

Visual Arts

Curriculum Guide

Grades K - 2

Department of Equity, Curriculum and
Instruction

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Montclair Public Schools

Course Title: Visual Art K-2

Curriculum Area: Visual Art

2022 Curriculum Writers:

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Introduction

The Montclair Public Schools believe in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The district boasts five elementary schools that all are committed to fostering a love of the arts in all its students. It is our belief that the arts have intrinsic value and make a unique contribution to culture, society, and lives of individuals. It creates cultures and builds civilizations, as well as provides personal fulfillment. Participation in the visual arts is a valuable part of life and should be cultivated. The visual arts allow for connections with all subject areas and provide students with the ability to reason, make decisions, and judgements. The arts bring joy and excitement to the learning process.

(Source: Deborah Comeau and Catherine Kondreck, Visual Arts 6-8 Curriculum, 2019)

2020 New Jersey Student Learning Standards for Visual Art K-2

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ...

(2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the

unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment.

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 National Standards for Arts Education and National Coalition for Core Arts Standards (NCCAS) National Arts Standards, anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Visual and Performing Arts NJSLs 2020 (June)

Artistic Processes

<p>Creating Definition: Conceiving and developing new artistic ideas and work.</p>	<p>Performing/Presenting/Producing Definitions: <i>Performing</i>: Realizing artistic ideas and work through interpretation. <i>Presenting (visual arts)</i>: Interpreting and sharing artistic work. <i>Producing (media arts)</i>: Realizing and presenting artistic ideas and work.</p>	<p>Responding Definition: Understanding and evaluating how the arts convey meaning.</p>	<p>Connecting Definition: Relating artistic ideas and work with personal meaning and external context.</p>
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Anchor Standards

<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products</p>	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p>	<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p>
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Overview	Concepts/Theme	Knowledge	Standards	Art-Related Skills
<p><u>Unit 1</u></p>	<ul style="list-style-type: none"> ● Line ● Shape 	<p>A line is made up of a series of dots that are connected to create various types of lines such as straight, wavy, zig zag, etc.</p> <p>A shape is made of different types of lines coming together to create geometric shapes (such as a circle or square) or organic shapes (such as a cloud or cactus).</p> <p>A combination of lines or shapes can create a pattern.</p> <p>Different kinds of lines and shapes can be created using various mediums such as painting, printmaking, and drawing.</p> <p>Artwork from diverse cultures use shapes and lines through repeated pattern, rhythm, styles and sizes.</p> <p>Artwork has evolved through history through the work of various artists and art movements.</p> <p><u>VOCABULARY:</u> Horizontal, vertical, diagonal, straight, wavy, zig</p>	<p><u>Visual Arts NJSLs 2020</u></p> <p>Creating: Anchor Standard #1 Anchor Standard #2 Anchor Standard #3</p> <p>Performing/Presenting/Producing: Anchor Standard #4 Anchor Standard #5 Anchor Standard #6</p> <p>Responding: Anchor Standard #7 Anchor Standard #8 Anchor Standard #9</p> <p>Connecting: Anchor Standard #10 Anchor Standard #11</p>	<p>Identify and describe various types of lines.</p> <p>Create a work of art using different types of lines.</p> <p>Examine examples of lines being used in a variety of multicultural artworks.</p> <p>Compare and contrast works of art from history, focusing on line and shape.</p> <p>Create a work of art using geometric and organic shapes.</p> <p>Manipulate various media to create works of art utilizing lines and shapes.</p> <p>Examine examples of shapes being used in a variety of multicultural artworks.</p>

		<p>zag, curly, spiral, bumpy, dotted, dashed, thick/thin, geometric, organic, side, vertices/corners, symmetrical/asymmetrical</p> <p><u>ELEMENTS/PRINCIPLES:</u> Line, Shape, Pattern/Rhythm, Balance, Proportion/Scale</p>		
Unit 2	<ul style="list-style-type: none"> ● Color ● Value 	<p>Primary colors cannot be made by mixing other colors.</p> <p>Primary colors can be mixed to create all other colors.</p> <p>Secondary colors are created by mixing two primary colors.</p> <p>When mixing colors, start with the lighter color first and add the darker color to it.</p> <p>A color wheel shows the relationship between colors.</p> <p>Color encompasses all mediums: painting, drawing, ceramics and sculpture.</p>	<p><u>Visual Arts NJSL 2020</u></p> <p>Creating: Anchor Standard #1 Anchor Standard #2 Anchor Standard #3</p> <p>Performing/Presenting/Producing: Anchor Standard #4 Anchor Standard #5 Anchor Standard #6</p> <p>Responding: Anchor Standard #7 Anchor Standard #8 Anchor Standard #9</p> <p>Connecting: Anchor Standard #10 Anchor Standard #11</p>	<p>Identify the primary colors (red, yellow, blue).</p> <p>Describe the importance of the primary colors.</p> <p>Mix the primary colors to create secondary colors (orange, green, purple).</p> <p>Create a six-color color wheel.</p> <p>Use the color wheel to choose appropriate color schemes when creating artwork.</p> <p>Manipulate various media to create works of art utilizing lines and shapes.</p>

