Grades K-2

Visual Arts and Media Arts Curriculum

Oradell Public School District
Oradell, NJ

2023

Oradell Public School District

Grades K-2 Visual Performing Arts Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District
Visual Arts Curriculum
K-2

__Introduction__

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive 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. Through our visual art classes, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices 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; and

● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

As we developed this curriculum, we identified authentic ways to infuse media arts into lessons to foster new modes and processes of creative thinking through the inclusion of the digital and virtual worlds, an area many of our students have experience with outside of the classroom. By integrating media into our art program, we hope to increase the connection between in-school and out-of-school learning and provide opportunities for students to integrate digital technologies with traditional forms of artistic expression.

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction

Visual and Performing Arts

1.5 VISUAL ARTS with 1.2 MEDIA ARTS

By the end of Grade 2

K-2 Art Curriculum Scope and Sequence			
Month(s)	**Unit Topic(s)**	**Unit Overview**	**Artistic Processes/Anchor Standards**
September	Unit 1 - Dreams	Through a basic understanding of elements of design, students will use their imagination to combine various mediums to produce art that reflect their dreams and aspirations. They will develop creative thinking skills, create art, follow basic procedures in the art room and learn to respect artist's tools.	Artistic Process: Creating ● Anchor Standard 1: Generating and conceptualizing ideas to solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. Artistic Process: Responding ● Anchor Standard 9: Applying criteria to evaluate products.
October	Unit 2 - Art in Literature	Students will see the importance of art in illustrating stories and expressing emotions. Students will combine visual literacy, critical thinking and various mediums to communicate their ideas.	Artistic Process: Creating ● Anchor Standard 1: Generating and conceptualizing ideas to solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. Artistic Process: Responding ● Anchor Standard 7: Perceiving and analyzing products. ● Anchor Standard 8: Interpreting intent and meaning. Artistic Process: Connecting ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create

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

Media Arts:

Artistic Process: Creating
● Anchor Standard 1: Generating and conceptualizing ideas.

Artistic Process: Producing
● Anchor Standard 4: Selecting, analyzing, and interpreting work.
● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Artistic Process: Responding
● Anchor Standard 8: Interpreting intent and meaning.
● Anchor Standard 9: Applying criteria to evaluate products. |
| November - December | Unit 3 - Identity/Culture | Students will create self portraits and paintings representing themselves using various mediums, techniques, and elements of art. They will express their interests, values, beliefs through artmaking. Students will understand that each artist creates differently and viewers perceive their work differently. | Artistic Process: Creating
● Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems.
● Anchor Standard 2: Organizing and developing ideas.
● Anchor Standard 3: Refining and completing products.

Artistic Process: Presenting
● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. |

			Artistic Process: Responding ● Anchor Standard 7: Perceiving and analyzing products. Artistic Process: Connecting ● Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen **Media Arts:** Artistic Process: Present ● Anchor Standard 6: Conveying meaning through art. Artistic Process: Perceive ● Anchor Standard 7: Perceiving and analyzing products.
January - February	Unit 4 - Around the World	Through artmaking, students will make meaning of the world around us. Students will learn the importance of understanding, appreciating and respecting values, attitudes, and beliefs of our culturally diverse world. They will learn about the lives of people of different times, places and cultures through analysis of art.They will create art that reflects world cultures, history and social issues.	Artistic Process: Creating ● Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. Artistic Process: Responding ● Anchor Standard 7: Perceiving and analyzing products. ● Anchor Standard 8: Interpreting intent and meaning. Artistic Process: Connecting ● Anchor Standard 11: Relating artistic ideas and works within

			societal, cultural and historical contexts to deepen **Media Arts** Artistic Process: Creating ● Anchor Standard 2: Organizing and developing ideas. Artistic Process: Connect ● Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
March	Unit 5 - Love	Students will express feelings of love and kindness through artmaking and making meaning of the world around us.	Artistic Process: Creating ● Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems. ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. Artistic Process: Responding ● Anchor Standard 9: Applying criteria to evaluate products. **Media Arts** Artistic Process: Create ● Anchor Standard 2: Organizing and developing ideas. ● Anchor Standard 3: Refining and completing products. Artistic Process: Producing ● Anchor Standard 5: Developing and

			refining techniques and models or steps needed to create products. Artistic Process: Connecting ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
April	Unit 6 - Environment	Students will appreciate the natural world around them and respond via art to its wonders. They will use everyday objects and repurpose materials to create unusual environments.	Artistic Process: Creating ● Anchor Standard 2: Organizing and developing ideas. Artistic Process: Responding ● Anchor Standard 7: Perceiving and analyzing products. ● Anchor Standard 8: Interpreting intent and meaning. Artistic Process: Connecting ● Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen. **Media Arts** Artistic Process: Produce ● Anchor Standard 4: Selecting, analyzing, and interpreting work. ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Artistic Process: Respond ● Anchor Standard 7: Perceiving and analyzing products

May	Unit 7 - Museums/ Becoming a Curator	Students will learn the important role museums play in society. They will learn the role of the curator and critic. Students will be involved in the method of oral and written critique through description, analysis and interpretation of their own work, that of peers and famous works of art and design. They will be able to describe, analyze, interpret and respond to visual art around them. They will be able to describe a subject matter in a work of art, describe how a work makes one feel, self-reflect, and be able to recognize the elements of design in the work.	Artistic Process: Presenting ● Anchor Standard 4: Selecting, analyzing, and interpreting work. ● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. ● Anchor Standard 6: Conveying meaning through art. Artistic Process: Responding ● Anchor Standard 8: Interpreting intent and meaning. ● Anchor Standard 9: Applying criteria to evaluate products.
June	Unit 8 - Future	By using the elements of design, students will use their imagination to combine various mediums and materials to produce art that reflects their vision of the future. They will work together innovatively utilizing materials to develop a collaborative piece.	Artistic Process: Creating ● Anchor Standard 1: Generating and conceptualizing ideas.solve art and design problems. ● Anchor Standard 3: Refining and completing products. Artistic Process: Responding ● Anchor Standard 7: Perceiving and analyzing products. ● Anchor Standard 8: Interpreting intent and meaning.

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

Unit 1 - Dreams			
	Kindergarten	**Grade 1**	**Grade 2**
Performance Expectation(s)	• 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. • 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. • 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. • 1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.		
Enduring Understanding(s)	• 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. • People evaluate art based on various criteria.		
Essential Question(s)	• Why do we create art? • How can we safely use tools? • How can we safely explore the use of materials? • How does working together expand the creative process?	• Why do we create art? • What is the proper way to use tools? • How can we safely explore the use of materials? • How does working together expand the creative process?	• Why do we create art? • What is the proper way to use tools? • How can we safely explore the use of materials? • How does working together expand the creative process? • How can we use the 7 elements of art?

