

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Art	Grade Level(s): 1st
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

Students will identify the basic elements of art and principles of design in diverse types of artwork. They will explain how they are used. The Elements of Art are line, shape, form, space, color, value, and texture. Students will identify characteristics of themes in art and how this affects an artists work; such as family, community, and from different historical periods and from different world cultures. Students will be exposed to different mediums and materials, each with their own unique processes, skills, and techniques for application. They will use these supplies in a safe, appropriate manner, learning the use and care of art materials. They will create two and three dimensional works using the basic elements of art and principles of design. They will use symbols to create their own personal works of art based on age-appropriate themes, and using oral stories as a basis for pictures. They will use art vocabulary to demonstrate the knowledge of art materials, tools, and methodologies used to create and tell visual stories. Their work will be based on observations of the physical world. They will see that art is part of our every day life. They will develop a vocabulary to describe art forms, artists, and elements and principles used in art.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1: Starry Night - Mixing primary colors to make secondary colors</p> <p>Resources- Book Camille and the Sunflowers and poster of Starry Night Book Camille and the Sunflowers and poster of Starry Night Power Point on Van Gogh Teacher Samples</p>	<p>3 days September</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify and create a landscape. -Mix Yellow+Blue to make Green. -Mix Blue+White to make light blue (tint) 	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>Tasks-</p> <ol style="list-style-type: none"> 1.-Look at Starry Night. Observe, Describe, Analyze- what students see. 2. Identify subject matter-landscape 3. Students will make a landscape of a hot summer night, with the wind blowing, and the stars glowing. 4. Paint yellow stars, add blue for night sky, have colors blend by dabbing colors to make green. Add wind with white. Add yellow + blue for a green ground. 5.-Cut out building shapes/rectangles. Student choice for the foreground. Use oil pastels for details and more texture. 6. Assess with gallery walk cards-praise, landscape.

		<p>or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
Unit 2:		● 1.5.2.Cr1a: Engage in	Students will be able to:	How do artists use color,

<p>Sunflowers- Mixing primary colors to get secondary colors</p> <p>Resources- -Book Camille and the Sunflowers -teacher made powerpoint -Poster of Sunflowers Teacher Samples</p>	<p>1 ½ day October</p>	<p>individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect 	<p>Identify a Still Life-Floral Mix Red + Yellow to get Orange. Mix Blue + Yellow to get Green.</p>	<p>shapes, and lines to express ideas?</p> <ol style="list-style-type: none"> 1.Introduce Van Gogh with story on powerpoint, Camille and the Sunflowers. Discuss Van Gogh and his art. Observe, Describe, and Analyze his painting of the Sunflower. Why do artist paint some pictures? 2.ID a still life. Students will paint. Today is the vase and table. 3.-Demonstrate how to mix colors, orange and green. Students will paint orange sunflowers and green leaves and stems by mixing colors. 4.-Next week Add oil pastels for details and textures of flowers. 5.Assess with a gallery walk. Use praise cards and identify as a still life with a card.
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		<p>with peers about choices made while creating art.</p> <ul style="list-style-type: none"> ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
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<p>Unit 3:</p> <p>Purple Skies Paint</p> <p>Mixing paints to get purple. Create a silhouette.</p>	<p>2 days</p> <p>October</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Mix Pink + Blue to get Purple. -Create a night time scene using a silhouette. 	<p>How do artists use color, shapes, and lines to express ideas?</p> <ol style="list-style-type: none"> 1. View powerpoint of purple skies with silhouettes of trees. 2. Paint purple paper by mixing pink & blue and adding white for moon and to make light purple. 3. Next week use white glue & Q-tip to draw trees. Dip in black glitter.
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		<p>vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <ul style="list-style-type: none"> ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 4:</p> <p>Monarch Butterflies - Blending colors</p>	<p>October- November 2 days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw a symmetrical butterfly. -Use oil pastels to blend red, yellow and oranges. 	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>-Blending Red, Orange &</p>

with Oil Pastels		<p>play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 1.5.2.Re7a: Identify works of art based on personal 		<p>Yellow colors for butterfly -add patterns</p> <ol style="list-style-type: none"> 1.View powerpoint on monarch butterflies.ID SHAPES, COLORS & LINES used. 2. Draw on black construction paper. Color wings, blending red, orange & yellow. 3. Color background with side of oil pastel for EMPHASIS. 4. Use black oil pastel to outline, color body and add lines on wings.
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		<p>connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <ul style="list-style-type: none"> ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 5: Giraffes Can't Dance -animal portraits -watercolor/</p>	<p>November- December 3days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw a closeup of a giraffe and paint it. -Add details to the background, but keep the giraffe the emphasis of their 	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>1.Listen/watch Giraffes Can't</p>

