

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Art	Grade Level(s): Kindergarten
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

<p>Unit 1: Mondrian</p>	<p>2 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.	<p>The students will be able to:</p> <ul style="list-style-type: none">-Cut rectangles.-Glue rectangles straight-making their own art with individual meaning.	<p>How do artists use color, shapes, to express ideas?</p> <ul style="list-style-type: none">-ID characteristics of a rectangle-Cut Rectangles-Paste rectangles straight, creating rectangles with the negative space.
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		<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.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 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. 		
Unit 2: Grouchy Ladybug	2 days September-	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas 	The students will be able to: -Cut triangles -Cut circles	How do artists use color, shapes, to express ideas? -ID Characteristics of triangle

	October	<p>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, 		<ul style="list-style-type: none"> -ID characteristics of a circle -Cut and paste circles and triangles -ID parts of a ladybug -Add details
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		<p>sculptures or other visual means including repurposing objects to make something new.</p> <ul style="list-style-type: none"> ● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. <p>Describe the aesthetic characteristics within both the natural and constructed world.</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. 		
<p>Unit 3:</p> <p>Paper Pumpkins</p>	<p>1 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 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -create a jack-o-lantern pumpkin using knowledge of geometric shapes. - 	<p>How do artists use color, shapes, to express ideas?</p> <p>Review of all shapes used in pumpkins and jack-o-lantern faces. Cut and glue to assemble.</p>

		<p>collaborative art making through observation 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.Re7a: Identify works of art based on personal connections 		
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		<p>and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</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. 		
<p>Unit 4: Aboriginal Crocodiles</p>	<p>October 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. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Cut shapes (rectangles) arrange in a pattern -Cut circles (free hand) and arrange from large to small -Cut triangles for teeth, feet, & details and assemble into an aboriginal crocodile. 	<p>How do artists use color, shapes, to express ideas?</p> <p>Review of all shapes, Cut and Glue</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.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 		
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		<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. 		
Unit 5: Oil Pastel Turkeys	November 2 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 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw a turkey using basic shapes -Add patterns to the turkey. - 	<p>How do artists use color, shapes, to express ideas?</p> <p>Review of all shapes, -ID shapes in a turkey Draw, color, blend oil pastels. Use patterns. -Add ground and sky using side of pastel</p>

		<p>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.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 vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art that tells a story or 		
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		describes life events in home, school and community.		
Unit 6 Painted Paper Holiday Evergreen Trees & Landscapes	November- December 4 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, 	<p>***Introduction to paint in K Students will be able to:</p> <ul style="list-style-type: none"> -Use paint to stamp and mix colors. -Cut painted paper to create a collage. 	<p>***Introduction to paint in K</p> <p>How do artists use color, shapes,& texture to express ideas?</p> <ul style="list-style-type: none"> -Use yellow, blue green paint to stamp circles on shades of green paper. -Make textured paper for trees -Use strips, (cut from painted paper) to make evergreen tree. -Use painted paper to create a landscape using overlapping to show space -ID foreground, midground, background -ID landscapes -ID shape -To show space-foreground, midground, background -Use texture

		<p>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.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 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. 		
Unit 7: Winter Skies with	2 days January	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and 	Students will be able to:	How do artists use colors to express ideas?

<p>Paper Penguins</p>		<p>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 	<p>-Use paint for the sky in the order of the color wheel.</p> <p>-Create penguins by cutting paper in penguin shapes.</p>	<p>How do they use shapes to make things?</p> <p>-Learn about penguins, the shapes and colors of their bodies to make penguins to go on their sky paper.</p>
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		<p>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.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 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. 		
<p>Unit 8: Snowmen/ Snowgirl Sculptures</p>	<p>1 day January</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 crayola magic to make a snow-person. 	<p>How do artists use form, shapes and colors to express ideas?</p> <ol style="list-style-type: none"> 1. Divide Crayola Magic into at least 3 pieces. Roll into balls. 2. Stack the clay balls, largest on the bottom, then medium and small.

