

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Elementary Visual Art

Curriculum

Preschool to Grade 5



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

ELEMENTARY VISUAL ART CURRICULUM

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Elementary Visual Art

Acknowledgements

The Elementary Visual Art Curriculum guide for Preschool through 5th grade was developed through the dedicated efforts of Joanne Hadley and Nicole VanSplinter, Neptune Township Visual Arts teachers, with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

The Elementary Visual Art Curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Visual and Performing Arts and the 2014 National Core Arts Standards. This curriculum guide was developed to serve as a valuable resource for the staff members who teach this course. It is our hope that Visual Arts staff will use this as a starting point to build from and continue to improve upon and that this guide will support and advance the Arts in our school district.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

ELEMENTARY VISUAL ART

COURSE DESCRIPTION

Elementary students will experiment and investigate art. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and media. They learn to coordinate their hands and minds in explorations of the visual world. They learn the value of perseverance. As students move from preschool through grade five, they grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Through examination of their own work students begin to understand the meaning and impact of the visual world in which they live.

Pacing Guide

During each lesson, an instructor will address the four artistic strands: Creating, Presenting, Responding, and Connecting. By addressing these strands the student will connect to their artwork and the process to create art.

Approximate amount of lesson time spent focusing on Units	
Creating	70%
Presenting	10%
Responding	10%
Connecting	10%

Projects:

The teacher will plan a variety of projects to meet the appropriate standards, utilizing the Elements of Art, and the Principles of Design.

- Projects will take approximately three to four lessons, based on the elementary schedule.

Project Cycle

- Teacher plans out projects, focusing on specific standards, elements of art, and principles of design to focus on.
- Teachers will explain specific artistic concepts to students, including a demonstration.
- Students will practice the artistic technique, and then use the technique in creating the artistic work.
- Students and teachers will critique and respond to artistic work.
- Revisions may be made, based on critique.
- Teachers will work with students to present work to the school community.

Integrated Social and Emotional Learning Competencies <i>The following social and emotional competencies are integrated in this curriculum document.</i> <i>(Additional resources: Arts Education and Social Emotional Learning https://selarts.org/)</i>	
Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Creating
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Overview / Rationale

Students will explore the use of the elements and principles of visual art. These include Elements: line, shape, form, value, space, color, and texture; Principles of Design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.

Learning to appreciate visual art through exploration and discussion, can help each student establish a point of view for deeper analysis of art. Exploring a variety of media can help students make educated decisions about their artwork, and help them develop personal expression and self confidence in their work. Additionally, appreciation of visual art will help students make informed decisions about the concept of “quality in art” and asking questions for purposes of discussion represents an important step in learning to appreciate visual art.

Students will have a better appreciation for art and the world around them. Students will be better able to communicate thoughts and ideas. They will understand how incorporating Elements and Principles of art into their creation can make them a stronger visual artist. By exploring art from various art periods /styles as well as art from around the world students will begin to make connections through various disciplines. Teachers will choose specific elements and principles based on the project, theme, and grade level.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

**New Jersey Student Learning Standards for
Visual and Performing Arts and Media Arts (2020)**

CREATING

<u>Explore and Conceive</u>	Anchor Standard 1: Generating and conceptualizing ideas	
	By the end of Grade 2:	1.5.2.Cr1 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.Cr1 Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity
		1.2.2.Cr1 (Media Arts) a. Discover, share and express ideas for media artworks through experimentation, sketching and modeling. b. Brainstorm and improvise multiple ideas using a variety of tools, methods and materials c. Explore form ideas for media art production with support. d. Connect and apply ideas for media art production. e. Choose ideas to create plans for media art production. (Media Arts)
	By the end of Grade 5:	1.5.5.Cr1 Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.
		1.5.5.Cr1 Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
		1.2.5.Cr1 (Media Arts) a. Generate ideas for media artwork, using a variety of tools, methods, and/or materials. b. Develop individual and collaborative artistic goals for media artwork, using a variety of methods. c. Connect media artwork to personal experiences and the work of others. d. Collaboratively form ideas, plans, and models to prepare for media artwork. e. Model ideas and plans in an effective direction. f. Brainstorm goals and plans for a media art audience.
<u>Investigate and Develop</u>	Anchor Standard 2: Organizing and Developing Ideas	
	By the end of	1.5.2.Cr2 Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

	Grade 2:	1.5.2.Cr2 Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
		1.5.2.Cr2 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.
		1.2.2.Cr2 (Media Arts) a. Explore form ideas for media art production with support b. Connect and apply ideas for media art production. c. Choose ideas to create plans for media art production.
	By the end of Grade 5:	1.5.5.Cr2 Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice
		1.5.5.Cr2 Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
		1.5.5.Cr2 Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
		1.2.5.Cr2 (Media Arts) a. Collaboratively form ideas, plans, and models to prepare for media artwork. b. Models ideas, plans in an effective direction c. Brainstorm goals and plans for a media art audience.

<u>Reflect</u> <u>Refine</u> <u>and</u> <u>Continue</u> <u>and</u> <u>Construct</u>	Anchor Standard 3: Refining and completing products.	
	By the end of Grade 2:	1.5.2.Cr3 Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
		1.2.2.Cr3 (Media Arts) a. Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) b. Identify, and describe the effects of altering, refining and completing media artworks.
	By the end of Grade 5:	1.5.5.Cr3 Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
		1.2.5.Cr3 (Media Arts) a. Construct and arrange various content into unified and expressive media arts productions

		b. Describe and apply principles such as movement, balance, contrast, and emphasis. c. Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
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National Core Art Standards for Visual Art (2014)	
Creating	
<u>Explore</u>	Anchor Standard 1: Generate and conceptualize artistic ideas and work
<u>Investigate</u>	Anchor Standard 2: Organize and develop artistic ideas and work
<u>Reflect, Refine and Continue</u>	Anchor Standard 3: Refining and completing products.