<p>tempera water color</p>		<p>play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 1.5.2.Re7a: Identify works of art based on personal 	<p>painting.</p>	<p>Dance on You tube.</p> <ol style="list-style-type: none"> 2. ID shapes in Gerald the Giraffe. Discuss jungle landscape. 3. Draw with step by step directions Gerald the Giraffe. 4. Draw some leaves for jungle look background. 5. Paint giraffe, details & leaves.
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		<p>connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <ul style="list-style-type: none"> ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 6: -Arlo Needs Glasses -Animal Portrait -Mixing tints</p>	<p>December-January 2 days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation 	<p>Students will be able to:</p> <p>-paint a dog portrait mixing tints, creating texture by double dipping brush.</p>	<p>How do artists use color, shapes, and lines to express ideas?</p> <ol style="list-style-type: none"> 1.Listen to story, Arlo Needs Glasses 2.ID fur texture. Describe. How to paint? 3. Use pastels to make a background texture.

		<p>and investigation of the world, and in response to personal interests and curiosity.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 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 		<p>4. Paint dog with step by step directions, double dipping brush with brown and white. 5. Make glasses. Attach. Share</p>
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		<p>describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <ul style="list-style-type: none"> ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 7: Winter Birds - Birch Trees</p> <p>-paint, texture -winter landscape</p>	<p>January-February 2 ½ days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and 	<p>Students will be able to:</p> <p>-Create a winter scene of birch trees and cardinals, with the birds emphasized.</p>	<p>How do artists use color, shapes, and lines to express ideas?</p> <ol style="list-style-type: none"> 1.View powerpoint on Charlie Harper’s birds. ID use of shape, lines and background colors. 2. View photographs of cardinals. ID shape/color of body, head, mask on face. 3. Discuss good choices for sky color for a red bird. 4. Use side of cardboard to make white birch tree textures. 5. Cut shapes for birds. Assemble. Add white paint for

		<p>tools through various approaches to art making.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in 		<p>snow & to show depth.</p>
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		<p>selecting and classifying artwork.</p> <ul style="list-style-type: none"> ● 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. 		
<p>Unit 8 (Inserted within a unit....time sensitive)</p> <p>Dr. Suess Read Across America March 1st</p> <p>-draw -landscape- foreground, midground, background -paint using the tip of the brush</p>	<p>February 2 - 3 days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 	<p>Students will be able to:</p> <p>-Draw the Lorax and paint him in a background, where the Lorax is emphasized.</p>	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>How to artists emphasize what they want emphasized.</p> <ol style="list-style-type: none"> 1. Watch video of book, The Lorax. Discuss its purpose. 2. Identify shapes in the Lorax. Draw. Discuss foreground, midground, background. Draw ground line, trees. 3. Outline in black Oil pastel. Paint IN their lines. Paint the ground. Leave the sky blue construction paper. 4. Go over black pastel again.

		<ul style="list-style-type: none"> ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 		
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		<ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. 		
Unit 9 Paper Eagles with real texture	March 3 days	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures 	Students will be able to: -Use construction paper to make a portrait of an eagle that looks like it has real feathers, using torn paper.	How do artists use color, shapes, and lines to express ideas? To view eagles on web-You Tube. Discuss colors of bird, purpose of feathers, where baby birds come from. 1.To cut out shapes of bird body, head, wings, and put on a branch, or flying in the air. 2.To use torn paper to overlap feathers-making an eagle.