		<p>Warm and cool colors can be used to show temperature and mood in an artwork.</p> <p>Value is the lightness or darkness of a color or hue.</p> <p>Value can be arranged from light to dark in a gradient scale.</p> <p>Value can be changed by adding black or white to a color.</p> <p>Value encompasses some mediums: photography, painting, and drawing.</p> <p>Art from other cultures use specific color choices to express aspects of their culture.</p> <p><u>VOCABULARY:</u> Color, primary, secondary, warm/cool colors, color scheme, color wheel, hue, value, value scale, tone, tint, shade, gradient, monochromatic</p> <p><u>ELEMENTS/PRINCIPLES:</u> Color, Value, Emphasis, Harmony, Unity, Contrast</p>		<p>Identify warm and cool colors.</p> <p>Compare and contrast warm and cool colors.</p> <p>Examine examples of color being used in a variety of multicultural artworks.</p> <p>Create a work of art using warm and/or cool colors.</p> <p>Define value and value scale.</p> <p>Create a value scale using varying hand pressure.</p> <p>Create a value scale using white and black to create tints and shades of one color.</p> <p>Arrange a value scale to create a gradient.</p> <p>Manipulate various media to create works of art utilizing color and value.</p>

<p><u>Unit 3</u></p>	<ul style="list-style-type: none"> ● Space ● Form 	<p>Space is the relationship of the foreground, middle ground and background.</p> <p>When drawing, objects in the foreground are larger than objects in the background, which are smaller.</p> <p>Space can be illustrated using a variety of 2D materials such as: pencils, paint, pastels, and crayons.</p> <p>The place where the sky and the earth appear to meet is the horizon line.</p> <p>The horizon line is always horizontal.</p> <p>A 3D shape is a form that has height, width and depth. A 2D shape is flat and has height and width.</p> <p>Different kinds and sizes of 3D forms can be created through various media such as clay, model magic, paper and wire.</p> <p>Visual artwork from diverse cultures represent forms that can be real or abstract.</p> <p><u>VOCABULARY:</u> Background, middle ground, foreground, horizon</p>	<p><u>Visual Arts NJSLs 2020</u></p> <p>Creating: Anchor Standard #1 Anchor Standard #2 Anchor Standard #3</p> <p>Performing/Presenting/Producing: Anchor Standard #4 Anchor Standard #5 Anchor Standard #6</p> <p>Responding: Anchor Standard #7 Anchor Standard #8 Anchor Standard #9</p> <p>Connecting: Anchor Standard #10 Anchor Standard #11</p>	<p>Define space as it relates to two-dimensional and three-dimensional artwork.</p> <p>Create two-dimensional artwork that demonstrates space using foreground, middle ground, and background.</p> <p>Identify the horizon line in a series of landscapes.</p> <p>Compare and contrast space and form.</p> <p>Define form as it relates to three-dimensional artwork.</p> <p>Identify three-dimensional forms such as sphere, cube, and pyramid.</p> <p>Recognize symmetrical, asymmetrical, geometric, and organic forms.</p> <p>Manipulate various media to create works of art utilizing space and form.</p>
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		<p>line, perspective, proportion, two-dimensional (flat shapes), three-dimensional (sphere, cube, pyramid), geometric, natural, symmetrical, asymmetrical, sculpture</p> <p><u>ELEMENTS/PRINCIPLES:</u> Space, Form, Proportion/Scale, Unity, Balance, Emphasis</p>		<p>Examine examples of space and form being used in a variety of multicultural artworks.</p>
Unit 4	<ul style="list-style-type: none"> ● Texture 	<p>Actual texture is felt using your sense of touch.</p> <p>Implied texture is seen using your sense of sight and is an imitation of actual texture.</p> <p>Texture can be created using a variety of 2D and 3D materials such as clay, textiles, pencils, paint and crayons, etc.</p> <p>VOCABULARY: Texture, implied texture, actual texture, rough, smooth, hard, soft, slimy, fuzzy, bumpy, prickly, hairy, coarse, fiber art</p> <p>ELEMENTS/PRINCIPLES: Texture, Emphasis, Contrast, Variety</p>	<p><u>Visual Arts NJSLs 2020</u></p> <p>Creating: Anchor Standard #1 Anchor Standard #2 Anchor Standard #3</p> <p>Performing/Presenting/Producing: Anchor Standard #4 Anchor Standard #5 Anchor Standard #6</p> <p>Responding: Anchor Standard #7 Anchor Standard #8 Anchor Standard #9</p> <p>Connecting: Anchor Standard #10 Anchor Standard #11</p>	<p>Identify and describe various textures, both actual and implied.</p> <p>Utilize multiple textures in one work of art.</p> <p>Use a variety of techniques to apply texture in their artwork.</p> <p>Create a variety of implied textures on a two - dimensional surface.</p> <p>Analyze a two -dimensional work of art for examples of implied texture.</p> <p>Examine examples of texture being used in a variety of multicultural artworks.</p>