Essential Questions:

Note: *Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.*

- 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?
- 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?
- 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?
- 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? (Media Arts)
- 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?(Media Arts)

- How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? (Media Arts)

Enduring Understandings:

Note: *Enduring understandings will be adapted to meet the appropriate standards for the appropriate grade level.*

Students will understand...

- 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.
- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. (Media Arts)
- Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. (Media Arts)
- The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. (Media Arts)

Knowledge:

Students will know...

- The elements and principles of art
- Important events and people in art
- Various media used to create art
- How to use media to communicate ideas

Skills:

Students will be able to....

- Apply the elements and principles of art
- Use various mediums and techniques to create two and three dimensional visual art
- Identify works of art which relate to specific cultural heritages
- Create art utilizing a particular style of visual art
- Work collaboratively to develop ideas and artwork

Career Readiness, Life Literacies, and Key Skills (2020)

Kindergarten - Grade 2

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Grades 3-5

9.1 Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career awareness, Exploration, Preparation and Training

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Making Connections to Careers

Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list.

- **Museum Curator** - acquiring objects and collections, keeping records and cataloging acquisitions, planning and organizing exhibitions, researching objects and collections
- **Illustrator**- Illustrators create drawings and images to communicate a story, message or idea.
- **Teacher**- a person who helps others acquire knowledge
- **Animator** - makes a movie from many still images. The images are put together one after another, and then played at a fast speed to give the illusion of movement.
- **Graphic designer** - create and share a message or meaning through an image, it can be an advertisement you find in a magazine, a poster, a website or a flier you find in your town (usually created using computer software).

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Kindergarten - Grade 2

8.1 Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2 Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Grades 3-5

8.1 Computer Science

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, clay, and other visual art materials.

Technology: Student chromebooks (or iPads if available)

Animations software and design software for student use

Websites:

<https://usecubes.com/design> (create 3D design using cubes)

<https://brush.ninja/> (create flipbook style animation)

Other appropriate resources, at the discretion of the instructor and administration

Teacher Resources

Texts: Grade appropriate literature that inspires exploration of an art concept/experience.

Suggested literature to support art concepts and integration of Social Emotional Learning (SEL) and cultural responsiveness and respect for all:

The Dot by Peter H. Reynolds - Encourages students to think creatively, how to get started with drawing

The Noisy Paintbox by Barb Rosenstock - Artist Wassily Kandinsky: Discussion about his art and synesthesia

Red A Crayon's Story by Michael Hall- Discussion of colors and acceptance of diversity

The Color Monster by Anna Lleons - Discussion of colors and how colors can represent feelings in artwork

Speak Up Molly Lou Melon by Patty Lovell -Discussion concept: collaboration in art is valuable

Love By Sophia by Jim Averbeck - Art Concept: Perspective

Tar Beach by Faith Ringgold -Discussion of Faith Ringgold's artwork

In My Heart by Jo Witek- Explore how colors can represent feelings or emotions

The Feelings Book by Todd Parr-Understanding emotions and how to draw expressions

One Love by Cedella Marley (Based on the song by Bob Marley) - Discussion Concept - shapes, cultural inclusion

Viva Frida by Yuyi Morales- Discussion of Frida Kahlo and her art, as well as her artistic culture

Little Leaders- Bold Women in Black History by Vashti Harrison-Discussion of artist Alma Woodsey Thomas

The Great Wave by Veronique Massenot- A book inspired by the art of Hokusai

Worksheets: Teacher created handouts, Google forms and presentations

Videos:

- Songs in the key of Art
- Lascaux Caves of France, Cave Art
- Dropping in on famous artist series (available on youtube)

Websites:

- National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use: https://images.nga.gov/en/page/show_home_page.html
- Primary Colors, stop motion music video for Sesame Street on You Tube.com
- Shape Songs Collection, Busy Beavers Kids Learn on You Tube.com
- <https://storylineonline.net/> (read alouds)
- Crayola.com
- Nat Geo Kids.com
- Brain Pop.com
- youtube - many useful videos for art history, songs/stories to illustrate art concepts, etc. previewed by teacher
- <https://www.tate.org.uk/kids> (games, resources, videos, lessons - for teachers and students)
- <https://artsandculture.google.com/> (artworks, resources, games, galleries)
- <https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism> - Lessons exploring the concept of Art and Activism for elementary students
- <https://theartofeducation.edu/podcasts/the-best-childrens-books-for-art-teaching-ep-086/> - Additional Literature resources
- <https://rockwellmuseum.org/blog/art-from-home-diversity-in-teaching-art/> -Diversity in teaching art
- <https://padlet.com/teachingartatschool/2f6e6fmljvfd357a>

Explore online lists of diverse artists that include information about each artist such as:

- <https://displaymyart.com/top-12-diverse-artists-to-teach-in-your-art-classroom/>
- <https://www.culturismag.com/5-present-day-multicultural-artists-everyone-should-know/>
- <https://meetthemasters.com/2020/03/06/celebrating-culturally-diverse-artists/>

Stage 2 – Assessment Evidence

Pre- Assessment

- Observations of experience with using artistic tools/skillset
- Class participation

Formative Assessments:

- An exit slip/ticket demonstrating student knowledge of the learning objectives.
- Student self-reflection rubric providing the opportunity to reflect on one's own work.