		<p>or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
Unit 10	April	● 1.5.2.Cr1a: Engage in	Students will be able to:	How do artists use form to

<p>Sculpture - Birds</p>	<p>1 days</p>	<p>individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect 	<p>-Use Crayola Magic to make a sculpture of a bird.</p>	<p>make 3-D animals?</p> <ol style="list-style-type: none"> 1.View teacher made power point on birds, their parts, and nests. Observe, Describe, Analyze. 2. Trade colors to get all 4 colors. 3. Mix crayola magic clay to make a bird and bird nest. Add feathers, beads, pipe cleaners.
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		<p>with peers about choices made while creating art.</p> <ul style="list-style-type: none"> ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 11 Rainbow Flowers</p> <p>Color Wheel</p>	<p>April 2 weeks</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -use the color wheel to paint bright rainbow flowers. 	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>1. View powerpoint of artists who paint large flowers</p>

		<ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic 		<ol style="list-style-type: none"> 2. View color wheel. Discuss. 3. Paint large flowers in the order of the color wheel. 4. Outline in black, add details and patterns with white.
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		<p>characteristics within both the natural and constructed world.</p> <ul style="list-style-type: none"> ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 12 Petunia Painting</p>	<p>May 4 weeks</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 	<p>Students will be able to:</p> <p>-Draw and paint a Goose, adding simple plants and keeping the goose emphasized.</p>	<p>How do artists use color, lines, shapes, and patterns to express their ideas?</p> <p>1. Read story Petunia. Note line drawings and painting with just red, yellow, green and blue. Why?</p> <p>2. ID characters. Poses for Petunia. Sketch a scene from the book. Include plants.</p> <p>3. Paint plants and background either yellow or red.</p>

		<ul style="list-style-type: none"> ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 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 formal 		<p>4. Use fine point brush and paint black</p>
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		<p>characteristics.</p> <ul style="list-style-type: none"> ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Unit 13 Jasper Johns</p> <p>Blending colors & using symbols</p>	<p>June 2 days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 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 	<p>Students will be able to:</p> <p>-Use letter symbols, to make art that has a secret message.</p>	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>1.View powerpoint. Observe, Discuss, analyze Jasper Johns art and the symbols he uses. Discuss the 3 primary colors and mixing the colors to get orange, purple, and green.</p> <p>1.Students will create a painting using just letters and the 3 primary colors to make a secret message.</p> <p>2.Lightly sketch letters in each box.</p> <p>3.Mix paints to “hide” the letters.</p> <p>4.Assess/share with gallery walk with praise and style</p>

		<p>procedures for using and cleaning art tools, equipment and studio spaces.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art that 		<p>cards.</p>
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		<p>tells a story or describes life events in home, school and community.</p> <ul style="list-style-type: none"> ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. 		
<p>Unit 14 Paper puppets</p>	<p>June 2-3 days</p>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that 	<p>Students will be able to:</p> <p>Create a 3-D puppet using 2-D paper.</p>	<p>1.Day 1- Give step by step directions to make a frog puppet.</p> <p>2.Day 2-4 Share teacher made puppets and puppet booklet. Review making the basic puppet fold, then have students create their own puppets or follow the directions in the booklet.</p>

		<p>represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 		
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Instructional Unit Map

Course Title: Art - Grade 1

Unit Title	Unit - Primary to Secondary Colors		Start Date:	September
	Projects: Starry Night Van Gogh's Sunflowers Purple Skies		Length of Unit:	7 days/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 	Learning Goals	Students will be able to: <ul style="list-style-type: none"> -Mix primary colors to make secondary colors -Create a landscape. - Create a Still Life-Floral 	

	<ul style="list-style-type: none">● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.● 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		
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	<p>formal characteristics.</p> <ul style="list-style-type: none"> ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 								
Essential Questions	<p>How do artists and student artists use color to paint the world around them? How do artists mix colors to get the colors they want?</p>								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: black; color: white;">Formative</th> <th style="background-color: black; color: white;">Summative</th> <th style="background-color: black; color: white;">Alternative</th> </tr> </thead> <tbody> <tr> <td> Progress assessed during students working on projects. </td> <td> Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette </td> <td> Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette </td> </tr> </tbody> </table>			Formative	Summative	Alternative	Progress assessed during students working on projects.	Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette	Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette
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Progress assessed during students working on projects.	Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette	Projects: Starry Night Painting Sunflower Still Life Purples Skies with Silhouette							
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Students know their colors. Survey students with a class discussion asking how to make green, orange, and purple. Discussion how do artists mix to get other colors?</p>								
Instructional Strategies/Student Activities	<p>Describe art in power-point, Discuss what they see, Analyze elements and principles, Decide how they might use this information to create.</p>								