<p><u>Suggested Open Educational Resources</u></p>	<p><u>BOOKS:</u></p> <p>The Dot by Peter H. Reynolds</p> <p>Beautiful Oops by Barney Saltzberg</p> <p>Harold and the Purple Crayon by Crockett Johnson</p> <p>Lines That Wiggle by Candace Whitman</p> <p>I'm Not Just a Scribble by Diane Alber</p> <p>Mouse Shapes by Ellen Stoll Walsh</p> <p>Spiky, Slimy, Smooth: What is Texture? By Jane Brocket</p> <p>Clay Lab for Kids by Cassie Stephens</p>	<p><u>WEBSITES:</u></p> <p>The Art of Education - <u>The Art of Education</u></p> <p>Incredible Art Department – <u>Incredible Art Department</u></p> <p>Deep Space Sparkle – <u>Deep Space Sparkle</u></p> <p>Comic Strip Creator - <u>Make Beliefs Comics</u></p> <p>Art Games for Kids - <u>Artsology</u></p> <p>Modern Art Generator – <u>Bomomo</u></p> <p>J.Paul Getty Museum – <u>J. Paul Getty Museum</u></p> <p>Google Arts and Culture - <u>https://artsandculture.google.com/</u></p> <p><u>The Kennedy Center Digital Resources Library</u></p> <p><u>Visual and Performing Arts NJSL 2020</u></p>	<p>BLOGS:</p> <p>Cassie Stephens, Art Teacher – <u>Cassie Stephens</u></p> <p>Art with Mrs. E, Art Teacher – <u>Art with Mrs. E</u></p> <p>The Artful Parent, Project Ideas – <u>The Artful Parent</u></p> <p>Mrs. Knight’s Smartest Artists, Art Teacher – Mrs. Knight's Smartest Artists</p> <p>Bar Rucci - <u>ArtBar Blog</u></p>	<p>OTHER:</p> <p>NJ Department of Education Statutes</p> <p>The Amistad Commission’s Virtual Curriculum: <u>http://www.njamistadcurriculum.net/</u></p> <p>NJ Commission on Holocaust Education <u>https://www.nj.gov/education/holocaust/</u></p> <p>Asian American Pacific Islander Education <u>https://asianamericanedu.org/</u></p> <p>NJSLS Diversity, Equity and Inclusion Educational Resources <u>https://www.nj.gov/education/standards/dei/samples/index.shtml</u></p>

	<p>Stitch and String Lab by Cassie Stephens</p> <p>Paint Lab for Kids by Stephanie Corfee</p> <p>The Game of Sculpture by Hervé Tullet</p> <p>Studio Thinking: The Real Benefits of Visual Arts Education, Hetland, Winner, et al, Teachers College Press, 2007.</p>	<p>How To Make Rubrics</p>		
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Montclair Public Schools Instructional Unit

Content:	Visual Art			Grade:	K-2
Marking Period	Trimester 1	Unit Title:	Line and Shape	Pacing:	10 Weeks

Overview

Big Ideas:

- Lines create shapes, shapes create everything we see around us.
- Line and Shape are elements of art.
- Lines can travel through space in different ways and directions.
- Shapes can be either organic or geometric.
- Line and shape have been used in art around the world throughout time.
- Shapes are flat with length and width.