Summative Assessments:

- A final project demonstrating knowledge of a Unit of learning.
- Department created rubrics

Performance Task(s):

- Completion of various visual art projects using styles and techniques of various cultures and artists through time, to meet appropriate standards, appropriate for grade level.
- Completion of projects that reflect a unit's learning objective and meet the appropriate standards, appropriate for grade level.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices for Creating:

- Explore ● Investigate ● Reflect, Refine, Continue

Media Art Practices for Creating:

Creating: ● Conceive ● Develop ● Construct

Suggested Learning Activities:**Preschool, Kindergarten, First Grade:**

Collage: *A House for Corduroy*,

Painting: Color Mixing-*Mouse Paint* by Ellen Walsh

Drawing: Observational Drawing; Self-Portraits

Sculpture: Pumpkins, Apples

Kindergarten:

Painting- Mondrian Loves Lines; Action Jackson

Drawing: Ice Cream Cone

Rubbings: Textures all around

Collage: My textured house

Printmaking: Patterns on paper

Sculpture: Line Sculptures, Jellyfish, Fall trees

First Grade:

Painting- Monet's Water Lilies; Paul Klee Squares

Oil Pastels: Starry Night with Dash Lines

Sculpture: Chinese Dragons

Drawing: Landscapes

Printing: Warhol Prints

Collage: Still Life with Frida Kahlo

Second Grade:

Drawing: A Playground Compromise

Drawing: Paul Klee-A whimsical City

Painting: In the style of Kandinsky

Printmaking: Insects

Sculpture: STEAM Bowl Project

Collage: Self portrait

Digital: create a digital composition that manipulates an image

Third Grade:

Printing: Create a monoprint

Drawing: People in motion

Art Imitates Life:Georgia O'Keefe

Painting:Van Gogh inspired SunFlowers

Collage: Romare Bearden The City Block

Sculpture: Create a totem pole

Fourth Grade:

Notan Art: In Japan "Notan" is the term used to express the visualization of light and dark as an element of design.

Drawing:Contour Shoe Drawing

Painting: Landscapes using value.

Sculpture: Louise Nevelson inspired found objects.

Fifth Grade:

Sculpture: Giacometti Figure,

Drawing: One Point Perspective

Painting: Mandala

Collage: Tribal Masks

Digital Media: Create a digital composition of a landscape,still life or portrait

Where possible include use of recycled materials to create and discuss how we can help the environment, making a connection to Climate Change.

Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration. These activities may be reflective of school/community/cultural awareness.

Unit Plan Title	Presenting
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Overview / Rationale
<p>Students will explore the use of vocabulary to describe, discuss and think about art. Additionally, students will look at art as a process of creation and begin to see how art can be a reflection of the time and society in which it was created.</p> <p>Learning the language of visual art will help students present and/or communicate their thoughts, ideas, and works of art more persuasively at a greater depth of knowledge. During this unit students and teachers will consider various techniques, evolving technologies and methods for selecting, caring for and preparing artwork for presentation. Sequential study of the language of visual art will contribute to the students' ability to understand and notice detail. Attention to detail will give students greater perceptual and aesthetic understanding of art.</p> <p>Students will have a better understanding of art and the world around them. Students will be better able to communicate thoughts and ideas. They will be able to better convey their world, experiences and emotions. Students will begin to make vocabulary connections through various disciplines allowing them to see the value in art and how it is a part of their world. Teachers will choose specific elements and principles based on the project, theme, and grade level.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision:</p> <p>All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)
<p>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</p> <p>Standard 1.2: Children express themselves through and develop an appreciation of music.</p> <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</p> <p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</p>

**New Jersey Student Learning Standards for
Visual and Performing Arts and Media Arts (2020)**

PRESENTING

<u>Analyze And Producing</u>	Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 2:	1.5.2.Pr4 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.
		1.2.2.Pr4 (Media Arts) a. With guidance and moving towards independence, combine art forms and media content into media artworks, such as an illustrated story or narrated animation. b. Practice combining varied academic, arts, and media content to form media artworks.(Media Arts)
	By the end of Grade 5:	1.5.5.Pr4 Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
		1.2.5.Pr4 (Media Arts) a. Practice combining various academic, arts, media forms, and content into unified media artworks, such as animation, music, and dance. b. Demonstrate understanding of combining a variety of academic, arts, and content with an emphasis on coordinating elements into a comprehensive media artwork. c. Create media artworks through integration of multiple contents and forms.(Media Arts)

<u>Select and Integrate</u>	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 2:	1.5.2.Pr5 Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
		1.2.2.Pr5 (Media Arts) a. Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. b. Identify, describe, and demonstrate basic creative skills, such as trial-and error and playful practice, within media arts production. c. Discover, experiment with, and demonstrate creative skills for media artworks.
	By the	1.5.5.Pr5 Prepare and present artwork safely and effectively.