	<p>Read story, Camille and the Sunflowers to introduce Van Gogh and his painting of Starry Night & The Sunflowers.</p> <p>Discuss invention of camera and its effect on artists, plot of story, Van Gogh not appreciated in his time, how to mix colors.</p>			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation of the story, Camille and the Sunflowers. -Poster of Starry Night to refer to -Samples of artist work and student work samples of expectations -Step by step directions showing how to paint Starry Night, the Sunflowers & painting of a purple sky. Step by step directions on adding details with construction paper, oil pastels and black glitter. 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of the story, Camille and the Sunflowers. -Poster of Starry Night to refer to -Samples of artist work and student work samples of expectations -Step by step directions showing how to paint Starry Night, the Sunflowers & painting of a purple sky. Step by step directions on 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of the story, Camille and the Sunflowers. -Poster of Starry Night to refer to -Samples of artist work and student work samples of expectations -Step by step directions showing how to paint Starry Night, the Sunflowers & painting of a purple sky. Step by step directions on adding details with construction paper, oil pastels and black glitter. -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of the story, Camille and the Sunflowers. -Poster of Starry Night to refer to -Samples of artist work and student work samples of expectations -Step by step directions showing how to paint Starry Night, the Sunflowers & painting of a purple sky. Step by step directions on adding details with construction paper,

	-Samples of work in different stages	adding details with construction paper, oil pastels and black glitter. -Samples of work in different stages		oil pastels and black glitter. -Samples of work in different stages
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	-Power Point with work by Van Gogh, color mixing chart, the color wheel -Teacher samples of the projects in different stages of development -Copied sheets with a variety solutions to details		-Choice of how to create picture-Starry Night particulars -Choice of Sunflower painting composition -Choice of how to make purple sky and addition of white moon, if added. -Choice of details - to finish paintings -Choice of construction paper buildings -Choice of oil pastel details in Sunflower Painting -Choice of glitter silhouettes in Purple Skies painting	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: details, glow, mixing colors, Tier 3: landscape, foreground, background, still life, primary colors, secondary colors, silhouettes			
Integration of Technology SAMR	Students could: -Use computer to research their own animal pictures -Have access to slide presentation and additional visuals in google slides.			
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 			

	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="562 472 1220 545">Themes</th> <th data-bbox="1220 472 1925 545">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 545 1220 1141"> <p>B. Global Awareness</p> <p>E. Environmental Literacy</p> </td> <td data-bbox="1220 545 1925 1141"> <p>A. Life and Career Skills</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Social Skills</p> <p>Productivity and Accountability</p> <p>Responsibility</p> <p>B. Learning and Innovation Skills</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> </td> </tr> </tbody> </table>		Themes	Skills	<p>B. Global Awareness</p> <p>E. Environmental Literacy</p>	<p>A. Life and Career Skills</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Social Skills</p> <p>Productivity and Accountability</p> <p>Responsibility</p> <p>B. Learning and Innovation Skills</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>
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<p>Resources/Materials</p>	<p>Book-Camille and the Sunflowers on powerpoint for ease of viewing, samples of paintings Starry Night & the Sunflowers. Samples of teacher/student work, tempera paint, paper plates, paint brushes, oil pastels, black construction paper, liquid glue, black glitter</p>					

Instructional Unit Map

Course Title: Art - Grade 1

Unit Title	Unit - Animal Portraits - Using Color with Different Mediums		Start Date:	October
	Projects: Monarch Butterflies-Oil Pastels Giraffes-Water Color Arlo Needs Glasses-Tempera Paint		Length of Unit:	7 days/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 	Learning Goals	Students will be able to: -Use a variety of materials to make animal portraits. -Oil pastels, watercolor, and tempera paint.	

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural

	<p>and constructed world.</p> <ul style="list-style-type: none"> ● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Essential Questions</p>	<p>How do artists use color, shapes, and lines to express ideas?</p> <p>How do artists and student artists have their animal portraits stand out, or be emphasized?</p>		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	Progress assessed during students working on projects.	Projects: Monarch Butterflies-Oil Pastels Giraffes-Water Color Arlo Needs Glasses-Tempera Paint	Projects: Monarch Butterflies-Oil Pastels Giraffes-Water Color Arlo Needs Glasses-Tempera Paint	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Students know their colors and how to make secondary colors from Unit 1. Class discussion, using the strategy in the box below on how artists make realistic and neat work.			
Instructional Strategies/Student Activities	Describe art of animal portraits in power-point, a children’s books. Discuss what they see and how the illustrator made the animals stand out, or be important. Analyze elements of art (especially the use of color and details), Decide how they might use this information to create.			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	-“Classroom Buddy” -Preferred Seating -Visuals -Samples of different animal portraits, butterflies, giraffe images & dogs with fur images. -Samples of different mediums used in animal portraits -Power Point presentation with many	Visuals -Samples of different animal portraits, butterflies, giraffe images & dogs with fur images. -Samples of different mediums used in animal portraits -Power Point presentation with	Visuals -Samples of different animal portraits, butterflies, giraffe images & dogs with fur images. -Samples of different mediums used in animal portraits -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing:	-Samples with more/different details to inspire students