Practice(s)	Visual Arts: Explore, Investigate, Analyze		
Key Vocabulary	Palette, line, shapes, circle, rectangle, square, triangle, diamond, Primary colors	Palette, primary colors, secondary colors, line, shapes, circle, rectangle, square, triangle, diamond, value, form	Palette, primary colors, secondary colors, color wheel, geometric shapes, organic shapes, value, form, space
Student Learning Objectives	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly - SWBAT to create a "palette" about themselves in response to their own personal interests and curiosity. - SWBAT to explore the use of lines, shapes, color and form (4 of the 7 elements of art) to create a pinwheel representing peace and individual dreams - SWBAT identify and explain the benefits of working together on collaborative art projects	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly - SWBAT to create a "paint splatters" about themselves in response to their own personal interests and curiosity. - SWBAT to explore the use of lines, shapes, color, value and form (5 of the 7 elements of art) to create a pinwheel representing peace and individual dreams - SWBAT identify and explain the benefits of working together on collaborative art projects	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly - SWBAT to create a "paw print" about themselves in response to their own personal interests and curiosity. - SWBAT individually create a "tag" illustrating one of their dreams to be used in a collaborative piece. - SWBAT to explore the use of lines, shapes, color, value, space and form (6 of the 7 elements of art) to create a pinwheel representing - SWBAT identify and explain the benefits of working together on collaborative art projects

Suggested Tasks/Activities	● Introduction to art room procedures and clean up ● Create art palettes with each color representing a dream, hope, interest, or something about yourself ● Pinwheels for Peace incorporating various line styles, shapes and patterns ● Watercolor project- Rainbows, Unicorns	● Introduction to art room procedures and clean up ● Create paw prints with each color representing a dream, hope, interest or something about yourself ● Pinwheels for Peace incorporating various line styles, shapes and patterns, in a rainbow	● Introduction to art room procedures and clean up ● Create Dream "tags" for Nick Cave's inspired 8' board (If no time, do this project in January before Martin Luther King Day) ● Create butterflies with spots representing a dream, hope, interest or something about yourself ● Pinwheels for Peace incorporating various line styles, shapes and patterns
Evidence of Learning (Assessment)	● Art Palette with pictures of interest and curiosities in primary colors ● Pinwheel	● Splatters of paint with pictures of interest and curiosities in primary or secondary colors ● Pinwheel	● Finished tag to be placed on "Dream" ● Paw print with pictures of interests and curiosities (½ primary, ½ secondary) ● Pinwheel
Resources/Materials	Art Palette hand out (Only use primary colors) Colored pencils Crayons Markers [Pinwheels for peace](#) Colored paper Markers Scissors Pencils Pins glue	Paint splatter hand out (use primary for 2 paws and secondary colors for other paws) Colored pencils Crayons Markers [Pinwheels for peace](#) Colored paper Markers Scissors Pencils Pins glue	Paw Print hand out (half primary/1/2 secondary) Colored pencils Crayons Markers ==[NIck Cave](#)==, ==[Dream](#)== White tags rimmed in silver Markers [Pinwheels for peace](#) Colored paper Markers Scissors

			Pencils Pins glue
Interdisciplinary Connections	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	RL.1.1. Ask and answer questions about key details in a text. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1.G.A. Reason with shapes and their attributes. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.G.A. Reason with shapes and their attributes. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. CLKSP4: Demonstrate creativity and innovation. CLKSP9: Work productively in teams while using cultural/global competence.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		

| Social-Emotional Learning Competencies | **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations Connections: Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) Use of journal writing to reflect on process or product **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations Connections: Counting down from 20 to 1, or 10 to 1 Playing soft music - breathing, stretching Use of breaks- walking if needed Movement breaks **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others Connections: Students helping each other with art-making Two stars and a wish with art critiques to peers **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts Connections: Class discussions Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music Lessons that focus on teamwork and perseverance **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions Connections: Class rules and routines |

- ■ Class discussions
- ■ Following directions
- ■ Reflecting on lessons and transferring them to personal art experiences

Modifications				
English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**	**504**
● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours	● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours.	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study	● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours

Unit 2 - Art in Literature		
Kindergarten	**Grade 1**	**Grade 2**

Performance Expectation(s)	● 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.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.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. **Media Arts** ● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. ● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. ● 1.2.2.Cr1d: Connect and apply ideas for media art production. ● 1.2.2.Cr1e: Choose ideas to create plans for media art production. ● 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation. ● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. ● 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. ● 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Enduring Understanding(s)	• 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 gain insights into meanings of artworks by engaging in the process of art criticism. • 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. **Media Arts** • Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. • Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. • Media artists require a range of skills and abilities to creatively solve problems. • 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 • Evaluation and critique are vital components of experiencing, appreciating and producing media artworks

| **Essential Question(s)** | ● How can we safely use tools?
● How can we safely explore the use of materials?
● Where do we see art in our world?
● How can illustrations make us feel? | ● How can we safely use tools?
● How can we safely explore the use of materials?
● Where do we encounter visual art in our world?
● How do illustrators and writers work together?
● How do life experiences influence the way you relate to art? | ● How can we safely use tools?
● How can we safely explore the use of materials?
● Where do we encounter visual art in our world?
● How do illustrators and writers work together?
● How do illustrators and writers create works of art that effectively communicate?
● How does knowing and using visual art vocabulary help us understand and interpret works of art?
● How does art help us understand the lives of people of different times, places, and cultures?
Media Arts:
● How do media artists generate ideas and formulate artistic intent?
● How can creative risks be encouraged?
● How are complex media arts experiences constructed?
● At what point is a work considered "complete"?
● How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
● 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?
● How and why do we value and judge media artworks? |

			● How is a personal preference different from an evaluation?
Practice(s)	**Visual Arts:** Investigate, Reflect, Refine, Continue, Perceive, Interpret, Synthesize, Relate **Media Arts**: Conceive, Practice, Integrate, Interpret, Evaluate		
Key Vocabulary	Author, illustrator, watercolor, trace, Negative space	Teamwork, illustrator, infinity, multiples, pattern, balance, variety, movement	Illustrator, collaborate, Augmented Reality, Virtual Reality, Fantasy, value, shade **Media Arts**: App, Augmented Reality, Virtual Reality, animation, cell
Student Learning Objectives	● SWBAT demonstrate proper classroom procedures (setting up and cleaning up) ● SWBAT use art tools and materials properly (ie: learn how to trace objects and use tempera cakes) ● SWBAT create art from negative space ● SWBAT identify emotions through illustrations ● SWBAT feel confident in their art making skills	● SWBAT demonstrate proper classroom procedures (setting up and cleaning up) ● SWBAT use art tools and materials properly ● SWBAT identify emotions through illustrations ● SWBAT to categorize works of art by identifying subject matter, details, mood and some principles of design (pattern, balance, variety, movement) ● SWBAT describe why people make art. ● SWBAT create a mural that tells a story	● SWBAT demonstrate proper classroom procedures (setting up and cleaning up) ● SWBAT use art tools and materials properly ● SWBAT identify emotions through illustrations ● SWBAT to categorize works of art by identifying subject matter, details, mood and some principles of design (pattern, balance, variety, movement) ● SWBAT describe why people make art. ● Students will be able to create art that tells a story. **Media Arts:** ● SWBAT discover, share, observe, and express media art works through experimentation using the Quiver app. ● SWBAT combine art forms and media content to plan and create an illustrated story using an animation program