		<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. 		<p>3. Add details of carrot nose, eyes, scarf and marker buttons. Twigs for the arms.</p>
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		<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.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. 		
Unit 9: Truffula Tree Sculptures	1 day January	<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 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - To make a 3-D truffula tree with straws, tissue, clay & beads and buttons. 	<p>How do artists use form, shapes and colors to express ideas?</p> <ol style="list-style-type: none"> 1. Use ball of clay for base. Push straw in. Accordion fold tissue paper, wrap wire around and twist. Put wire in straw. Use pipe cleaners, twist around a pencil, add beads for bushes. Create a mini forest of trees and bushes.

		<p>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.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within		
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		<p>both the natural and constructed world.</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. 		
<p>Unit 10: One Fish Two Fish-Cat in Hat Paintings</p>	<p>3 days January-February</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 	<p>Students will be able to:</p> <p>Draw a Dr. Seuss fish and the Cat in the Hat and paint it with pucky tempera paints.</p>	<p>How do artists draw to make fish or Dr. Seuss' Cat in the Hat?</p> <p>How do artists use these shapes, color, and pattern to express ideas?</p> <ul style="list-style-type: none"> -Use step by step directions to draw a Seuss fish & Cat in the Hat.. -Use tempera pucky paints to paint the fish solid. -Paint stripes in the background. -Use oil pastels to go over outline of paintings.

		<p>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.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 vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art 		
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		that tells a story or describes life events in home, school and community.		
Unit 11 Chicken Little Collage - Cutting shapes	3 days March	<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, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use painted paper to cut geometric shapes and organic shapes to create a collage of a Chicken Little character in its surroundings. 	<p>How do artists use shapes, color, & line express ideas? How can books inspire our art?</p> <ul style="list-style-type: none"> -Paint paper for ground/sky & paint 1 piece (color for that class that will be cut up and shared with grade) -Listen to Chicken Little. Discuss characters. -ID shapes used to make each -make character from Chicken Little -Add details with oil pastels

		<p>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.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 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. 		
Unit 12 Chalk Polar Bear	April 1 day	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and 	Students will be able to:	How do artists use shapes, color lines and different materials

		<p>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 	<p>-Draw a polar bear and use chalks to create textured fur.</p>	<p>to create art?</p> <ul style="list-style-type: none"> -Watch You-tube on polar bear facts. -Identify shapes of a polar bear. -Draw with chalk. Color in giving bear textured fur. -Color background blues and pinks.
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		<p>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.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 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. 		
<p>Unit 13 Easter Fingerprint Cards</p>	<p>April 1 day</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> <p>Use their fingerprint to create Easter/Spring portraits.</p>	<p>How do artists use shapes, colors, lines and symbols to create art?</p> <p>-View teacher made powerpoint of Easter symbols. (bunny, flowers, etc.) -demonstrate fingerprint for base of picture. -finish the details with markers.</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. 		
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		<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.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. 		
Unit 14 Cherry Blossom Printed trees	May 1 day	<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 	Students will be able to: - Paint tree branches - Stamp with water bottles to create blossoms.	How do artists use shapes, colors, lines and every day items to create art? - view powerpoint of cherry trees. - ID shapes of tree branches. Y 's - Paint branches with brown tempera - stamp blossoms with soda bottles/or similar

		<p>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.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within 		
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		<p>both the natural and constructed world.</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. 		
<p>Unit 15 Eric Carle Paper Making Eric Carle Collages</p>	<p>May 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 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Make painted paper using wax resist method. -Use painted paper to collage a character/portrait in Eric Carle's books. - 	<p>How do artists use shapes, colors, & lines to create art of everyday things?</p> <ul style="list-style-type: none"> -Paint paper using wax resist method. Each student 2 12x18 sheets, divided in ½. On each ½: -Use oil pastels to draw small yellow o's on one....other half oil pastel zig zag lines. Paint this one green - wavy lines lines on one side, zig zag on the other.....paint this red -zig zig lines....wavy lines....paint this orange. - dotted lines on one half, jagged lines other ½....paint this purple <p>Listen to story on You tube-Tiny Seed, Tropical Birds, or Hungry Caterpillar</p> <ul style="list-style-type: none"> -Review story on power point. ID shapes used. Glue ground on. Cut

		<p>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.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 vocabulary to explain preferences in selecting and classifying artwork. ● 1.5.2.Cn10a: Create art 		<p>shapes to make a scene from the book.</p>
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		that tells a story or describes life events in home, school and community.		
Unit 16 Circles, circles, circles...The Dot	May/June 2 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, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Cut circles free hand and arrange them into a meaningful work of art. 	<p>How do artists use shapes, colors, lines and every day items to create art?</p> <ul style="list-style-type: none"> -Cut free hand paper circles. Small, medium, large without tracers or photocopied circle lines. -Listen to the story, The Dot. -View art work using circles (Kandinsky's Circles) Glue circles in their way.