Essential Questions:

- Why would an artist use line or shape when planning and creating their art?
- How can an artist use line and shape to express their emotions?
- How would an artist use line and shape to take up space on a 2-D surface?
- How has the art of yesterday influenced the art of today?

Enduring Understandings:

- The elements of art/principles of design guide art creation and composition.
- Different kinds of lines and shapes fill space differently.
- Lines and Shape can be used to express an idea.
- Art of the past and from around the world used both line and shape and inspires the art of today

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p><u>CREATING</u></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. <p>Anchor Standard 3: Refining and completing products.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. <p><u>PRESENTING</u></p>	<p>Identify and describe various types of lines.</p> <p>Create a work of art using different types of lines.</p> <p>Examine examples of lines being used in a variety of multicultural artworks.</p> <p>Compare and contrast works of art from history, focusing on line and shape.</p> <p>Create a work of art using geometric and organic shapes.</p> <p>Manipulate various media to create works of art utilizing lines and shapes.</p> <p>Examine examples of shapes being used in a variety of multicultural artworks.</p>	<p>Level One:</p> <ul style="list-style-type: none"> ● Define arts elements. ● Identify arts elements in examples. ● Identify purposes for creating arts, styles in the arts, or genre. ● Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> ● Select and describe arts elements in detail from a given example. ● Describe or explain how given artworks reflect society. ● Provide a basic interpretation of given arts examples. ● Explain the purpose of a given artwork. ● Classify artworks by genre, style, historical period.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

Anchor Standard 6: Conveying meaning through art.

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

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Anchor Standard 8: Interpreting intent and meaning.

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Instructional Plan

Formative Assessment Plan

- *Exit tickets*
- *Whiteboard/written quizzes*
- *Do-nows*
- *Verbal assessment*
- *Individual/peer reviews*
- *Journaling*

Summative Assessment Plan

- *Teacher-created unit rubric*
- *Class critique*
- *Written student reflections*
- *Final project/portfolio*

Texts

Supplementary Resources

- The Elements and Principles Explained - Incredible Art Department*
- *National Gallery of Art - Elements of Art lessons and activities*
- *Animated Elements of Art: Line*
- *Animated Elements of Art: Shape*

Instructional Best Practices and Exemplars

- Teach, Breathe, Learn by Meena Srinivasan
- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
- [36 Powerful Teaching Strategies to Level Up Learning in 2022](#) by Maria Kampen

- [Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning](#) by Jered Borup, Charles R. Graham, Cecil Short, and Joan Kang Shin
- [A Look at How Arts Teachers Can Promote a Sense of Community](#) by Peter Siegel
- [The Art of Teaching Art - How to Teach Art](#) by Mark Fussell
- [Mini Masterpieces: Exploring Art History with Hands-On Projects for Kids](#) by Laura Lohmann
- The Growth Mindset Coach, A Teacher's Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley
- Anchor Standard Expectations should be addressed throughout the course duration. Creating, Producing, Responding and Connecting should be a part of every project created in the K-5 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards.
- Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line, Shape and Color are the basis for most works of art created in the K-5 atmosphere.

DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize flexible/cooperative grouping based on instructional goals
- Create lesson reminder sheets
- Prioritize and chunk lengthy assignments
- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WlJGA2gdtKQ8jwwwOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	K - 2	
Marking Period	Trimester 1/2	Unit Title:	Color and Value	Pacing:	10 Weeks

Overview

Big Ideas:

- Color is everywhere.
- Color can determine the mood behind an artwork.
- The color wheel defines the relationships between colors.
- Color is how light looks when reflected off an object.
- Value is the lightness or darkness of a color or hue.

Essential Questions:

- Why would an artist use color and value when planning and creating their art?
- How can an artist use color and value to communicate?
- How has the art of yesterday influenced the art of today?