Suggested Tasks/Activities	- Read *The Dot* - Tempera dots - Read *Beautiful OOPS* - OOPs creations using a paint splotch - OOPS creation with teared paper - Read *Splatter* by Diane Alber - Splatter monsters or flowers by using forks or just brushes and primary color paints	- Read *Yayoi Kusama: From Here to Infinity* - Teacher made slide show about Yayoi Kusama including an interview with school children about Kusama's works - Yayoi flower - Mural mock-up	*The Dot* Quiver VR creation - Read *Harold and* the *Purple Crayon* *Harold* creation all in shades of purple (paint or collage) **Media Arts:** *The Dot* Quiver VR creation - Short Animation app or program
Evidence of Learning (Assessment)	- Watercolor "dot" creation - Beautiful OOPs creations - Splatter creations	- MultiMedia Dot project - Yayoi flower - Mural mock-up	- Quiver creation - Painted scene based on *Harold* - Journal entries **Media Arts:** - Quiver Creation - Harold inspired animation

Resources/Materials	*The Dot*, by Peter Reynolds ● Watercolors ● Thick Paper ● Brushes ● Water cups ● Masking tape roll to use as a tracer ● Pencils to trace ● eraser Beautiful OOPS by Barney Salzberg ● Paper ● Water color pencils *Splatter* by Diane Alber ● Paper ● Paint ● Forks ● Styrofoam puffs for faces ● Scissors ● sharpies	Yayoi Kusama ● Paper ● Scissors ● Paint ● Glue ● Paintbrushes Hey, Wall ● Paper ● paint ● Paintbrushes ● Scissors ● Glue ● Glitter	*The Dot,* by Peter Reynolds ● Quiver App for *The Dot* *Harold and the Purple Crayon* ● Journal brainstorming ● Paper ● Paint ● Brushes ● Pencils ● Erasers ● Animation media **Media Arts:** ● Animation app
Interdisciplinary Connections	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten	RL.1.1. Ask and answer questions about key details in a text. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

	topics and texts with peers and adults in small and larger groups.	small and larger groups.	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP: 1 Act as a responsible and contributing community member and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively. CLKSP9: Work productively in teams while using cultural/global competence.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		
Social-Emotional Learning Competencies	**Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations - Connections: - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) - Use of journal writing to reflect on process or product **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations - Connections: - Counting down from 20 to 1, or 10 to 1 - Playing soft music - breathing, stretching - Use of breaks- walking if needed - Movement breaks **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others		

- Connections:
  - Students helping each other with art-making
  - Two stars and a wish with art critiques to peers

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussions
    - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    - Lessons that focus on teamwork and perseverance

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions
    - Reflecting on lessons and transferring them to personal art experiences

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
- Use preferential seating - Dictionary - Label specific art vocab in students' first language - Use visuals for instruction - Google slide presentations will be	- Use preferential seating - Google slide presentations will be available on Google classroom - Allow the students to walk around or stand while creating.	- Use preferential seating - Google slide presentations will be available on Google classroom. - Allow student to choose their own medium.	- Use preferential seating - Google slide presentations will be available on Google classroom. - Present student more detailed version of project	- Google slide presentations will be available on Google classroom - If needed, extend the timeline that projects are due. - Allow student to choose their own medium.

available on Google classroom ● Offer extra help hours	● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours.	● Pair with a gifted student for mentoring ● Offer extra help hours	● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study	● Offer extra help hours

Unit 3 - Identity and Culture		
Kindergarten	**Grade 1**	**Grade 2**
Performance Expectation(s)	● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. ● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. ● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. **Media**	

	● 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks. ● 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork
Enduring Understanding(s)	● 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, 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. ● 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. **Media arts** ● Media artists present, share and distribute media artworks through various social, cultural and political contexts. ● 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.

Essential Question(s)	● Where do we see art? ● How do artists work? ● How do artists learn and form ideas? ● Why is it important, for safety and health, to	● Where and how do we encounter visual arts in our world? ● How do artists work? ● How do artists learn and form ideas?	● How do artists learn and form ideas? ● How does knowing the contexts, histories, and traditions of art forms help us create works of

	understand and follow correct procedures in handling materials, tools and equipment? ● What methods and processes are considered when preparing artwork for presentation or preservation?	● How do artists and designers care for and maintain materials, tools and equipment? ● What methods and processes are considered when preparing artwork for presentation or preservation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?	art and design? ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● How does art help us understand the lives of people of different times, places, and cultures? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? **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? ● How do we analyze and react to media artworks?
Practice(s)	**Visual Arts:** Explore, Investigate Reflect, Refine, Continue, Select, Perceive, Relate **Media Arts:** Present, Perceive		

Key Vocabulary	Self-portrait, texture, stamps, printing, collage, portfolio, oil pastels, cubism, time-lapse video	Print, abstract, Fauve (Fauvism), collage, self-portrait, primary colors, secondary colors, tortillion	**Visual Arts:** Portrait, print , brayer, *netsuke*, primary colors, secondary colors, tertiary colors, texture, background, foreground, netsuke, score, slip, glaze, contour drawing, blind contour drawing, semi-blind contour drawing **Media Arts:** Photoshop, Photopea, layers, multi-media merge
Student Learning Objectives	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:printing tools, oil pastels and printing paints) - SWBAT create prints from textured stamps - SWBAT create unique self-portraits in the style of Picasso - SWBAT collage a multi-layer self portrait and identify the intricacies of mult-media art. - SWBAT discuss and reflect with peers the choices they made while creating art. - SWBAT discuss the purpose of a portfolio	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:printing tools) - SWBAT create prints from egg cartons - SWBAT create unique self-portraits in Matisse's Fauvist (wild color) style - SWBAT collage a multi-layer self portrait and identify the intricacies of mult-media art. - SWBAT discuss and reflect with peers the choices they made while creating art. - SWBAT discuss the purpose of a portfolio	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:clay and glazes) - SWBAT create unique self-portraits using only one continuous line (contour drawing) - SWBAT collage a multi-layer self portrait and identify the intricacies of multi-media art. - SWBAT create a clay *netsuke* in response to their own personal interests. - SWBAT discuss and reflect with peers the choices they made while creating art. - SWBAT discuss the purpose of a portfolio