	end of Grade 5:	<p>1.2.5.Pr5 (Media Arts)</p> <p>a. Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.</p> <p>b. Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.</p> <p>c. Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.</p>
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<u>Share and Present</u>	Anchor Standard 6: Conveying meaning through art.	
	By the end of Grade 2:	1.5.2.Pr6 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.
		<p>1.2.2.Pr6 (Media Arts)</p> <p>a. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.</p> <p>b. With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.</p>
	By the end of Grade 5:	1.5.5.Pr6 Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
		<p>1.2.5.Pr6 (Media Arts)</p> <p>a. Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork</p> <p>b. Identify and compare experiences and benefits of presenting media artworks.</p>

National Core Art Standards for Visual Art (2014)	
<i>Presenting</i>	
<u>Analyze</u>	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
<u>Select</u>	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Essential Questions:

Note: *Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.*

- 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?
- 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?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How are complex media arts experiences constructed? At what point is a work considered "complete"? (Media Arts)
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?(Media Arts)
- 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?(Media Arts)

Enduring Understandings:

Note: *Enduring understandings will be adapted to meet the appropriate standards for the appropriate grade level.*

Students will understand...

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. (Media Arts)
- Media artists require a range of skills and abilities to creatively solve problems.(Media Arts)
- Media artists present, share, and distribute media artworks through various social, cultural, and political contexts. (Media Arts)

Knowledge:

Students will know...

- How to Select, analyze, and interpret artists' work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Describe artistic works using art specific vocabulary
- Reflect on ideas and experience
- How to use media to communicate ideas

Skills:

Students will be able to...

- Collect students work samples to provide evidence of what they have learned
- Share work with each other.
- Select and prepare artwork for display.
- Discuss their artistic choices for a work of art
- Work collaboratively to develop ideas and artwork

Career Readiness, Life Literacies, and Key Skills (2020)

Kindergarten - Grade 2

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

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Grades 3-5

9.1 Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career awareness, Exploration, Preparation and Training

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Making Connections to Careers

Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list.

- **Museum Curator** - acquiring objects and collections, keeping records and cataloging acquisitions, planning and organizing exhibitions, researching objects and collections
- **Illustrator**- Illustrators create drawings and images to communicate a story, message or idea.
- **Teacher**- a person who helps others acquire knowledge
- **Animator** - makes a movie from many still images. The images are put together one after another, and then played at a fast speed to give the illusion of movement.
- **Graphic designer** - create and share a message or meaning through an image, it can be an advertisement you find in a magazine, a poster, a website or a flier you find in your town (usually created using computer software).

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Kindergarten - Grade 2

8.1 Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2 Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Grades 3-5

8.1 Computer Science

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Student Resources
<p>Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, clay, and other visual art materials.</p> <p>Technology: Student chromebooks (or iPads if available) Animations software and design software for student use</p> <p>Websites: https://usecubes.com/design (create 3D design using cubes) https://brush.ninja/ (create flipbook style animation) Other appropriate resources, at the discretion of the instructor and administration</p>
Teacher Resources
<p>Texts: Grade appropriate literature that inspires exploration of an art concept/experience.</p> <p>Suggested literature to support art concepts and integration of Social Emotional Learning (SEL) and cultural responsiveness and respect for all: <i>The Dot</i> by Peter H. Reynolds - Encourages students to think creatively, how to get started with drawing <i>The Noisy Paintbox</i> by Barb Rosenstock - Artist Wassily Kandinsky: Discussion about his art and synesthesia <i>Red A Crayon's Story</i> by Michael Hall- Discussion of colors and acceptance of diversity <i>The Color Monster</i> by Anna Lleons - Discussion of colors and how colors can represent feelings in artwork <i>Speak Up Molly Lou Melon</i> by Patty Lovell -Discussion concept: collaboration in art is valuable <i>Love By Sophia</i> by Jim Averbeck - Art Concept: Perspective <i>Tar Beach</i> by Faith Ringgold -Discussion of Faith Ringgold's artwork <i>In My Heart</i> by Jo Witek- Explore how colors can represent feelings or emotions <i>The Feelings Book</i> by Todd Parr-Understanding emotions and how to draw expressions <i>One Love</i> by Cedella Marley (Based on the song by Bob Marley) - Discussion Concept - shapes, cultural inclusion <i>Viva Frida</i> by Yuyi Morales- Discussion of Frida Khalo and her art, as well as her artistic culture <i>Little Leaders- Bold Women in Black History</i> by Vashti Harrison-Discussion of artist Alma Woodsey Thomas <i>The Great Wave</i> by Veronique Massenet- A book inspired by the art of Hokusai</p> <p>Worksheets: Teacher created handouts, Google forms and presentations</p> <p>Videos:</p> <ul style="list-style-type: none"> • Songs in the Key of Art • Lascaux Caves of France, Cave Art • Dropping in on famous artist series (available on youtube) <p>Websites:</p> <ul style="list-style-type: none"> • National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use: https://images.nga.gov/en/page/show_home_page.html • Primary Colors, stop motion music video for Sesame Street on You Tube.com • Shape Songs Collection, Busy Beavers Kids Learn on You Tube.com • https://storylineonline.net/ (read alouds)

- Crayola.com
- Nat Geo Kids.com
- Brain Pop.com
- youtube - many useful videos for art history, songs/stories to illustrate art concepts, etc. previewed by teacher
- <https://www.tate.org.uk/kids> (games, resources, videos, lessons - for teachers and students)
- <https://artsandculture.google.com/> (artworks, resources, games, galleries)
- <https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism> - Lessons exploring the concept of Art and Activism for elementary students
- <https://theartofeducation.edu/podcasts/the-best-childrens-books-for-art-teaching-ep-086/> - Additional Literature resources
- <https://rockwellmuseum.org/blog/art-from-home-diversity-in-teaching-art/> -Diversity in teaching art
- <https://padlet.com/teachingartatschool/2fbe6fmljvfd357a>

