different terms that describe color - Predict what will happen to colors based on the addition of new colors - Use different colors and values to create artwork - Identify the mood and tone that correlates to shades 	<ul style="list-style-type: none"> - Lilacs: students will use different values of purple to create their artwork - Student choice of artwork: students will display an understanding of how to create different shades of colors - Students will create a “neighborhood” using various colors - Artist spotlight- Piet Mondrian was a dutch painter and his composition with Red, Blue and Yellow for primary colors - Artist spotlight- Gunta Stolzl was a German textile artist and her textile art will represent shapes and forms in her work. 	
<p>Texture: Mixed media, collage, quilt, sculpture, relief sculpture, smooth, rough, imprints, patterns, implied, real, mark making, bumpy,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Use mixed mediums to create a collage - Tell a story through their art - Create artwork using different textures 	<p>Mixed Media- students will create artwork with a variety of mixed media to incorporate different textures. Possible topics include: rainbows, rainforest, ocean, etc.</p> <p>Collage creation based on the works of Faith Ringgold. Ringgold is an African American American painter,</p>	

<p>smooth, scaly, soft, puffy, uneven, fluffy, soft, wrinkled, grainy, velvety, sticky, hairy, shiny, grooved, prickly, wooly, wavy, crumpled, glossy, spiky, criss-crossed, sharp, lined, creased, cracked, jagged, tangled, fractured, dull, splatter, sponge</p> <p>Artist: Faith Ringgold</p>		<p>writer, mixed media sculptor and performance artist from Harlem, NY. Students will learn about the story frame, creating different “hero” story quilts (i.e. MLK).</p> <p>The teacher will display how paint can have various textures with the tool used to paint, the pressure on the tool, or the manner in which the paint is put onto the canvas. Students will then begin to explore how different textures can be created with paint.</p>	
<p>Resources/Materials</p>	<p>Crayons, pastels, markers, color pencils, clay, model magic , paint Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
<p>Interdisciplinary Connections</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 		
<p>Career Readiness, Life Literacies and Key Skills</p>	<p>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).</p>		
<p>Computer Science and Design Thinking</p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>		

Modifications

Multilingual Learners	Special Education	At Risk for School Failure	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

1.5 Visual Arts: Grades 1			
ARTISTIC PROCESS: Presenting			
Pacing: 8 weeks			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?	Analyze
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Select
Anchor Standard 6: Conveying meaning through art.	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas,	Share

	and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?	
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PERFORMANCE EXPECTATIONS

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.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Craftsmanship, expositions, medium, shape, represent ideas, effort, pride, artist, signature, artist’s intent	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create and present their art work with an “artist intent” (materials used, intention, etc.) ● Engage in presentational choices to display work (i.e. paper matting) ● Present their artwork to peers and justify their thinking and thought process ● Complete an art project to the best of their ability ● Take their time with the project/piece ● Sign their project at the end 	<p>The teacher will discuss how works of art are displayed in a museum as well as how they are organized by theme or concept.</p> <p>The teacher will model how to describe your artwork in writing and students will complete an “artist intent” for their piece.</p> <p>The teacher will model how to present your artwork to others so that students can present their artwork to peers.</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year</p>

			<p>performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	<p>Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/</p>		
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify 		

	something that is not understood.
Career Readiness, Life Literacies and Key Skills	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).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	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

1.5 Visual Arts: Grades 1			
ARTISTIC PROCESS: Responding			
Pacing: 8 weeks			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do	Perceive

		visual arts influence our views of the world?	
Anchor Standard 8: Interpreting intent and meaning.	People gain insights into meanings of artworks by engaging in the process of art criticism.	Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	People evaluate art based on various criteria.	Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	Analyze
PERFORMANCE EXPECTATIONS			
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.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.			
1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.			
1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Process, incorporate, colors, emotions, convey, artist, connections, evaluate, sharing	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Build stamina and engagement in the art topic/piece - Use art vocabulary to explain their preferences in the artwork - Make personal connections to artwork - Attend to details and begin to refine their artistic choices - Respect classmates choices and opinions in their artwork - Use positive relevant art vocabulary language to compliment their own artwork as well as classmates 	<p>The teacher will model using art vocabulary to describe artwork, elaborate on details, and making personal connections. Then students will begin to describe artwork with appropriate vocabulary, elaboration of details, and make personal connections in both small and whole group discussion.</p> <p>The teacher will model how to compliment other artwork before students complete it in small groups.</p>	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork,</p>

			<p>Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p> <p>Benchmark: Beginning/mid/end-of-year performance task using a common rubric, Technique check, Portfolio review aligned to grade-level standards, Common assessment across classes or grade levels, Visual or aural identification tasks, Performance comparison</p> <p>Alternate: Oral explanation instead of written reflection, Process-based assessment, Modified performance or shortened sequence, Use of assistive technology, Choice-based assessment, One-on-one teacher conference, Peer-supported or small-group assessment, Visual supports, prompts, or sentence starters, Portfolio evidence in place of a single performance</p>
Resources/Materials	<p>Monet - impressionist Van Gogh-post Impressionist Chris Uphugs & Jim Dine- Pop Art Roy Lichtenstein-sunsets and texture Keith Haring- Pop Art Heather Galler- folk artist, flowers, patterns</p>		
Interdisciplinary Connections	<p>English Language Arts</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others' talk in conversations by responding to the comments of others through multiple 		

	<p>exchanges.</p> <ul style="list-style-type: none"> ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Career Readiness, Life Literacies and Key Skills	<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	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

1.5 Visual Arts: Grades K-2 ARTISTIC PROCESS: Connecting Pacing: 8 weeks			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	synthesize
Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	Essential Questions: 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 preserve aspects of life?	relate

PERFORMANCE EXPECTATIONS

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

1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.

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

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Personal narrative, connections, celebration, choice, culture, holidays, traditions, community, compare, contrast.	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain and begin to why they have made choices of lines, colors, and shapes in their art piece. - Explain and begin to write how their art relates to their home, school, or community - Identify how their culture or background relates to their art - Acknowledge and accept the different holidays/celebrations of others 	<ul style="list-style-type: none"> - Model discussions - Turn and Talk (Think-Pair-Share) - Whole and small group discussion - Gallery Walk - The teacher discusses how they reuse materials for art projects (i.e. rainforest collage, conservation, etc.). This allows for creativity and is a sound practice to have a positive impact on climate change. 	<p>Formative: Teacher observation using skill-specific checklists, Sketchbook or rehearsal journals, Think-pair-share or peer feedback during critique sessions, Exit tickets, Practice performances or gallery walks with feedback, Digital reflections (Flipgrid, Padlet, Seesaw), Self-assessment using simplified rubrics</p> <p>Summative: Final artwork, Performance, Artist statement explaining creative choices, Portfolio submission, Written or oral critique of a performance or artwork, Choreographed sequence, composed rhythm, or short script, Group performance assessing collaboration and technique</p>

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Resources/Materials	Scholastic Art Magazine Mati and Dada videos BrainPop videos https://www.metmuseum.org/ https://www.moma.org/	
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. ○ C. Ask questions to clear up any confusion about the topics and texts under discussion. ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	

Career Readiness, Life Literacies and Key Skills	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).
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps.

Modifications				
Multilingual Learners	Special Education	At Risk for School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
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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