			Media Arts: ● SWBAT discuss reactions to media artwork ● SWBAT recognize and discuss components and messages in media artworks. ● SWBAT collage a multi-layer self portrait and identify the intricacies of multi-media art based on the media artist JT LIss
Suggested Tasks/Activities	● Discussion on Picasso and Cubism ● Short video about Picasso ● Guided- Self portrait in the style of Picasso, using different shapes ● Print 2 backgrounds using textured stamps ● cut out self-portrait and collage on painted background ● Create another self portrait cutting out shapes from colored paper and glue on second painted textured background ● Create "letter" painting using own initials, marker, water and neon tempera cakes ● Introduction to art show and portfolio	● Using egg cartons to print textured background ● Draw self portraits Matisse-style (fauvist) ● Collage painted background with self-portrait ● Create "letter" animals using own initials, marker, water and neon tempera cakes, feathers, beads, pom poms ● Introduction to art show and portfolio	● Blind-contour drawing ● Semi-blind contour drawing ● Self portraits in foreground- one continuous line - introduction to contour drawing ● Print background using bubble wrap ● Paint contour self-portraits with water-color pencils ● Collage self-portraits with painted bubble-wrap background ● Make a clay object of something of value ● Glaze ● Introduction to art show and purpose of portfolio

Evidence of Learning (Assessment)	● Self portrait combining printing, drawing and collage techniques	● Self portrait combining printing, drawing and collage techniques ● Initial letter animals	● Multi-media self portrait combining printing, drawing and collage techniques ● *Netsuke* (small clay figure)
Resources/Materials	Self portraits ● Paper ● Pencil ● Paint sticks/Oil pastels ● Scissors ● Glue Texture paintings ● Paper ● Paint ● Texture stamps Picasso Slides and Andres video Initial Painting ● Paper ● Pencil ● Sharpie ● Marker ● Water ● Paintbrushes ● Neon Tempera cakes	Self portraits ● Mirror ● Paper ● Pencil ● Eraser ● Black marker ● Colored chalk ● Tortillion (blender) Egg carton printing ● Cut egg carton ● Paper ● Paint Self-portrait collages ● Egg carton painted background ● Glue ● Scissors Matisse VIdeo Teacher Made poster on Matisse *Henri's Scissors* Initial animal Painting ● Paper ● Pencil ● Sharpie	Self-portraits (contour drawing) ● Mirror ● Paper ● Pencil ● Marker ● Timer Bubble wrap printing ● Bubble wrap ● Paper ● Paint Self-portrait collages ● Bubble wrap painted background ● Glue ● Scissors Netsuke ● Clay ● Clay tools ● Muslin ● Glaze ● paintbrushes Japanese netsuke poster (teacher made)

		● Marker ● Water ● Paintbrushes ● Neon Tempera cakes ● Feathers ● Beads ● Googly eyes ● Popsicle sticks	[Netsuke Slide Show](#) **Media Arts:** ● [JT Liss](#) digital photographer combines media in artwork ● Combine photographs, collages, and drawings
Interdisciplinary Connections	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. CLKSP4: Demonstrate creativity and innovation. CLKSP9: Work productively in teams while using cultural/global competence.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		
Social-Emotional Learning Competencies	● **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations 　○ Connections: 　　■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) 　　■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)		

	■ Use of journal writing to reflect on process or product
	
	● **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
	  ○ Connections:
	    ■ Counting down from 20 to 1, or 10 to 1
	    ■ Playing soft music - breathing, stretching
	    ■ Use of breaks- walking if needed
	    ■ Movement breaks
	● **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
	  ○ Connections:
	    ■ Students helping each other with art-making
	    ■ Two stars and a wish with art critiques to peers
	
	● **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
	  ○ Connections:
	    ■ Class discussions
	    ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
	    ■ Lessons that focus on teamwork and perseverance
	
	● **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
	  ○ Connections:
	    ■ Class rules and routines
	    ■ Class discussions
	    ■ Following directions
	    ■ Reflecting on lessons and transferring them to personal art experiences

Modifications	

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours	● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours.	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study	● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours

Unit 4 - Around the World (Jan/Feb 6x)			
	Kindergarten	**Grade 1**	**Grade 2**
Performance Expectation(s)	● 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.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.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.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. **Media** 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.2.2.Cr2a: Explore form ideas for media art production with support. 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness

Enduring Understanding(s)	- 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 - 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art. **Media Arts:** - Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. - Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning - Understanding connections to varied contexts and daily life enhances a media artist's work

Essential Question(s)	- Where and how do we encounter visual arts in our world? - 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	- Where and how do we encounter visual arts in our world? - How do artists determine what resources and criteria are needed to formulate artistic investigations - How do artists and designers care for and maintain materials, tools and equipment?	- How do artists and designers learn from trial and error? - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? - How do objects, places and design shape lives and communities? - How do artists and designers create works of art or design that effectively communicate?

	equipment? ● How do life experiences influence the way you relate to art? ● How does art help us understand the lives of people of different times, places, and cultures?	● How do objects, places and design shape lives and communities? ● How do life experiences influence the way you relate to art? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How does art help us understand the lives of people of different times, places, and cultures? **Media Arts:** ● How do media artists work? ● How does collaboration expand and affect the creative process? ● 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 do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts	● What role does persistence play in revising, refining and developing work? ● Where and how do we encounter visual arts in our world? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How does art help us understand the lives of people of different times, places, and cultures? **Media Arts:** ● How do media artists work? ● How is art used to impact the views of a society? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts
Practice(s)	**Visual Arts:** Explore, Investigate, Reflect, Refine, Continue, Perceive, Interpret, Relate **Media Arts:** Conceive, Develop, Relate		
Key Vocabulary	Horizontal, vertical, background,	Horizontal, vertical, background,	Still life, horizontal, vertical,

	foreground, impressionism, mosaics, tile, perspective, detail	foreground, impressionism, impasto (thick textured painting), MOMA (Museum of Modern Art), MET (Metropolitan Museum of Art), Dutch, Treble Clef **Media Arts:** Animation, Augmented Reality, Virtual Reality	background, foreground, shading, shadows, slab, hieroglyphics, MET (Metropolitan Museum of Art), Aborigines, Aboriginal Art **Media Arts:** App, Augmented reality, virtual reality
Student Learning Objectives	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:printing tools, oil pastels watercolors and paint) - SWBAT identify the expressive nature of impressionism and create Impressionist-style art through multiple approaches - SWBAT identify and create mosaic art - SWBAT identify perspective and detail - SWBAT discuss and reflect with peers about the artistic choices they have made	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:printing tools, oil pastels watercolors and paint) - SWBAT identify the expressive nature of impressionism and create Impressionist-style art through multiple approaches - SWBAT describe works of art by identifying the subject matter, details, mood and formal characteristics - SWBAT discuss and reflect with peers about the artistic choices they have made **Media Arts:** - SWBAT interact appropriately with media art tools. - SWBAT discuss and demonstrate how media	- SWBAT demonstrate proper classroom procedures (setting up and cleaning up) - SWBAT use art tools and materials properly (ie:oil pastels, clay and paint) - SWBAT describe why people from different places created different types of art - SWBAT describe works of art by identifying the subject matter, details, mood and formal characteristics - SWBAT create a still-life utilizing multiple approaches to solve art and design problems - SWBAT discuss and reflect with peers about the artistic choices they have made - SWBAT describe why people from different places and times make art about different issues. **Media Arts:** - SWBAT interact appropriately with media art tools. - SWBAT discuss and demonstrate how media artworks relate to popular media - SWBAT explore and form ideas for media art production with