Enduring Understandings:

- The elements of art/principles of design guide art creation and composition.
- Color and value convey mood, cause reactions and can alter thinking.
- Color and value can be used to express an idea.
- Art of the past and from around the world used both color and value and inspires the art of today

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p><u>CREATING</u></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. • 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 	<p>Identify the primary colors (red, yellow, blue).</p> <p>Describe the importance of the primary colors.</p> <p>Mix the primary colors to create secondary colors (orange, green, purple).</p> <p>Create a six-color color wheel.</p> <p>Use the color wheel to choose appropriate color schemes when creating artwork.</p> <p>Manipulate various media to create works of art utilizing lines and shapes.</p> <p>Identify warm and cool colors.</p>	<p>Level One:</p> <ul style="list-style-type: none"> • Define arts elements. • Identify arts elements in examples. • Identify purposes for creating arts, styles in the arts, or genre. • Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> • Select and describe arts elements in detail from a given example. • Describe or explain how given artworks reflect society. • Provide a basic interpretation of given arts examples.

- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Anchor Standard 3: Refining and completing products.

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

PRESENTING

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

Anchor Standard 6: Conveying meaning through art.

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

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Compare and contrast warm and cool colors.

Examine examples of color being used in a variety of multicultural artworks.

Create a work of art using warm and/or cool colors.

Define value and value scale.

Create a value scale using varying hand pressure.

Create a value scale using white and black to create tints and shades of one color.

Arrange a value scale to create a gradient.

Manipulate various media to create works of art utilizing color and value.

- Explain the purpose of a given artwork.
- Classify artworks by genre, style, historical period.

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Anchor Standard 8: Interpreting intent and meaning.

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Instructional Plan

Formative Assessment Plan

- exit tickets

Summative Assessment Plan

- teacher-created unit rubric

- whiteboard/written quizzes
- do-nows
- verbal assessment
- individual/peer reviews
- journaling

- class critique
- written student reflections
- final project/portfolio

Texts

- Studio Thinking: The Real Benefits of Visual Arts Education, Hetland, Winner, et al, Teachers College Press, 2007.
- Teaching Art: A Complete Guide for the Classroom, 2nd Revised ed. Edition, Rhian Brynjolson
- Art Is Fundamental: Teaching the Elements and Principles of Art in Elementary School, Eileen S. Prince

Supplementary Resources

- The Elements and Principles Explained - [Incredible Art Department](#)
- National Gallery of Art - [Elements of Art lessons and activities](#)
- [Animated Elements of Art: Line](#)
- [Animated Elements of Art: Shape](#)

Instructional Best Practices and Exemplars

Incredible Art Department – Best Practices in Education

Better Practices in Visual Arts Education by Karen Lee Carroll, EdD. and James L. Tucker Montclair Board of Education | Equity, Curriculum and Instruction 18

Standard domains/strands should be addressed throughout the course duration. Creating, Presenting, Responding, and Connecting should be a part of every project created in the K-2 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards.

Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that The Elements of Art are the basis for most works of art created within the K-2 atmosphere.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WlJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students’ published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	K - 2	
Marking Period	Trimester 2	Unit Title:	Space and Form	Pacing:	10 Weeks

Overview

Big Ideas:

- Space is the area around and between objects in a two- or three-dimensional work of art.
- Space can be positive or negative.
- Space and Form are elements of art.
- Space can be used in two- and three-dimensional artwork.
- Space and Form have been used in art around the world throughout time.
- Forms are three-dimensional with height, depth and width.

Essential Questions:

- Why would an artist use form and space when planning and creating their art?
- How can an artist use form and space to express their emotions?
- How would an artist use form and space for a specific purpose?
- How would an artist use form and space to take up space on a 3-D surface?
- How has the art of yesterday influenced the art of today?

Enduring Understandings:

- The elements of art/principles of design guide art creation and composition.
- Space is the use of the area around, between and within objects.
- Forms take up space differently depending on their size and structure.
- Art of the past and from around the world used both line and shape and inspires the art of today

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p><u>CREATING</u></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 	<p>Define space as it relates to two dimensional and three-dimensional artwork.</p> <p>Create two-dimensional artwork that demonstrates space using foreground, middle ground, and background.</p> <p>Identify the horizon line in a series of landscapes.</p> <p>Compare and contrast space and form. Define form as it relates to three dimensional artwork.</p> <p>Identify three-dimensional forms such as sphere, cube, and pyramid.</p>	<p>Level One:</p> <ul style="list-style-type: none"> • Define arts elements. • Identify arts elements in examples. • Identify purposes for creating arts, styles in the arts, or genre. • Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> • Select and describe arts elements in detail from a given example. • Describe or explain how given artworks reflect society.

- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Anchor Standard 3: Refining and completing products.

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

PRESENTING

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

Anchor Standard 6: Conveying meaning through art.

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

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Recognize symmetrical, asymmetrical, geometric, and organic forms.

Manipulate various media to create works of art utilizing space and form.

Examine examples of space and form being used in a variety of multicultural artworks.

- Provide a basic interpretation of given arts examples.
- Explain the purpose of a given artwork.
- Classify artworks by genre, style, historical period.

- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Anchor Standard 8: Interpreting intent and meaning.

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Instructional Plan

Formative Assessment Plan

- *Exit tickets*
- *Whiteboard/written quizzes*

Summative Assessment Plan

- *Teacher-created unit rubric*
- *Class critique*

<ul style="list-style-type: none"> • <i>Do-nows</i> • <i>Verbal assessment</i> • <i>Individual/peer reviews</i> • <i>Journaling</i> 	<ul style="list-style-type: none"> • <i>Written student reflections</i> • <i>Final project/portfolio</i>
Texts	Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p>
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> ● Teach, Breathe, Learn by Meena Srinivasan ● The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark ● 36 Powerful Teaching Strategies to Level Up Learning in 2022 by Maria Kampen ● Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning by Jered Borup, Charles R. Graham, Cecil Short, and Joan Kang Shin ● A Look at How Arts Teachers Can Promote a Sense of Community by Peter Siegel ● The Art of Teaching Art - How to Teach Art by Mark Fussell ● Mini Masterpieces: Exploring Art History with Hands-On Projects for Kids by Laura Lohmann ● The Growth Mindset Coach, A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley ● Anchor Standard Expectations should be addressed throughout the course duration. Creating, Producing, Responding and Connecting should be a part of every project created in the K-5 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards. ● Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line, Shape and Color are the basis for most works of art created in the K-5 atmosphere. 	

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

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NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WlJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	K - 2	
Marking Period	Trimester 2/3	Unit Title:	Texture	Pacing:	10 weeks

Overview

Big Ideas:

- Texture is the way something two- or three-dimensional feels or looks like it feels.
- There are two kinds of texture – actual and implied.
- Texture can be felt using our sense of touch or seen using our sense of sight.

Essential Questions:

- Why would an artist use texture when planning and creating their art?
- How can an artist use texture to enhance their art?
- How would an artist use texture for a specific purpose?

Enduring Understandings:

- The elements of art/principles of design guide art creation and composition.
- Art of the past and from around the world used textures and inspires the art of today.

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p><u>CREATING</u></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> • 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. • 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 	<p>Identify and describe various textures, both actual and implied.</p> <p>Utilize multiple textures in one work of art.</p> <p>Use a variety of techniques to apply texture in their artwork.</p> <p>Create a variety of implied textures on a two -dimensional surface.</p> <p>Analyze a two-dimensional work of art for examples of implied texture.</p> <p>Examine examples of texture being used in a variety of multicultural artworks.</p>	<p>Level One:</p> <ul style="list-style-type: none"> • Define arts elements. • Identify arts elements in examples. • Identify purposes for creating arts, styles in the arts, or genre. • Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> • Select and describe arts elements in detail from a given example. • Describe or explain how given artworks reflect society. • Provide a basic interpretation of given arts examples. • Explain the purpose of a given artwork.

- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Anchor Standard 3: Refining and completing products.

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

PRESENTING

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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

Anchor Standard 6: Conveying meaning through art.

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

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

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

- Classify artworks by genre, style, historical period.

- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Anchor Standard 8: Interpreting intent and meaning.

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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

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

Formative Assessment Plan

- *Exit tickets*
- *Whiteboard/written quizzes*
- *Do-nows*
- *Verbal assessment*
- *Individual/peer reviews*
- *Journaling*

Summative Assessment Plan

- *Teacher-created unit rubric*
- *Class critique*
- *Written student reflections*
- *Final project/portfolio*

Texts	Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

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- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
- [36 Powerful Teaching Strategies to Level Up Learning in 2022](#) by Maria Kampen
- [Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning](#) by Jered Borup, Charles R. Graham, Cecil Short, and Joan Kang Shin
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- Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line, Shape and Color are the basis for most works of art created in the K-5 atmosphere.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WlJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes