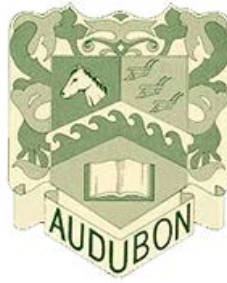


Audubon Public School District

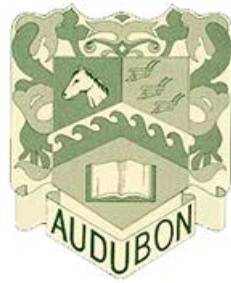


K-2 Art
Curriculum Guide

Developed by:
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July 19, 2021

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Course Description

Introduction to K-2 Art

All students will receive art education once a week from kindergarten through second grade. The mission of art education is to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities.

K-2 Art is a sequential standard based study of the arts with a strong focus on making connections, experimentation with ideas and creating process oriented projects. Students will learn the basics of a variety of art materials and skills as they cycle through units focused on; growth mindset, the elements of art, artist studies, cultural studies, collaborative works, cross curricular works, and presentations of art works.

Overview / Progressions

Overview	Focused Visual and Performing Art Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> ● 1.2.2.Cn11b ● 1.2.2.Pr5a 	<ul style="list-style-type: none"> ● 1.2.2.Cr1c ● 1.2.2.Pr5c ● 1.2.2.Cr1d
Unit 2	<ul style="list-style-type: none"> ● 1.2.2.Cr3a ● 1.2.2.Cr1b ● 1.2.2.Cr1a 	<ul style="list-style-type: none"> ● 1.2.2.Cr1e ● 1.2.2.Pr5b
Unit 3	<ul style="list-style-type: none"> ● 1.2.2.Re8a ● 1.2.2.Pr5c 	<ul style="list-style-type: none"> ● 1.2.2.Pr5c ● 1.2.2.Cn10b ● 1.2.2.Re7a
Unit 4	<ul style="list-style-type: none"> ● 1.2.2.Cn10b ● 1.2.2.Re8a ● 1.2.2.Cn11a 	<ul style="list-style-type: none"> ● 1.2.2.Pr5c
Unit 5	<ul style="list-style-type: none"> ● 1.2.2.Pr4b ● 1.2.2.Re7b ● 1.2.2.Cn11a 	<ul style="list-style-type: none"> ● 1.2.2.Pr5c ● 1.2.2.Pr5a ● 1.2.2.Pr5b
Unit 6	<ul style="list-style-type: none"> ● 1.2.2.Pr4a ● 1.2.2.Cn10a 	<ul style="list-style-type: none"> ● 1.2.2.Cr1d ● 1.2.2.Pr5c ● 1.2.2.Cr1b:
Unit 7	<ul style="list-style-type: none"> ● 1.2.2.Pr6a 	<ul style="list-style-type: none"> ● 1.2.2.Re9a

K-2 Art	Grades K, 1, 2	Unit 1	Marking Period 1
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 1 Introduction to the art room/Growth Mindset	<ul style="list-style-type: none"> ● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness. ● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 	<ul style="list-style-type: none"> ● 1.2.2.Cr1c: Explore form ideas for media art production with support. ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks. ● 1.2.2.Cr1d: Connect and apply ideas for media art production. 	<ul style="list-style-type: none"> ● Introduce students to rules and routines. ● Free draw/centers activity to practice rules and routines ● Books by Peter Renolds “The Dot”, “Ish”, “Sky color” ● Book “The beautiful oops” with an activity of changing a “mistake” marked on a piece of paper into a new idea. ● Book “This is not a box” with an activity of starting with a square piece of paper and transforming it into a new idea. ● Book “The Perfect purple feather” by Havoch Piven and activity

Formative Assessments Unit 1	Summative Assessments Unit 1
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 	<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade
Suggested Primary Resources Unit 1	Suggested Supplemental Resources Unit 1
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Youtube.com ● Growth mindset library ● The Art of Ed
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding shapes ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 	
Enduring Understanding Unit 1	Essential Questions Unit 1
<ul style="list-style-type: none"> ● Introduction to the Art Room ● Introduction of available supplies ● Review of rules and routines ● Introduction lessons using growth mind, creativity and problem solving skills. ● Use a variety of courses such as imagination and creative process to inspire and transform ideas into artistic expressions. 	<ul style="list-style-type: none"> ● How do artists work? ● How do artists use various tools and techniques? ● How do artists learn from trial and error? ● How can creative risks be encouraged? ● How can a positive mindset help me grow as an artist and learner?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 	<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity 	

<ul style="list-style-type: none"> ● Critical Thinking ● Collaboration 	<ul style="list-style-type: none"> ● Self management skills ● Communication
Integrating Technology	
<ul style="list-style-type: none"> ● Smart board presentations 	<ul style="list-style-type: none"> ● Youtube videos
Career education	
<ul style="list-style-type: none"> ● Introductions to working artists and craftsmen 	<ul style="list-style-type: none"> ● Introductions to art related careers

K-2 Art	Grades K, 1, 2	Unit 2	Marking Period 1
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 2 The elements of Art	<ul style="list-style-type: none"> ● 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.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. ● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, 	<ul style="list-style-type: none"> ● 1.2.2.Cr1e: Choose ideas to create plans for media art production. ● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production. 	<ul style="list-style-type: none"> ● Kindergarten practices drawing lines and shapes. Kindergarten makes line sculptures ● 1st Grade practices cutting geometric and organic shapes while studying Henri Matisse. ● 2nd Grade creates a narrative collage. Students view multiple collage artists, create 3 sketches for ideas, and choose from a variety of materials to cut and glue. ----- ● Kindergarten learns to mix primary and secondary colors. ● 1st Grade chooses colors to create a pattern. 1st grade has a color mixing challenge using limited, teacher selected colors. ● 2nd Grade mixes tints and shades

	sketching and modeling. ● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.		----- ● Kindergarten makes texture rubbings. ● 2nd grade creates textures through printmaking with various objects. ● 1st grade learns about implied texture by drawing/painting furry animals.
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Formative Assessments Unit 2		Summative Assessments Unit 2	
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 		<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade 	
Suggested Primary Resources Unit 2		Suggested Supplemental Resources Unit 2	
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 		<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine 	
Cross-Curricular Connections			
<ul style="list-style-type: none"> ● Math ~ understanding shapes ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 			
Enduring Understanding Unit 2		Essential Questions Unit 2	

<ul style="list-style-type: none"> ● Forming, integration and refinement of aesthetic components, principles and process creates purpose, meaning and artistic quality in artworks. ● Introduction to integrating elements of art to represent ideas in artworks. ● Brainstorming ideas with support. Older students develop and sketch multiple ideas. ● With support, make improvements based on teacher suggestions. With support self-reflect, revisit and improve upon work over multiple days. ● Share process and final artwork with peers. 	<ul style="list-style-type: none"> ● How do artists use various tools and techniques? ● How do artists learn from trial and error? ● How can the elements of art help me to represent ideas and improve aesthetic qualities in artworks? ● How can an artist improve/refine their work?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input

IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 		<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication
Integrating Technology		
<ul style="list-style-type: none"> ● Smart board presentations 		<ul style="list-style-type: none"> ● Youtube videos
Career education		

- Introductions to working artists and craftsmen

- Introductions to art related careers

K-2 Art	Grades K, 1, 2	Unit 3	Marking Period 2
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 3 Artist Focus	<p>1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.</p> <p>● ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.</p>	<p>● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.</p> <p>● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.</p> <p>● 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.</p>	<ul style="list-style-type: none"> ● Students will learn about the lives and works of an influential artist. Students will make artwork in the style of that artist. Suggested famous artists; Kandinsky, Da Vinci, Matisse, Van Gogh, Monet, Klimt, Pollock, Okeefe, Degas, Kusama, Picasso, Goldsworthy, Seurat, Klee, Kahlo, Mondrian, Dali. ● Suggested lesser known artists; Ted Harrison, Alma Thomas, Hanoch Piven, Luke Egan, Claes Oldenburg, Dale Chihuly, Romero Britto, Sandra Silberzweig, Wayne Thiebaud, Pete Cromer, Jen Stark, Henry Rousseau, David Hockney, James Rizzi, Alexander Calder

Formative Assessments Unit 3	Summative Assessments Unit 3
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 	<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade
Suggested Primary Resources Unit 3	Suggested Supplemental Resources Unit 3
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 	
Enduring Understanding Unit 3	Essential Questions Unit 3
<ul style="list-style-type: none"> ● Artists require a range of skills and abilities to creatively solve problems. ● Artworks are influenced by interents, experiences, understands and purposes. ● Through creating artwork, people make meaning by investigating and developing awareness of culture and experiences. ● 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. 	<ul style="list-style-type: none"> ● How do artists use various tools and techniques? ● How do we analyze artwork? ● How can the viewer “read” a work of art as a text? ● How does knowing and using arts vocabulary help interpret a work of art? ● How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 	<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity 	

<ul style="list-style-type: none"> ● Critical Thinking ● Collaboration 	<ul style="list-style-type: none"> ● Self management skills ● Communication
Integrating Technology	
<ul style="list-style-type: none"> ● Smart board presentations 	<ul style="list-style-type: none"> ● Youtube videos
Career education	
<ul style="list-style-type: none"> ● Introductions to working artists and craftsmen 	<ul style="list-style-type: none"> ● Introductions to art related careers

K-2 Art	Grades K, 1, 2	Unit 4	Marking Period 2
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 4 Cultural Focus	<ul style="list-style-type: none"> ● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose. ● 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. ● 1.2.2.Cn11a: Discuss and 	<ul style="list-style-type: none"> ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks. 	<ul style="list-style-type: none"> ● Students will study a specific culture and their style of art. Students will incorporate their own ideas and create a work of art using the same materials, ideas, or styles studied. ● Suggested media and corresponding cultures; <ul style="list-style-type: none"> Ceramic pots- mexico and asia Weaving- Kente Cloth, Native american, Mayan, Peru Pattern/cloth design- Adinkra Origami- Asia Gyotaku fish printing- Asia beading/jewelry making Mask Making- African

	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.		Puppetry -Italy marionettes, Vietnamese water puppets Musical instruments - Australia Alebrijes - Mexico Tree of life - Mexico Mosaics - Greece, Roman Empire, Spain Stained glass - Rome, Middle East Symetric tiles - Middle East
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Formative Assessments Unit 4		Summative Assessments Unit 4	
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 		<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade 	
Suggested Primary Resources Unit 4		Suggested Supplemental Resources Unit 4	
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 		<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine 	
Cross-Curricular Connections			
<ul style="list-style-type: none"> ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 			
Enduring Understanding Unit 4		Essential Questions Unit 4	

<ul style="list-style-type: none"> ● 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. ● Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. ● Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ul style="list-style-type: none"> ● How do artists use various tools and techniques? ● How does engaging in creating media artworks enrich people's lives? How do media artworks contribute to an awareness and understanding of our lives and communities? ● How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 		<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication
Integrating Technology		
<ul style="list-style-type: none"> ● Smart board presentations 		<ul style="list-style-type: none"> ● Youtube videos
Career education		
<ul style="list-style-type: none"> ● Introductions to working artists and craftsmen 		<ul style="list-style-type: none"> ● Introductions to art related careers

K-2 Art	Grades K, 1, 2	Unit 5	Marking Period 3
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 5 Cross Curricular Focus	<ul style="list-style-type: none"> ● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks. ● 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. ● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, 	<ul style="list-style-type: none"> ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks ● 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.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production. 	<ul style="list-style-type: none"> ● Kindergarten focuses on product design. Book “If I built a car”. Study landscaping and design imaginary buildings or play spaces. ● First grade makes a project in response to climate change. (Andy Goldsworthy, Zaria Forman-ice paintings, Courtney Mattison-coral, Study or endangered animals in New Jersey) ● 1st grade makes a symmetrical piece of art.

	<p>environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p>		<ul style="list-style-type: none"> ● 1st grade creates props and background for their play, “bugz”. ● 2nd grade collaborates with STEAM. Create light up art with Led lights and robot maps. ● 2nd grade makes poppy paintings to go along with memorial day, grade wide presentation.

Formative Assessments Unit 5	Summative Assessments Unit 5
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 	<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade
Suggested Primary Resources Unit 5	Suggested Supplemental Resources Unit 5
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources ● STEAM - Create interactive art with available technology ● Science- Create artwork in response to climate change 	
Enduring Understanding Unit 5	Essential Questions Unit 5
<ul style="list-style-type: none"> ● Media Artists require a range of skills and abilities to creatively solve problems. ● 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. ● Understanding connections to varied contexts and daily life enhances a media artist's work. 	<ul style="list-style-type: none"> ● How do artists use various tools and techniques? ● How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience? ● How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input

IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 		<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication
Integrating Technology		
<ul style="list-style-type: none"> ● Smart board presentations 		<ul style="list-style-type: none"> ● Youtube videos
Career education		

<ul style="list-style-type: none"> ● Introductions to working artists and craftsmen 	<ul style="list-style-type: none"> ● Introductions to art related careers
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K-2 Art	Grades K, 1, 2	Unit 6	Marking Period 3
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 6 Collaborative/Narrative	<ul style="list-style-type: none"> ● 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.Cn10a: Use personal experiences, interests, 	<ul style="list-style-type: none"> ● 1.2.2.Cr1d: Connect and apply ideas for media art production. ● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks. 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a 	<ul style="list-style-type: none"> ● Students will work independently or collaboratively on a narrative artwork. Students will work with support to brainstorm ideas about a relevant topic; interests inspired by an artist, grade level studies, personal interests or experiences.

	information and models in creating media artworks	variety of tools, methods and materials.	<ul style="list-style-type: none"> ● Suggested topics- Family portraits, class portraits, self portraits, favorite memories, imaginative stories, fantasy animals, landscapes of imaginative places. ● Suggested media- puppets, quilts, mixed media murals, mixed media collages, comic strips, flip books, drawings.

Formative Assessments Unit 6	Summative Assessments Unit 6
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 	<ul style="list-style-type: none"> ● Projects ● Weekly Participation grade
Suggested Primary Resources Unit 6	Suggested Supplemental Resources Unit 6
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine
Cross-Curricular Connections	

<ul style="list-style-type: none"> ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 	
Enduring Understanding Unit 6	Essential Questions Unit 6
<ul style="list-style-type: none"> ● Media Artists require a range of skills and abilities to creatively solve problems. ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. ● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. 	<ul style="list-style-type: none"> ● How do artists use various tools and techniques? ● How are complex media arts experiences constructed? ● How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? ● How do media artworks contribute to an awareness and understanding of our lives and communities?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input

IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 		<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication
Integrating Technology		
<ul style="list-style-type: none"> ● Smart board presentations 		<ul style="list-style-type: none"> ● Youtube videos
Career education		

<ul style="list-style-type: none"> • Introductions to working artists and craftsmen 	<ul style="list-style-type: none"> • Introductions to art related careers
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K-2 Art	Grades K, 1, 2	Unit 7	Marking Period 3
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	Focus Standards	Companion Standards	Suggested Projects/Activities
Unit 7 Presenting	<ul style="list-style-type: none"> • 1.2.2.Pr6a: With guidance and moving towards independence, identify, share 	<ul style="list-style-type: none"> • 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements 	<ul style="list-style-type: none"> • Students will learn about how artists share their work through

	and discuss reactions to and experiences of the presentation of media artworks	for media artworks, considering their context.	traditional sources; shows, galleries, museums. ● Students will evaluate their own work and select pieces to be shown in the school art show.

Formative Assessments Unit 7	Summative Assessments Unit 7
<ul style="list-style-type: none"> ● Teacher Observation ● Self Observation and reflection ● Peer Presenting/sharing 	<ul style="list-style-type: none"> ● Self evaluation and selection of best work ● Weekly Participation grade
Suggested Primary Resources Unit 7	Suggested Supplemental Resources Unit 7
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Youtube.com ● Art Class Curator ● The Art of Ed ● Colossal ● Tate Kids ● Art UK-image search engine
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources 	
Enduring Understanding Unit 7	Essential Questions Unit 7
<ul style="list-style-type: none"> ● Media artists present, share and distribute media artworks through various social, cultural and political contexts. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. 	<ul style="list-style-type: none"> ● 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?

	<ul style="list-style-type: none"> ● How and why do we value and judge media artworks?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 	<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication 	
Integrating Technology		
<ul style="list-style-type: none"> ● Smart board presentations 	<ul style="list-style-type: none"> ● Youtube videos 	
Career education		
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Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Vivian Gayol

Approved: June, 2017

Course Title: Art

Unit Name: Elements and Principles

Grade Level: K-2

<p>Content Statements Students will be able to understand and use the elements and principles of design in creating works of art. They will be able to identify these concepts in other art and they will be able to create them using a variety of medium. While each element and principle will be included in all three grades, the objective is that in Kindergarten it will be introduced, in 1st grade, it will be developed and in 2nd grade, it will be mastered.</p>	<p>NJSLS: 1.1-6 Companion Standards: SL K-2</p>
<p>Overarching Essential Questions</p> <ol style="list-style-type: none"> 1. What are the elements of art? 2. Why do we need to know the elements of art? 3. What are the principles of design? 4. Why do we need to know the principles of design? 	<p>Overarching Enduring Understandings Using the elements and principles of design, I can create art. I can see the elements and principle of design in works of art.</p>
<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What is a line? 2. What is shape? 3. What is color? 4. What is value? 5. What is form? 6. What is texture? 7. What is emphasis? 8. What is balance? 	<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. Name and sight examples of the elements of art. 2. Art elements help us to improve our artwork and to better understand other artwork. 3. Name and sight examples of the principles of design. 4. The principles of design are used to organize the elements into an arrangement or composition.

<p>9. What is rhythm? 10. What is proportion? 11. How do you create harmony and unity in a composition?</p>	
<p>Unit Rationale Students must understand that all visual art incorporated the elements of art and principles of design.</p>	<p>Unit Overview Students will be introduced to the elements of art and principles of design in kindergarten. They will then develop these concepts throughout kindergarten, first grade and finally master them by third grade. They will achieve this through activities designed to improve their designs, problem solving skills, and display of work.</p>
<p>Authentic Learning Experiences The creation of their own artwork through a variety of media. The ability to discuss and analyze art created by the masters. The improvement throughout 3 years of their fine motor skills.</p>	
<p>21st Century Skills and Themes Global: Understand art throughout the world, different cultures, and past civilizations. Collaboration: Collaboration through critique and acceptance of critique. Problem solving: artistic creation is always a problem solving endeavor. Technology: Using computers to view and make art.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit is designed to be an introduction for young children to understand the making of art, the expressive qualities of art and the different media in art. This unit is also designed for the student to build on the fine motor skills necessary for their future art experiences.</p>	
<p>Key Terms Foreground, Background, Middle ground: Parts of a composition that are closest, furthest, and in the middle. Horizontal, Vertical and Diagonal lines: The direction in which lines can be drawn. Geometric shapes: Mathematical shapes such as circle, square, triangle. Organic shapes: Shapes with a natural curving appearance such as leaves, plants, and animals. 3 Dimensional shapes: Shapes that have a top, bottom and side to create a form. Rough/Smooth: The way something feels (texture) or visually appears to feel. Primary Colors: Colors that cannot be made, red, yellow blue. Secondary Colors: the colors you get when you mix the primary colors, green, orange, violet.</p>	

<p>Color Values: Colors you get when you mix white or black with the original color such as pink.</p>
<p>Instructional Strategies Demonstration Discussion Activity time with supervision and help</p>
<p>Customizing Learning/ Differentiation Special Needs Students with special needs will have a modified version of the activity depending on their ability. ELL ELL students will have the opportunity to work with projects related to their culture as well as help other students understand their culture. Gifted Learners Gifted learners will be encouraged to think past the parameters of the problem in order to investigate solutions that are more creative.</p>
<p>Formative Assessments Monitoring the students during the activity Evaluating the final product</p>
<p>Interdisciplinary Connections Communications: visual communication Math: shapes, scale, proportion Social Studies: global and cultural art Science: Mixing paints, working with the properties of clay</p>
<p>Resources The internet: www.artsonia.com for viewing artwork created by peers Google images for viewing master artists Individual websites for master artists such as www.vangoghgallery.com Websites for kids to explore artists and techniques such as: http://www.nga.gov/kids/ Software: KidPix Books: A variety of children’s literature for the purpose of viewing illustrations as well as ideas for artwork.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <ol style="list-style-type: none"> 1. Kindergarten: Identify and produce directional lines such as horizontal, vertical and diagonal. First grade: Identify and produce straight lines using a ruler, curvy lines and zigzag lines. Second grade: Identify and produce detail and contour lines.

2. Kindergarten: Identify and produce geometric and organic shapes. First grade: Identify and produce the center of shapes and the concepts of corners. Second grade: Use shape to create scale and distance by manipulating the relationship of two or more shapes.
3. Kindergarten: Identify primary and use primary colors to produce secondary colors via the mixing process. First grade: Identify and produce cool and warm colors. Second grade: Identify and produce complementary and monochromatic compositions.
4. Kindergarten: Identify and produce a grey scale order. First grade: Identify and produce tints and shades of color. Second grade: Identify and produce optical weight using value.
5. Kindergarten: Produce form with clay and identify top, bottom, and sides. First grade: Create a three dimensional sculpture using found objects and a variety of fastening materials. Second grade: Create a 3-dimensional sculpture out of paper.
6. Kindergarten: Identify and produce texture, using rubbings. First grade: Identify and produce texture on a clay form. Second grade: Identify and produce texture through lines to create common objects such as bricks, grass, and wood.
7. Kindergarten: Identify and produce emphasis, using size. First grade: Identify and produce emphasis, using color. Second grade: Identify and produce emphasis, using form.
8. Kindergarten: Identify and produce a symmetrical composition. First grade: Identify and produce an asymmetrical composition. Second grade: Identify and produce a balanced composition using color.
9. Kindergarten: Identify and produce rhythm through repeating printed shapes. First grade: Identify and produce rhythm through weaving. Second grade: Identify and produce rhythm through musical painting.
10. Kindergarten: Understand body proportions and draw with assistance a human body. First grade: Understand facial proportions and produce a variety of faces with a variety of expressions. Second grade: Create a realistic and well-proportioned self-portrait in conjunction with an abstract self-portrait.
11. Kindergarten: Balance and use the entire page in every project to create unity and harmony. First grade: Understand the concept of horizon. Draw, paint, collage using the concept that the “sky meets the ground”. Second grade: Understand the concept of space and composition by positioning and overlapping objects. Use shade and shadow to create the unity. Third grade: creating a composition with unity and harmony on the computer using KidPix.

Unit Timeline

Three years. In year one, kindergarten concepts will be introduced. In year 2, first grade, concepts will be developed. In year 3, second grade, concepts will be mastered.