	<p>samples of artist work and student work</p> <p>samples of expectations</p> <p>-Step by step directions showing:</p> <p>Drawing, coloring, painting, adding details.</p> <p>-Samples of work in different stages</p> <p>-Variety of tracer patterns for glasses for Arlo</p>	<p>many samples of artist work and student work</p> <p>samples of expectations</p> <p>-Step by step directions showing:</p> <p>Drawing, coloring, painting, adding details.</p> <p>-Samples of work in different stages</p> <p>-Variety of tracer patterns for glasses for Arlo</p>	<p>Drawing, coloring, painting, adding details.</p> <p>-Samples of work in different stages</p> <p>-Variety of tracer patterns for glasses for Arlo</p>	
<p>Differentiated Instructional Methods:</p> <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Copies of samples of butterflies, giraffes & long haired dogs -Copies of “how to double dip paint”, details that could be added. -whole class demonstration, small group demos, individual Idea sheet for details in the foreground for giraffe 		<ul style="list-style-type: none"> -Choice of butterfly pose, color patterns, vein patterns, background color. -Choice of giraffe facial expression, spot placement, foreground leaves -Choice of dog color, details of shape and expression, glasses. 	

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: color blending, details, Tier 3: animal portrait, emphasis, double dip paint,	
Integration of Technology SAMR	Presently no computer access in the art room. But if available, students could: -Use computer to research their own butterfly, giraffe & dog images -Have access to slide presentation and additional visuals in google slides.	
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
21st Century Themes/Skills P21 Framework	Themes Skills	
	B. Global Awareness E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility

		B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	Teacher made power-point presentation, Books: <i>Giraffes Can't Dance</i> & <i>Arlo Needs Glasses</i> on power-point or You-Tube for students, Samples of projects, How to charts, oil pastels, water colors, cups for water, brushes, tempera paints, 12 x 18 black paper, 12 x 18 white paper, 12 x 18 light (green, yellow or blue) paper, glasses tracers, assorted construction paper for glasses, scissors, pencils.	

Instructional Unit Map			
Course Title: Art - Grade 1			
Unit Title	Unit - Texture - Real & Implied - Birds Projects: Winter Cardinals Textured Eagles Crayola Birds	Start Date:	December/January
		Length of Unit:	7 days/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art 	Learning Goals	-Students will be able to use real texture (paper eagle feathers & feathers on clay bird) and implied texture (tree texture made using paint) to create 2-D art and 3-D sculptures.

and design problems.

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary.

	<p>Discuss and reflect with peers about choices made while creating art.</p> <ul style="list-style-type: none"> ● 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.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
<p>Essential Questions</p>	<p>How do artists use real and implied texture to make their art look more realistic?</p>		

	<p>How do artists use shapes, and lines to make art look like it has texture?</p> <p>How do artists emphasize what they want emphasized?</p> <p>How do artists use form to make 3-D birds?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	Progress assessed during students working on projects.	Projects: Winter Cardinals Textured Eagles Crayola Birds	Projects: Winter Cardinals Textured Eagles Crayola Birds
Unit Pre-Assessment(s) <i>What do they already know?</i>	What a bird looks like. Students will look at birds, the shape of their body, colors, and patterns by looking at art in the power point using the strategy in the box below.		
Instructional Strategies/Student Activities	<p>Describe pictures of birds on a power-point, Discuss what they see, identifying bird parts & textures, Analyze elements and principles, real and implied textures. Decide how they might use this information to create.</p> <ul style="list-style-type: none"> -Demonstration of the use of the side of corrugated cardboard with black tempera to drag it to make an implied texture of bark. Students use this technique. -Demonstration/Mini-Lesson on “how to draw” birds by breaking it up into shapes. Body, head, beak, legs, wings. -Guided practice -Demonstration on how to tear paper and overlap it to make paper feathers. Students use this technique. -Demonstration on how to make a bird using Crayola Clay. 		

Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to make implied tree bark texture, tear paper to make feathers and to overlap the paper to look like feathers, and how to form a bird with Crayola Clay. -Samples of work in different stages. 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to make implied tree bark texture, tear paper to make feathers and to overlap the paper to look like feathers, and how to form a bird with Crayola Clay. -Samples of work in different stages. 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to make implied tree bark texture, tear paper to make feathers and to overlap the paper to look like feathers, and how to form a bird with Crayola Clay. -Samples of work in different stages. 	<ul style="list-style-type: none"> -Examples of project solutions with more details.
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Pictures of different kinds of birds -whole class demonstration, small group demos, individual 	<ul style="list-style-type: none"> -Students choose bird poses, number of birds, details, facial expressions. -Bird Sculptures-students choose color, pose, type of bird, feathers. They have set amount of clay-they choose number/size of birds, whether or not to make a nest and/or eggs. .
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: bird parts (body, wings, tail, beak, feet, feathers)</p> <p>Tier 3: real texture, implied texture, sculpture, foreground, background, warm & cool colors.</p>	
<p>Integration of Technology SAMR</p>	<p>Presently no computer access in the art room. But if available, students could:</p> <ul style="list-style-type: none"> -Use computer to research their own bird pictures -Have access to slide presentation and additional visuals in google slides. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</p>	

	<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
<p>Resources/Materials</p>	<p>Teacher made powerpoint presentation of the book: Snowballs by Lois Ehlert or on YouTube, slides of cardinals & birch trees, powerpoint on eagles, including photographs and informational you tubes on eagles, powerpoint on birds, their parts, and the kinds of local birds. 12 x 18 dark blue or purple paper, 12 x 18 white paper, 12 x 18 light blue paper and enough Crayola Clay that each student gets 3 student size pouches. Corregated cardboard pieces, black tempera, scissors, pencils, red paper, small black & yellow paper, black crayons, 9 x 12 brown paper, strips of brown, tan, white and gray paper,</p>	

Instructional Unit Map

Course Title: Art - Grade 1

Unit Title	Unit - Painting Projects: The Lorax Color Wheel Flowers Petunia Jasper Johns		Start Date:	March
			Length of Unit:	11 weeks/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 	Learning Goals	Students will be able to: -Use painting skills to paint recognizable characters or things ensuring that they are emphasized and stand out even with other details.	

	<ul style="list-style-type: none"> ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. ● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. ● 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 		
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	<p>formal characteristics.</p> <ul style="list-style-type: none"> ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. 		
Essential Questions	<p>How do artists and student artists use color and shapes to tell a story.</p> <p>How do artists and student artists make their subject matter in their painting stand out?</p> <p>How do artists and student artists use symbols in their art?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	Summative	Alternative	
	<p>Progress assessed during students working on projects.</p>	<p>Projects: The Lorax Color Wheel Flowers Petunia Jasper Johns</p>	<p>Projects: The Lorax Color Wheel Flowers Petunia Jasper Johns</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Students know their colors, primary & secondary colors, basic painting skills. Students will view teacher made powerpoints and discuss using the strategy in the box below.</p>		
Instructional Strategies/Student Activities	<p>Describe the art (Dr. Seuss Lorax paintings, Georgia O’Keefe’s large flower paintings, Petunia paintings in book, Petunia by Roger Duvoisin, & Jasper Johns painting with numbers & letters) in power-point. Discuss what they</p>		

	see, what stands out and how the artist achieved that. Analyze elements of art (especially the use of color), Decide how they might use this information to create.			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to draw the Lorax and truffula trees, flowers with layers of petals, Petunia, and how to fold & set up paper for Jasper Johns letters. -Samples of work in different stages -Samples of the correct way to outline with black and examples of incorrect way. 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to draw the Lorax and truffula trees, flowers with layers of petals, Petunia, and how to fold & set up paper for Jasper Johns letters. -Samples of work in different stages -Samples of the correct way to 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation with many samples of artist work and student work samples of expectations -Step by step directions showing how to draw the Lorax and truffula trees, flowers with layers of petals, Petunia, and how to fold & set up paper for Jasper Johns letters. -Samples of work in different stages -Samples of the correct way to outline with black and examples of incorrect way. 	<ul style="list-style-type: none"> -Many visuals - Paintings with more details