Explore online lists of diverse artists that include information about each artist such as:

- <https://displaymyart.com/top-12-diverse-artists-to-teach-in-your-art-classroom/>
- <https://www.culturismag.com/5-present-day-multicultural-artists-everyone-should-know/>
- <https://meetthemasters.com/2020/03/06/celebrating-culturally-diverse-artists/>

Other appropriate resources, at the discretion of the instructor and administration

Stage 2 – Assessment Evidence

Pre- Assessment

- Observations of experience with using artistic tools/skillset
- Class participation

Formative Assessments:

- An exit slip/ticket demonstrating student knowledge of the learning objectives.
- Student self-reflection rubric providing the opportunity to reflect on one's own work.

Summative Assessments:

- A final project demonstrating knowledge of a Unit of learning.
- Department created rubrics

Performance Task(s): Performance Task(s):

- Completion of projects that reflect a specific learning objective and meet the appropriate standards, appropriate for grade level.
- Completion of various visual art projects using styles and techniques of various cultures and artists through time, to meet appropriate standards, appropriate for grade level.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices for Creating:

● Explore ● Investigate ● Reflect, Refine, Continue

Media Art Practices for Creating:

Creating: ● Conceive ● Develop ● Construct

Suggested Learning Activities:

Preschool, Kindergarten, First Grade:

Collage: *A House for Corduroy*,

Painting: Color Mixing-*Mouse Paint* by Ellen Walsh

Drawing: Observational Drawing; Self-Portraits

Sculpture: Pumpkins, Apples

Kindergarten:

Painting- Mondrian Loves Lines; Action Jackson

Drawing: Ice Cream Cone

Rubbings: Textures all around

Collage: My textured house

Printmaking: Patterns on paper

Sculpture: Line Sculptures, Jellyfish, Fall trees

First Grade:

Painting- Monet's Water Lilies; Paul Klee Squares

Oil Pastels: Starry Night with Dash Lines

Sculpture: Chinese Dragons

Drawing: Landscapes

Printing: Warhol Prints

Collage: Still Life with Frida Kahlo

Second Grade:

Drawing: A Playground Compromise

Drawing: Paul Klee-A whimsical City

Painting: In the style of Kandinsky

Printmaking: Insects

Sculpture: STEAM Bowl Project

Collage: Self portrait

Digital: create a digital composition that manipulates an image

Third Grade:

Printing: Create a monoprint

Drawing: People in motion

Art Imitates Life: Georgia O'Keefe
Painting: Van Gogh inspired Sunflowers
Collage: Romare Bearden The City Block
Sculpture: Create a totem pole

Fourth Grade:

Notan Art: In Japan "Notan" is the term used to express the visualization of light and dark as an element of design.

Drawing: Contour Shoe Drawing

Painting: Landscapes using value.

Sculpture: Louise Nevelson inspired found objects.

Fifth Grade:

Sculpture: Giacometti Figure,

Drawing: One Point Perspective

Painting: Mandala

Collage: Tribal Masks

Digital Media: Create a digital composition of a landscape, still life or portrait

Where possible include use of recycled materials to create and discuss how we can help the environment, making a connection to Climate Change.

Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration.

Unit Plan Title	Responding
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Overview / Rationale

Students will explore meaning and develop awareness of the world around them through art. They will learn to respond, analyze and reflect to better understand artistic meaning and process in works of art. As participants in a greater society, all students benefit by learning about the defining contributions the visual arts have made throughout history. This will serve to strengthen their knowledge of art as a reflection of the time and society in which it was created.

Analyzing their own works of art and historical works of art from multiple perspectives invites students to think deeply, beyond simply making value judgments. This requires knowledge and understanding in a variety of philosophical perspectives that exist within today's world. Asking questions for purposes of discussion also represents an important step in learning to appreciate visual art. Teachers will choose visual imagery based on project and grade level.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

**New Jersey Student Learning Standards for
Visual and Performing Arts and Media Arts (2020)**

RESPONDING

<u>Perceive</u>	Anchor Standard 7: Perceiving and analyzing products.	
	By the end of Grade 2:	1.5.2.Re7 Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
		1.5.2.Re7 Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
		1.2.2.Re7 (Media Arts) a. Identify, share and describe the components and messages in media artwork. b. Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.(Media Arts)
	By the end of Grade 5:	1.5.5.Re7 Speculate about artistic processes, interpret, and compare works of art and other responses.
		1.5.5.Re7 Analyze visual arts including cultural associations.
		1.2.5.Re7 (Media Arts) a. Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. b. Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

<u>Interpret</u>	Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 2:	1.5.2.Re8 Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
		1.2.2.Re8 (Media Arts) Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
	By the end of Grade 5:	1.5.5.Re8 Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
		1.2.5.Re8 (Media Arts)

		Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
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<u>Analyze and Evaluate</u>	Anchor Standard 3: Applying criteria to evaluate products.	
	By the end of Grade 2:	1.5.2.Re9 Use art vocabulary to explain preferences in selecting and classifying artwork.
		1.2.2.Re9 (Media Arts) Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.
	By the end of Grade 5:	1.5.5.Re9 Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
		1.2.5.Re9 (Media Arts) Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

National Core Art Standards for Visual Art (2014)	
<i>Responding</i>	
<u>Explore</u>	Anchor Standard 7: Perceive and analyze artistic work.
<u>Investigate</u>	Anchor Standard 8: Interpret intent and meaning in artistic work.
<u>Reflect, Refine and Continue</u>	Anchor Standard 9: Apply criteria to evaluate artistic work.