		artworks relate to popular media	support
Suggested Tasks/Activities	France ● Monet's Japanese Bridge over water lilies using watercolors and crayons ● Monet's water lilies using tissue paper and card stock Rome ● Mosaics of a bee and flower USA ● Georgia O'Keeffe's flower	Netherlands ● Van Gogh style painting of a Starry Night **Media**- Introduce a Van Gogh immersion clip Brazil/Florida ● Romero Britto style pop-art water color Russia ● Kandinsky style painting combining musical symbols and art (feel the music) ● Have music class come in and play a song while children create	France ● Cezanne still life ● **Media**- introduce See Value App Egypt Name in hieroglyphics Australia ● Aboriginal Art style painting of animals ● **Media**- Find something aboriginal related
Evidence of Learning (Assessment)	● Japanese Bridge watercolor ● Monet's tissue paper lilies ● Mosaic collage ● O'Keefe Flower painting	● Starry Night painting ● Britto water color ● Kandinsky oil pastel	● Cezanne Still life ● Name in hieroglyphicsAboriginal Art painting
Resources/Materials	Monet's water lilies ● Paper ● Pencil ● Oil pastels ● Water colors ● Classical music while painting ● Intro slide show to Monet's	Van Gogh's Starry night painting ● Colored paper ● Paints ● Pencil ● Slide show (teacher made)Van GOgh SLide show and videos	Cezanne Still LIfe ● Paper ● Pencil ● Eraser ● Oil pastel ● Fruit ● Bowl ● Short Video

	work and Impressionism Mosaics ● Paper ● Cut paper ● Scissors ● Glue ● Slides on examples of mosaics O'Keeffe flower ● Black paper ● Tempera paints ● pencil	Britto style water color ● Paper ● Pencil ● Sharpie ● Water color ● Slide show (teacher made) Kandinsky Oil pastel ● Paper ● Pencil ● Sharpie ● Oil pastel or crayon ● Music Class **Media Arts:** Interactive Van Gogh Interactive Van Gogh Movie clip with Van Gogh edits	● *"See Value"* App Hieroglyphics ● Hieroglyphic alphabet handout Alphabet ● journal ● Paper ● Pencil ● Sharpie ● Gold paint ● Slides introducing Cave Art and Temple of Dendur at the Met ● Aboriginal art style painting cTeacher made slide show slide show ● Paper ● Brown paper ● Paint **Media Arts:** See Value App Aboriginal Art
Interdisciplinary Connections	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with

	peers and adults in small and larger groups.
Career Readiness, Life Literacies and Key Skills	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP9: Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
Social-Emotional Learning Competencies	**Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations - Connections: - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) - Use of journal writing to reflect on process or product **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations - Connections: - Counting down from 20 to 1, or 10 to 1 - Playing soft music - breathing, stretching - Use of breaks- walking if needed - Movement breaks **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others - Connections:

■ Students helping each other with art-making
■ Two stars and a wish with art critiques to peers

● **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  ○ Connections:
    ■ Class discussions
    ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    ■ Lessons that focus on teamwork and perseverance

● **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  ○ Connections:
    ■ Class rules and routines
    ■ Class discussions
    ■ Following directions
    ■ Reflecting on lessons and transferring them to personal art experiences

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
● Use preferential seating ● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be	● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating.	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium.	● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project	● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium.

available on Google classroom ● Offer extra help hours	● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours.	● Pair with a gifted student for mentoring ● Offer extra help hours	● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study	● Offer extra help hours

Unit 5 - Love		
Kindergarten	**Grade 1**	**Grade 2**

Performance Expectation(s)	● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork. **Media Arts:** ● 1.2.2.Cr2b: Connect and apply ideas for media art production. ● 1.2.2.Cr2c: Choose ideas to create plans for media art production. ● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) ● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks. ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks. ● 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media

	artworks. ● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose		
Enduring Understanding(s)	● 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 ● 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. **Media Arts:** ● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning ● Media Artists require a range of skills and abilities to creatively solve problems.		
Essential Question(s)	● How do artists work? ● How do objects, places and design shape lives and communities?	● What conditions and attitudes support creativity and innovative thinking? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● How do artists work? ● How do artists and designers learn from trial and error?	● What conditions and attitudes support creativity and innovative thinking? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● How do artists and designers learn from trial and error? ● How do objects, places and design shape lives and communities? ● How does one determine

			criteria to evaluate a work of art? **Media Arts:** ● How do Media artists work? ● How do Media artists learn from trial and error? ● How can an artist construct a media artwork that conveys a meaning? ● How do media artists use various tools and techniques?
Practice(s)	**Visual Arts:** Explore, Investigate, Reflect, Refine, Continue,Analyze **Media Arts:** Develop, Construct, Integrate, Synthesize		
Key Vocabulary	Composition, overlapping, graffiti, primary colors, secondary colors, pinch pots, kiln, glaze, sculpture	Warm and cool colors, horizontal, vertical, Pop Art	Composition, overlapping, warm colors, cool colors, complimentary colors, symmetry, street art, art vocabulary, reflect **Media Arts**: Flipclip, repetition, placement
Student Learning Objectives	● SWBAT use their knowledge of primary and secondary colors by creating a graffiti style painting using various approaches to create the same art image. ● SWBAT understand the concept of "*ISH*" by reading Peter Reynold's book, *Ish* and discussing how *Ish* relates to the art room. ● SWBAT engage in the art making process by viewing	● SWBAT use their knowledge of warm and cool colors to create a four-panel heart painting. using different various materials and approaches to create the same art image ● SWBAT engage in the art making process through observation and investigation of Pop Art.	● SWBAT explore materials and ideas through multiple approaches to solve art and design problems. ● SWBAT engage in the art making process through observation and investigation of Pop Art. ● SWBAT explain the process of making art, using art vocabulary. ● SWBAT discuss and reflect with peers about