		outline with black and examples of incorrect way.		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> -Power point -Copy of presentation to refer to later if needed -Pictures of different poses of the Lorax, Petunia. -Spelling for words used in Jasper Johns art put on chart for all students to use. -whole class demonstration, small group demos, individual -projects planned for puck watercolor and tempera. 		<ul style="list-style-type: none"> -Students choose pose, expression and details used in paintings. -Students choose where to start on color wheel for flowers and in other paintings choose the colors to use. -Students choose the amount of details. - 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: Outline, Tier 3: Emphasis, color wheel, symbols			
Integration of Technology SAMR	Presently no computer access in the art room. But if available, students could: <ul style="list-style-type: none"> -Use computer to research their own animal pictures -Have access to slide presentation and additional visuals in google slides. 			
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 			

	<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="560 472 1220 545">Themes</th> <th data-bbox="1220 472 1925 545">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 545 1220 1024"> <p>B. Global Awareness E. Environmental Literacy</p> </td> <td data-bbox="1220 545 1925 1024"> <p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p> </td> </tr> </tbody> </table>		Themes	Skills	<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
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<p>B. Global Awareness E. Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>					
<p>Resources/Materials</p>	<p>Teacher made power-point on The Lorax & Dr. Suess, the color wheel, the book Petunia by Roger Duvoisin, and Jasper Johns and his letters and numbers art.</p> <p>You Tube video of Petunia by Roger Duvoisin. Samples of teacher and student projects for each project and step by step drawing guides for each project. 12 x 18 white paper, puck tempera paints, cups for water, brushes, yellow, red, blue and black tempera paint, thin brushes for outlining.</p>					

Instructional Unit Map

Course Title: Art - Grade 1

Unit Title	Unit - Paper Puppets		Start Date:	June
Unit Title			Length of Unit:	3-5 days/classes
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of 	Learning Goals	Students will be able to: -Create a 3-D puppet using 2-D paper. -Invent their own puppets.	

	<p>materials and tools through various approaches to art making.</p> <ul style="list-style-type: none">● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.● 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.R3a: Use art		
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	vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.		
Essential Questions	How do artists and student artists use paper to make a 3-D puppet? What details are needed to make a character?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	Progress assessed during students working on projects.	Paper puppets	Paper puppets
Unit Pre-Assessment(s) <i>What do they already know?</i>	Identify and cut shapes out of construction paper. Students will discuss what a puppet is and what they will need to do to make one of paper using the strategy in the box below.		
Instructional Strategies/Student Activities	Describe paper puppets, Discuss what they see, Analyze elements of shapes that they see and Decide how they will use this information to create their own puppets.		
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners Advanced Learners

	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Booklet with puppet examples with step by step directions. It has picture directions of how to fold puppets and shapes to add to puppets. -Samples of work in different stages -Many samples of puppets in the booklet and deviations. 	<ul style="list-style-type: none"> -Many visuals -Booklet with puppet examples with step by step directions. It has picture directions of how to fold puppets and shapes to add to puppets. -Samples of work in different stages -Many samples of puppets in the booklet and deviations. 	<ul style="list-style-type: none"> -Many visuals -Booklet with puppet examples with step by step directions. It has picture directions of how to fold puppets and shapes to add to puppets. -Samples of work in different stages -Many samples of puppets in the booklet and deviations. 	<ul style="list-style-type: none"> -More complicated puppets with many parts. -The flexibility to not use the directions and to just invent their own.
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> Samples of puppets made by other students or teacher. Puppet booklet with many ideas. 		<ul style="list-style-type: none"> -Ability to invent their own puppets or to follow step by step directions, whichever is more appealing. -All colors of construction paper to choose from. 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<ul style="list-style-type: none"> Tier 2: puppet Tier 3: three dimensional, emphasized 			

Integration of Technology SAMR	Presently no computer access in the art room. But if available, students could: -Use computer to research their own animal pictures -Have access to slide presentation and additional visuals in google slides.					
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					
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Themes	Skills					
E. Environmental Literacy	A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration					

Resources/Materials	Sample puppets, puppet booklet, assorted colors and sizes of construction paper, 9 x 12 colored paper pre-folded in thirds, glue, scissors, pencils, crayons.
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