Essential Questions:

Note: *Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.*

- 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 visual arts influence our views of the world?
- 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?
- 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?

- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?(Media Arts)
- 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?(Media Arts)
- 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? (Media Arts)

Enduring Understandings:

Note: *Enduring understandings will be adapted to meet the appropriate standards for the appropriate grade level.*

Students will understand...

- 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.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- 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. (Media Arts)
- 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. (Media Arts)
- Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks. (Media Arts)

Knowledge:

Students will know...

- The significance and value of artwork in their lives.
- How media and visual organization affect the communication of ideas.
- How to use personal criteria when making visual aesthetic judgements.

Skills:

Students will be able to...

- Understand the historical and cultural context of a work of art.
- Create art and reflect upon what they have made.
- Create narratives about artwork.
- Identify the elements and principles of art in a painting.
- Share ideas to develop an artwork with a unique perspective.

Career Readiness, Life Literacies, and Key Skills (2020)

Kindergarten - Grade 2

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

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.
 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
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 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Grades 3-5

9.1 Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career awareness, Exploration, Preparation and Training

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Making Connections to Careers

Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list.

- **Museum Curator** - acquiring objects and collections, keeping records and cataloging acquisitions, planning and organizing exhibitions, researching objects and collections
- **Illustrator**- Illustrators create drawings and images to communicate a story, message or idea.
- **Teacher**- a person who helps others acquire knowledge
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Interdisciplinary Connections

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Craft and Structure -NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Computer Science and Design Thinking (2020)**Kindergarten - Grade 2****8.1 Computer Science**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2 Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Grades 3-5**8.1 Computer Science**

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, clay, and other visual art materials.

Technology: Student chromebooks (or iPads if available)

Animations software and design software for student use

Websites:

<https://usecubes.com/design> (create 3D design using cubes)

<https://brush.ninja/> (create flipbook style animation)

Other appropriate resources, at the discretion of the instructor and administration

Teacher Resources

Texts: Grade appropriate literature that inspires exploration of an art concept/experience.

Suggested literature to support art concepts and integration of Social Emotional Learning (SEL) and cultural responsiveness and respect for all:

The Dot by Peter H. Reynolds - Encourages students to think creatively, how to get started with drawing

The Noisy Paintbox by Barb Rosenstock - Artist Wassily Kandinsky: Discussion about his art and synesthesia

Red A Crayon's Story by Michael Hall- Discussion of colors and acceptance of diversity

The Color Monster by Anna Lleons - Discussion of colors and how colors can represent feelings in artwork

Speak Up Molly Lou Melon by Patty Lovell -Discussion concept: collaboration in art is valuable
Love By Sophia by Jim Averbeck - Art Concept: Perspective
Tar Beach by Faith Ringgold -Discussion of Faith Ringgold's artwork
In My Heart by Jo Witek- Explore how colors can represent feelings or emotions
The Feelings Book by Todd Parr-Understanding emotions and how to draw expressions
One Love by Cedella Marley (Based on the song by Bob Marley) - Discussion Concept - shapes, cultural inclusion
Viva Frida by Yuyi Morales- Discussion of Frida Khalo and her art, as well as her artistic culture
Little Leaders- Bold Women in Black History by Vashti Harrison-Discussion of artist Alma Woodsey Thomas
The Great Wave by Veronique Massenot- A book inspired by the art of Hokusai

Worksheets: Teacher created handouts, Google forms and presentations

Videos:

- Songs in the Key of Art
- Lascaux Caves of France, Cave Art
- Dropping in on famous artist series (available on youtube)

Websites:

- National Gallery of Art, which has more than 25,000 open access digital images for free of charge for download and use: https://images.nga.gov/en/page/show_home_page.html
- Primary Colors, stop motion music video for Sesame Street on You Tube.com
- Shape Songs Collection, Busy Beavers Kids Learn on You Tube.com
- <https://storylineonline.net/> (read alouds)
- Crayola.com
- Nat Geo Kids.com
- Brain Pop.com
- youtube - many useful videos for art history, songs/stories to illustrate art concepts, etc. previewed by teacher
- <https://www.tate.org.uk/kids> (games, resources, videos, lessons - for teachers and students)
- <https://artsandculture.google.com/> (artworks, resources, games, galleries)
- <https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism> - Lessons exploring the concept of Art and Activism for elementary students
- <https://theartofeducation.edu/podcasts/the-best-childrens-books-for-art-teaching-ep-086/> - Additional Liturature resources
- <https://rockwellmuseum.org/blog/art-from-home-diversity-in-teaching-art/> -Diversity in teaching art
- <https://padlet.com/teachingartatschool/2fbe6fmljvfd357a>

Explore online lists of diverse artists that include information about each artist such as:

- <https://displaymyart.com/top-12-diverse-artists-to-teach-in-your-art-classroom/>
- <https://www.culturismag.com/5-present-day-multicultural-artists-everyone-should-know/>
- <https://meetthemasters.com/2020/03/06/celebrating-culturally-diverse-artists/>

Stage 2 – Assessment Evidence

Pre- Assessment

- Observations of experience with using artistic tools/skillset
- Class participation

Formative Assessments:

- An exit slip/ticket demonstrating student knowledge of the learning objectives.
- Student self-reflection rubric providing the opportunity to reflect on one's own work.

Summative Assessments:

- A final project demonstrating knowledge of a Unit of learning.
- Department created rubrics

Performance Task(s): Performance Task(s):

- Completion of projects that reflect a specific learning objective and meet the appropriate standards, appropriate for grade level.
- Completion of various visual art projects using styles and techniques of various cultures and artists through time, to meet appropriate standards, appropriate for grade level.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices for Creating:

- Explore ● Investigate ● Reflect, Refine, Continue

Media Art Practices for Creating:

Creating: ● Conceive ● Develop ● Construct

Suggested Learning Activities:

Preschool, Kindergarten, First Grade:

Collage: *A House for Corduroy*,

Painting: *Color Mixing-Mouse Paint* by Ellen Walsh

Drawing: Observational Drawing; Self-Portraits

Sculpture: Pumpkins, Apples

Kindergarten:

Painting- *Mondrian Loves Lines*; *Action Jackson*

Drawing: *Ice Cream Cone*

Rubbings: Textures all around

Collage: My textured house
Printmaking: Patterns on paper
Sculpture: Line Sculptures, Jellyfish, Fall trees

First Grade:

Painting- Monet's Water Lilies; Paul Klee Squares
Oil Pastels: Starry Night with Dash Lines
Sculpture: Chinese Dragons
Drawing: Landscapes
Printing: Warhol Prints
Collage: Still Life with Frida Kahlo

Second Grade:

Drawing: A Playground Compromise
Drawing: Paul Klee-A whimsical City
Painting: In the style of Kandinsky
Printmaking: Insects
Sculpture: STEAM Bowl Project
Collage: Self portrait
Digital: create a digital composition that manipulates an image

Third Grade:

Printing: Create a monoprint
Drawing: People in motion
Art Imitates Life: Georgia O'Keefe
Painting: Van Gogh inspired SunFlowers
Collage: Romare Bearden The City Block
Sculpture: Create a totem pole

Fourth Grade:

Notan Art: In Japan "Notan" is the term used to express the visualization of light and dark as an element of design.
Drawing: Contour Shoe Drawing
Painting: Landscapes using value.
Sculpture: Louise Nevelson inspired found objects.

Fifth Grade:

Sculpture: Giacometti Figure,
Drawing: One Point Perspective
Painting: Mandala
Collage: Tribal Masks
Digital Media: Create a digital composition of a landscape, still life or portrait

Where possible include use of recycled materials to create and discuss how we can help the environment, making a connection to Climate Change.

Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration.

Unit Plan Title	Connecting
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Overview / Rationale

Students will further explore the use of the elements and principles of visual art. These include Elements: line, shape, form, value, space, color, and texture; Principles of Design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.

Learning to appreciate visual art through exploration and discussion, can help each student establish a point of view for deeper analysis of art. Exploring a variety of media can help students make educated decisions about their artwork, and help them develop personal expression and self confidence in their work. Additionally, appreciation of visual art will help students make informed decisions about the concept of “quality in art” and asking questions for purposes of discussion represents an important step in learning to appreciate visual art.

Students will have a better appreciation for art and the world around them. Students will be better able to communicate thoughts and ideas. They will understand how incorporating Elements and Principles of art into their creation can make them a stronger visual artist. By exploring art from various art periods /styles as well as art from around the world students will begin to make connections through various disciplines. Teachers will choose specific elements and principles based on the project, theme, and grade level.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Preschool Teaching and Learning Standards (2014)

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

**New Jersey Student Learning Standards for
Visual and Performing Arts and Media Arts (2020)**

CONNECTING

<u>Synthesize</u>	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
	By the end of Grade 2:	1.5.2.Cn10 Create art that tells a story or describes life events in home, school and community.
		1.2.2.Cn10 (Media Arts) a. Use personal experiences, interests, information, and models in creating media artworks. b. Share and discuss experiences of media artworks, describing their meaning and purpose. (Media Arts)
	By the end of Grade 5:	1.5.5.Cn10 Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
		1.2.5.Cn10 (Media Arts) a. Use, examine and access internal and external resources to create media artworks, such as interests, knowledge, and experiences. b. Identify, examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

<u>Relate</u>	Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	
	By the end of Grade 2:	1.5.2.Cn11 Compare, contrast and describe why people from different places and times make art.
		1.5.2.Cn11 Describe why people from different places and times make art about different issues, including climate change.
		1.2.2.Cn11 (Media Arts) a. 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. b. Interact appropriately with media arts tools and environments,

		considering safety, rules, and fairness.
	By the end of Grade 5:	1.5.5.Cn11: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
		1.5.5.Cn11 Communicate how art is used to inform others about global issues, including climate change.
		1.2.5.Cn11 (Media Arts) a. Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). b. Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

National Core Art Standards for Visual Art (2014)	
Connecting	
<u>Synthesize</u>	Anchor Standard 10: Synthesize and Relate Knowledge and personal experiences
<u>Relate</u>	Anchor Standard 11: Relate Artistic Ideas and Works

Essential Questions:

Note: *Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.*

- 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?
- 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?
- 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? (Media Arts)
- 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, contexts, and daily life inform the creation, performance and response to media arts? (Media Arts)

Enduring Understandings:

Note: *Enduring understandings will be adapted to meet the appropriate standards for the appropriate grade level.*

Students will understand...

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. (Media Arts)
- Understanding connections to varied contexts and daily life enhances a media artist's work. (Media Arts)

Knowledge:

Students will know...

- How to select, analyze, and interpret an artist's work for presentation.
- Develop and refine artistic techniques and work for presentation.

Skills:

Students will be able to...

- Collect students work samples to provide evidence of what they have learned
- Share work with each other.
- Select and prepare artwork for display.

Career Readiness, Life Literacies, and Key Skills (2020)

Kindergarten - Grade 2

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

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.

Grades 3-5

9.1 Financial Literacy

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career awareness, Exploration, Preparation and Training

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Making Connections to Careers

Ask students what they think is involved in these art-related jobs/careers and supplement their answers. The goal is to make content connections to the real world in the field of art. Teachers can feel free to add/modify the list.

- **Museum Curator** - acquiring objects and collections, keeping records and cataloging acquisitions, planning and organizing exhibitions, researching objects and collections
- **Illustrator**- Illustrators create drawings and images to communicate a story, message or idea.
- **Teacher**- a person who helps others acquire knowledge
- **Animator** - makes a movie from many still images. The images are put together one after another, and then played at a fast speed to give the illusion of movement.
- **Graphic designer** - create and share a message or meaning through an image, it can be an advertisement you find in a magazine, a poster, a website or a flier you find in your town (usually created using computer software).

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Kindergarten - Grade 2

8.1 Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2 Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Grades 3-5

8.1 Computer Science

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or

support a claim.

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- youtube - many useful videos for art history, songs/stories to illustrate art concepts, etc. previewed by teacher
- <https://www.tate.org.uk/kids> (games, resources, videos, lessons - for teachers and students)
- <https://artsandculture.google.com/> (artworks, resources, games, galleries)
- <https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism> - Lessons exploring the concept of Art and Activism for elementary students
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Other appropriate resources, at the discretion of the instructor and administration

Stage 2 – Assessment Evidence

Pre-Assessments:

- Pre-Assessment of artistic skills
- Class participation

Formative Assessments:

- An exit slip/ticket demonstrating student knowledge of the learning objectives.
- Student self-reflection rubric providing the opportunity to reflect on one's own work.

Summative Assessments:

- A final project demonstrating knowledge of a Unit of learning.
- Department created rubrics

Performance Task(s): Performance Task(s):

- Completion of projects that reflect a specific learning objective and meet the appropriate standards, appropriate for grade level.

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The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

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Creating: ● Conceive ● Develop ● Construct

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Sculpture: Line Sculptures, Jellyfish, Fall trees

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Painting- Monet's Water Lilies; Paul Klee Squares

Oil Pastels: Starry Night with Dash Lines

Sculpture: Chinese Dragons

Drawing: Landscapes

Printing: Warhol Prints

Collage: Still Life with Frida Kahlo

Second Grade:

Drawing: A Playground Compromise

Drawing: Paul Klee-A whimsical City

Painting: In the style of Kandinsky

Printmaking: Insects

Sculpture: STEAM Bowl Project

Collage: Self portrait

Digital: create a digital composition that manipulates an image

Third Grade:

Printing: Create a monoprint

Drawing

People in motion

Art Imitates Life: Georgia O'Keefe

Painting: Van Gogh inspired SunFlowers

Collage: Romare Bearden The City Block

Sculpture: Create a totem pole

Fourth Grade:

Notan Art: In Japan "Notan" is the term used to express the visualization of light and dark as an element of design.

Drawing: Contour Shoe Drawing

Painting: Landscapes using value.

Sculpture: Louise Nevelson inspired found objects.

Fifth Grade:

Sculpture: Giacometti Figure,

Drawing: One Point Perspective

Painting: Mandala

Collage: Tribal Masks

Digital Media: Create a digital composition of a landscape, still life or portrait

Where possible include use of recycled materials to create and discuss how we can help the environment, making a connection to Climate Change.

Additional learning activities and artistic projects will be included at the discretion of the instructor, to meet appropriate standards, with the approval of administration.

Accommodations and Modifications

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview art vocabulary
- Repeat or reword directions
- Have students repeat steps needed for art project production
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model art skills/techniques to be mastered
- Extended time to complete art projects
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Assign a peer buddy
- Check for understanding of art concepts with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Provide student with clear expectations in writing and grading criteria (rubrics)
- Modifying Art Projects:
<https://theartofeducation.edu/2018/03/08/4-concrete-ways-modify-art-projects-students-special-needs/>
- Art Adaptations for Students with Physical Disabilities
<https://higherlogicdownload.s3.amazonaws.com/SPED/f1a9f0ef-3d66-408f-9009-876f9a536434/UploadedImages/ATforArtTechSpotlight.pdf>
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers

<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Alternate ways to evaluate (projects or oral presentations instead of written tests)

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview art vocabulary
- Repeat or reword directions
- Have students repeat directions/steps in the art project
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice of art concepts
- Model skills and art techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions/steps in the art project
- Opportunity for repetition and additional practice
- Model art skills/techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Support organizational skills of art supplies
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent art projects based on their individual interests
- Provide enrichment activities that include more complex art material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Allow students to move through the assignment at their own pace (as appropriate)
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Art Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs
<https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

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