	slides of J. Goldcrown's art and discussing their characteristics. ● SWBAT manipulate clay by creating and glazing a pinch pot for loved objects ● SWBAT understand the difference between painting and sculpture by creating both. ● SWBAT make a 3D paper sculpture by observing and analyzing Alexander Calder's creations and experimenting with their own. .		choices made while creating art. **Media** ● SWBAT create a plan for a short media flip clip ● SWBAT create content for a short flip clip identifying basic principles of pattern, positioning, and repetition. ● SWBAT discover, experiment with and demonstrate creative skills for media artworks. ● SWBAT share and discuss experiences of media artworks
Suggested Tasks/Activities	● Read *Ish*, by Peter Reynolds ● Practice drawing hearts ● JGoldcrown inspired hearts ● Draw *Ish* hearts on paper ● Game-"Draw primary color hearts, Draw secondary color hearts" ● Pinch pots for loved objects ● Analyze and dIscuss Alexander Calder's sculptures ● Create Calder rainbow paper sculptures using colored paper and serrated scissors	● JIm Dine inspired tissue paper collage heart ● Cut heart stencil ● Peter Max inspired set of 4 hearts ● IF TIME ...Pick something you "love" Repeat the object over and over- use water color pencil to fill in	● Chris Uphues Heart ● Cut hearts out of paper ● Draw hearts on paper using water color pencils/markers ● Make faces on hearts ● Glue collage ● In pairs students will create a Flipaclip short animated movie with one of their heart drawings Flipaclip App ● Reflections in Art Journal ● Think-Pair-Share (discuss visual vs media experiences)

Evidence of Learning (Assessment)	- Practice making the heart shape - Goldcrown inspired hearts - Pinch pots for loved objects - Rainbow paper sculptures	- Jim Dine inspired heart - Peter Max inspired set of 4 hearts	- Uphues inspired heart collage - Flipaclip short heart group video - Reflections in Art Journal
Resources/Materials	Ish Read A Loud and Goldcrown's Hearts - Paper - Crayons - Water color - Brushes - Pencil - Drawing paper - Erasers Pinch Pots - Clay - Muslin - glaze Sculpture of the "loved" rainbow Alexander Calder Slides - Paper - Color paper - glue	Slides of Jim DIne - White paper - Colored tissue paper - Glue - scissors Peter Max Slides - White paper/Black - Heart stencils - Oil pastels - Paint - Brushes	Chris Uphues VIdeo - Idea Sheets of Eyes and Mouths - Colored paper - Sharpies - Scissors - Glue Flipaclip App - Ipad - Art Journal - pencil

	● Water		
Interdisciplinary Connections	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Career Readiness, Life Literacies and Key Skills	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		
Social-Emotional Learning Competencies	● **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations 　○ Connections: 　　■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) 　　■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) 　　■ Use of journal writing to reflect on process or product ● **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations 　○ Connections: 　　■ Counting down from 20 to 1, or 10 to 1		

- Playing soft music - breathing, stretching
- Use of breaks- walking if needed
- Movement breaks

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students helping each other with art-making
    - Two stars and a wish with art critiques to peers

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussions
    - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    - Lessons that focus on teamwork and perseverance

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions
    - Reflecting on lessons and transferring them to personal art experiences

Modifications				
English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**	**504**
● Use preferential seating	● Use preferential seating	● Use preferential seating	● Use preferential seating	● Google slide presentations will

● Dictionary ● Label specific art vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours	● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Include simple visuals ● Show finished product at a variety of artistic levels. ● Offer extra help hours.	● Google slide presentations will be available on Google classroom. ● Allow student to choose their own medium. ● Pair with a gifted student for mentoring ● Offer extra help hours	● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. ● Present visually complex examples ● Encourage student to mentor others. ● Allow for independent study	be available on Google classroom ● If needed, extend the timeline that projects are due. ● Allow student to choose their own medium. ● Offer extra help hours

Unit 6 - Environment		
Kindergarten	**Grade 1**	**Grade 2**
Performance Expectation(s)	● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.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.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and	

	formal characteristics. ● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change. **Media** ● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks. ● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production ● 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
Enduring Understanding(s)	● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● People create and interact with objects, places and design that define, shape, enhance, and empower their lives. ● 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 develop ideas and understandings of society, culture and history through their interactions with and analysis of art. **Media Arts** ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication ● Media artists require a range of skills and abilities to creatively solve problems.

Essential Question(s)			
	● How do artists work? ● How do artists and designers learn from trial and error? ● How do artists and designers create works of art or design that effectively communicate? ● What can we learn from our responses to art? ● Where and how do we encounter visual arts in our world? ● How can the viewer "read" a work of art as text?	● 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? ● How do objects, places and design shape lives and communities? ● How do visual arts	● 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? ● What responsibilities come with the freedom to create? ● Why is it important, for safety and health, to understand and follow

		influence our views of the world (school)? ● How does art preserve aspects of life?	correct procedures in handling materials, tools and equipment? ● What can we learn from our responses to art? ● Where and how do we encounter visual arts in our world? ● How is art used to impact the views of a society? **Media Arts** ● How are complex media arts experiences constructed? ● How do media artists use various tools and techniques?
Practice(s)	**Visual Arts:** Investigate, Perceive, Interpret, Relate **Media Arts:** Practice, Integrate		
Key Vocabulary	Plein air, texture, environment, illustrator, detail, mood, constellations, galaxy,	Pinch pot, clay slab, glaze, kiln, collaborative art, transformation, installation, climate change, glue gun	Upcycled, sculpture, glue gun environment, climate change, time-lapse video
Student Learning Objectives	● SWBAT create art en plein air that represents the natural environments. ● SWBAT create paper animals similar to those of Eric Carle by watching/reading *Brown Bear* and discussing the artist's style and making personal connections. ● SWBAT describe works of	● SWBAT to demonstrate safe procedures for using and cleaning clay tools, equipment and studio spaces. ● SWBAT describe why people from different places and times make art about different issues, including climate change.	● SWBAT create art that represents natural and constructed environments. ● SWBAT identify and classify uses of everyday objects in English and Spanish) through sculptures including

	art, by identifying subject matter, details, mood, and formal characteristics.		repurposing objects to make something new. ● SWBAT describe why people from different places and times make art about different issues, including climate change. **Media Arts:** ● SWBAT create a time lapse video by combining arts and media content to form media artworks. ● SWBAT identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production to create a time lapse video of their upcycled sculptures related to environmental issues.
Suggested Tasks/Activities	● Paint in Plein Air -texture rubbings and oil pastels ● Read Eric Carle animal book ● Eric Carle Animal collages ● Pick an animal- pick own medium (paper, oil pastels or watercolor pencils) ● Connection to World Language with same text in Spanish	● Sketch of flower (glaze colors) ● 2 Pinch pot/slab clay flowers with dowels (one to bring home and one to plant at school)	● Sketches and ideas in journal ● Upcycled sculptures about environment/climate change (Lesson overlaps with Spanish lesson) ● TIme lapse video of sculpture in the making **Media Arts:** ● Viewing Teacher made slide show engaging conversation on climate

			change and sculptural/performance art [slide show Bordalo II](#)
Evidence of Learning (Assessment)	- En plein air creations - Eric Carle inspired animal art - Possibly cut out animal drawing and glue on en plein air creations - Constellations (if time)	- Sketch of flower in color to show glazes - Finished ceramic pinch-pot flower	- Upcycled environmental sculpture of animals **Media Arts** - Time lapse video
Resources/Materials	En plein air creations - Paper - Crayon - Oil pastels Animal Art [Brown Bear by Eric Carle](#) - White drawing paper - Watercolor pencils - Tissue paper - Glue - Oil pastels Design a constellation (if time) - White thick paper - Watercolors - Brushes - Water - Beads - Glue - sharpie	Flower pinch pots/ slab - Clay - Roller - Muslin - Glaze - Paint brushes - Dowel - Glue Gun (for teacher)	Art Journal - pencil Upcycled environmental sculptures - Cans - Cardboard - Recycled items - Scissors - Tape - Paint - Glue - Glue gun (for teacher) **Media Arts**[Time lapse video on ipad](#) - Ipad Teacher-made slide show depicting two artists' work in response to climate change.
Interdisciplinary Connections	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and

	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	adults in small and larger groups. K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.	adults in small and larger groups. 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. While we created upcycled animals and discussed recycling, students spoke about the importance of recycling in Spanish class as well.
Career Readiness, Life Literacies and Key Skills	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP3: Consider the environmental, social and economic impacts of decisions. CLKSP4: Demonstrate creativity and innovation. CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		

Social-Emotional Learning Competencies	● **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
	   ○ Connections:
	      ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
	      ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
	      ■ Use of journal writing to reflect on process or product		

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Counting down from 20 to 1, or 10 to 1
    - Playing soft music - breathing, stretching
    - Use of breaks- walking if needed
    - Movement breaks

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students helping each other with art-making
    - Two stars and a wish with art critiques to peers

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussions
    - Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    - Lessons that focus on teamwork and perseverance

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions
    - Reflecting on lessons and transferring them to personal art experiences

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
- Use preferential seating - Dictionary - Label specific art vocab in students' first language - Use visuals for instruction - Google slide presentations will be available on Google classroom - Offer extra help hours	- Use preferential seating - Google slide presentations will be available on Google classroom - Allow the students to walk around or stand while creating. - If needed, extend the timeline that projects are due. - Allow student to choose their own medium. - Include simple visuals - Show finished product at a variety of artistic levels. - Offer extra help hours.	- Use preferential seating - Google slide presentations will be available on Google classroom. - Allow student to choose their own medium. - Pair with a gifted student for mentoring - Offer extra help hours	- Use preferential seating - Google slide presentations will be available on Google classroom. - Present student more detailed version of project - Present student with additional resources if requested. - Present visually complex examples - Encourage student to mentor others. - Allow for independent study	- Google slide presentations will be available on Google classroom - If needed, extend the timeline that projects are due. - Allow student to choose their own medium. - Offer extra help hours

Unit 7 - Museums		
Kindergarten	**Grade 1**	**Grade 2**

	Kindergarten / Grade 1 / Grade 2
Performance Expectation(s)	1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

	● 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.
Enduring Understanding(s)	● 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. ● People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s)	● What is an art museum? ● How are artworks cared for and by whom? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?	● What is an art museum? ● How are artworks cared for and by whom? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How is a personal preference different from an evaluation?	● What is an art museum? ● How are artworks cared for and by whom? ● Why do people value objects, artifacts and artworks, and select them for presentation? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How does knowing and using visual art vocabulary help us understand and interpret

			works of art?
			● How is a personal preference different from an evaluation?
Practice(s)	Analyze, Select, Share, Interpret		
Key Vocabulary	Museum, gallery, curator, collection, portfolio	Museum, gallery, curator, collection, portfolio, elements of art, principles of design	Museum, gallery, curator, collection, portfolio, docent, elements of art, principles of design
Student Learning Objectives	● SWBAT select artwork for display, and explain why some work, objects and artifacts are valued over others. ● SWBAT explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. ● SWBAT analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. ● SWBAT categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	● SWBAT select artwork for display, and explain why some work, objects and artifacts are valued over others. ● SWBAT ask and answer questions regarding preparing artwork for presentation or preservation. ● SWBAT explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. ● SWBAT analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. ● SWBAT categorize and describe works of art, by identifying subject matter,	● SWBAT select artwork for display, and explain why some work, objects and artifacts are valued over others. ● SWBAT categorize artwork based on a theme or concept for an exhibit. ● SWBAT explain the purpose of a portfolio or collection. ● SWBAT ask and answer questions regarding preparing artwork for presentation or preservation. ● SWBAT explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. ● SWBAT analyze how art exhibits inside and

		details, mood, and formal characteristics. ● SWBAT describe works of art by identifying several of the 7 elements of art and principles of design.	outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. ● SWBAT categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● SWBAT use art vocabulary to explain preferences in selecting and classifying artwork. ● SWBAT describe works of art by identifying several of the 7 elements of art and principles of design.
Suggested Tasks/Activities	● Read The Museum by Susan Verde ● Class discussion on museums ● Choose 2 pieces to be in art show ● Finish any incomplete creations ● Mount pieces on large construction paper ● Make labels with title, description and artist name ● Gallery walk around school	● Read Parker Looks Up ● Enter Virtual Smithsonian Museum ● Class discussion on museums, including portraits of Barack Obama and Michelle Obama created by black artists. ● Choose 2 pieces to be in art show ● Finish any incomplete creations ● Mount pieces on large construction paper ● Make labels with title, description and artist name	● Read *Grandma in the Blue with the Red Hat* by Scott Menchin. ● Class discussion on museums ● Reflection in art journal ● What is your favorite museum? When you visit, how does it make you feel? ● Choose 2 pieces to be in art show ● Finish any incomplete creations ● Mount pieces on large construction paper ● Make labels with title,

		● Gallery walk around school	description and artist name ● Gallery walk around school
Evidence of Learning (Assessment)	● Discussion during active reading of "The Museum" ● Class discussion about museums ● Museum ready art with label ● Gallery walk	● Discussion during active reading of "Parker Looks Up"" ● Class discussion about museums ● Museum ready art with label ● Gallery walk	● Discussion during active reading of *Grandma in the Blue with the Red Hat* ● Class discussion about museums ● Journal reflections ● Museum ready art with label ● Gallery walk
Resources/Materials	● The Museum by Susan Verde ● Student made art ● Construction paper ● Scissors ● Glue stick ● Labels ● Thin sharpies	● Parker Looks Up ● Teacher made slide show ● Student made art ● Construction paper ● Scissors ● Glue stick ● Labels ● Thin sharpies	● *Grandma in the Blue with the Red Hat* ● Art Journals ● Student made art ● Construction paper ● Scissors ● Glue stick ● Labels ● Thin sharpies
Interdisciplinary Connections	RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	RL.1.1. Ask and answer questions about key details in a text. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. SL.2.1. Participate in

	collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Career Readiness, Life Literacies and Key Skills	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community member and employee. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP7: Plan education and career paths aligned to personal goals CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively. CLKSP9: Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
Social-Emotional Learning Competencies	**Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations - Connections: - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) - Use of journal writing to reflect on process or product **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations - Connections: - Counting down from 20 to 1, or 10 to 1 - Playing soft music - breathing, stretching - Use of breaks- walking if needed - Movement breaks **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are

influenced by others
- ○ Connections:
  - ■ Students helping each other with art-making
  - ■ Two stars and a wish with art critiques to peers

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - ○ Connections:
    - ■ Class discussions
    - ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    - ■ Lessons that focus on teamwork and perseverance

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - ○ Connections:
    - ■ Class rules and routines
    - ■ Class discussions
    - ■ Following directions
    - ■ Reflecting on lessons and transferring them to personal art experiences

Modifications

Unit 8 - Future		
Kindergarten	**Grade 1**	**Grade 2**
Performance Expectation(s)	● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	

	● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and
Enduring Understanding(s)	● 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. ● 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.

Essential Question(s)			
	● What is visual art? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● Where and how do we encounter visual arts in our world?	● What is visual art? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely? ● What is the value of engaging in the process of art criticism? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● Why do artists follow or break from established traditions?	● What is visual art? ● What role does persistence play in revising, refining and developing work? ● How do life experiences influence the way you relate to art? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● Why do artists follow or break from established traditions?

Practice(s)	**Visual Arts**: Explore, reflect, refine, continue, perceive, interpret		
Key Vocabulary	Augmented reality, virtual reality, App (application), Marine life	Op Art	Agamograph, OP Art, Optical Illusions, vertical, accordion folds, oil pastels
Student Learning Objectives	- SWBAT engage in individual and collaborative exploration of materials using the augmented reality app, Quivervision. - SWBAT engage in individual and collaborative art making through observation and investigation of the marine-world, and in response to personal interests and curiosity. - SWBAT explain the process of making art, using art vocabulary. - SWBAT discuss and reflect with peers about choices made while creating art.	- SWBAT engage in individual and collaborative exploration of materials and ideas through multiple approaches to solve art and design problems. - SWBAT engage in individual and collaborative art making through observation of works of optical illusion artist Jen Stark. - SWBAT explain the process of making optical illusion art by using art vocabulary.	- SWBAT identify agamographs and create their own individual optical illusions based on personal interests. - SWBAT explain the process of making agamographs using art vocabulary. - SWBAT categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. - SWBAT discuss and reflect with peers about choices made while creating art.
Suggested Tasks/Activities	- Quivervision coloring sheets of octopus and fish - Making the sea animals become augmented reality with ipad - Class discussion	- Slides on Jen Stark's works - Short video on Jen Stark [Jen Stark](#) - Make Op art piece	Agamograph (Accordion Art project- optical Illusions)
Evidence of Learning (Assessment)	- Coloring sheets - Watching students use the augmented reality app - Class discussion of Quivervision	Op art piece inspired by Jen Stark	Finished agamograph

Resources/Materials	[Quivervision coloring sheet of octopus](#) [Quivervision coloring sheet for fish](#) [Quivervision app for Ipad](#) [Augmented Reality slides and video](#) - Colored pencils - Crayons - Markers	[SLide SHow](#) - Construction paper strips - Paper - Sharpies - crayons - Scissors - Glue	[Agamograph video](#) - White paper divided into sections and numbered - Oil pastels - Pencils - Erasers - Blank white paper - glue
Interdisciplinary Connections	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.OA.C. Work with equal groups of objects to gain foundations for multiplication.
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.		
Career Readiness Practices	CLKSP1: Act as a responsible and contributing community members and employee. CLKSP4: Demonstrate creativity and innovation. CLKSP5: Utilize critical thinking to make sense of problems and persevere in solving them. CLKSP8: Use technology to enhance productivity, increase collaboration and communicate effectively.		
Computer Science and Design Thinking	8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		
Social-Emotional Learning Competencies	**Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations - Connections:		

- ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
- ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- ■ Use of journal writing to reflect on process or product

- ● **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - ○ Connections:
    - ■ Counting down from 20 to 1, or 10 to 1
    - ■ Playing soft music - breathing, stretching
    - ■ Use of breaks- walking if needed
    - ■ Movement breaks

- ● **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - ○ Connections:
    - ■ Students helping each other with art-making
    - ■ Two stars and a wish with art critiques to peers

- ● **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - ○ Connections:
    - ■ Class discussions
    - ■ Incentives for small groups- Table/team with most points at the end of the cycle earns the Golden Crayon and picks music
    - ■ Lessons that focus on teamwork and perseverance

- ● **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - ○ Connections:
    - ■ Class rules and routines
    - ■ Class discussions
    - ■ Following directions

	■ Reflecting on lessons and transferring them to personal art experiences			

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
• Use preferential seating • Dictionary • Label specific art vocab in students' first language • Use visuals for instruction • Google slide presentations will be available on Google classroom • Offer extra help hours • One on one check-ins	• Use preferential seating • Google slide presentations will be available on Google classroom • Allow the students to walk around or stand while creating. • If needed, extend the timeline that projects are due. • Allow student to choose their own medium. • Include simple visuals • Show finished product at a variety of artistic levels. • Offer extra help hours. • One on one check-ins	• Use preferential seating • Google slide presentations will be available on Google classroom. • Allow student to choose their own medium. • Pair with a gifted student for mentoring • Offer extra help hours • One on one check-ins	• Use preferential seating • Google slide presentations will be available on Google classroom. • Present student more detailed version of project • Present student with additional resources if requested. • Present visually complex examples • Encourage student to mentor others. • Allow for independent study • One on one check-ins	• Google slide presentations will be available on Google classroom • If needed, extend the timeline that projects are due. • Allow student to choose their own medium. • Offer extra help hours • One on one check-ins

Professional Resources

- Hogan, H., & Hetland, L., Jaquith, D.B., & Winner, E. (2018). *Studio Thinking from the Start: The K-9 Art Educator's Handbook.* New York: Teachers College, Columbia University.
- (2020-2021). Contemporary Art in Context, *School Arts,* Davis Publications.

- (2020-2021). *Art Education,* National Art Education Association.