		<p>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.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 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. 		
Unit 17 Shape Robots	June 2 days	<ul style="list-style-type: none"> ● 1.5.2.Cr1a: Engage in individual and 	Students will be able to:	How do artists use shapes, colors, lines and every day

		<p>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 	<p>Use shapes to create a robot.</p>	<p>items to create art?</p> <ul style="list-style-type: none"> -Listen to story Little Robots by Brownlow. ID shapes used in robots. -Assemble robots. -Share
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		<p>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.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 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 K ***Note-Projects for units do not always go sequentially. Some projects are calendar related (Dr. Suess Day is March 1), winter projects need to be done in the winter, and students need to explore a variety of techniques yet have a strong skill base. Too much of the same skill or technique could be boring and monotonous, yet students need repetition. Hence, these projects are not always in a sequential order.

Unit Title	Unit -Geometric Shapes - Cut & Draw Projects: Mondrian Square Grouchy Ladybug - Triangles & Circles Paper Pumpkins - Review of shapes Aboriginal Crocodiles - All Geometric & Patterns Oil Pastel Turkeys - Draw shapes	Start Date:	September
		Length of Unit:	10 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 	Learning Goals	The students will be able to: -Cut geometric shapes to create abstract art, ladybugs, pumpkins, and crocodiles. -Draw a turkey using geometric shapes.

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.Re7a: Identify works of art based on personal connections and experiences.

	<p>Describe the aesthetic characteristics within both the natural and constructed world.</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. 									
<p>Essential Questions</p>	<p>How do artists and student artists use shapes, color & patterns to express ideas?</p>									
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="560 938 980 1015">Formative</th> <th data-bbox="980 938 1514 1015">Summative</th> <th data-bbox="1514 938 1925 1015">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 1015 980 1284"> <p>Progress assessed during students working on projects.</p> </td> <td data-bbox="980 1015 1514 1284"> <p>Modrian project, Ladybug project, Jack-o-lantern project, Aboriginal Crocodile project, Oil Pastel Turkey project.</p> </td> <td data-bbox="1514 1015 1925 1284"> <p>Modrian project, Ladybug project, Jack-o-lantern project, Aboriginal Crocodile project, Oil Pastel Turkey project.</p> </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<p>Progress assessed during students working on projects.</p>	<p>Modrian project, Ladybug project, Jack-o-lantern project, Aboriginal Crocodile project, Oil Pastel Turkey project.</p>	<p>Modrian project, Ladybug project, Jack-o-lantern project, Aboriginal Crocodile project, Oil Pastel Turkey project.</p>
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Unit Pre-Assessment(s) <i>What do they already know?</i>	Q & A class discussion on what a ____ (shapes for the day) is. Observations from prior lessons.			
Instructional Strategies/Student Activities	<p>Describe art in power-point, Mondrian’s Compositions in Red, Yellow & Blue, & Victory Boogie Woogie. Eric Carle’s ladybugs in Grouchy Ladybug. View samples of paper pumpkins, aboriginal crocodile, and turkeys.</p> <p>Discuss what shapes they see.</p> <p>Analyze the images. How did the artist accomplish these and what do they make you think of?</p> <p>Decide how they might use this information to create.</p> <p>Read story, view art and teacher samples in teacher made powerpoint and discuss.</p>			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<div style="display: flex; justify-content: space-around;"> English Language Learners Special Education Learners Struggling Learners Advanced Learners </div>			
	<ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentations for each project for students to refer to -Posters of Mondrian’s art, aboriginal art, ladybug images, jack-o-lantern images, variety of pattern samples, -Samples of student work samples of expectations 	<ul style="list-style-type: none"> -Many visuals -Power Point presentations for each project for students to refer to -Posters of Mondrian’s art, aboriginal art, ladybug images, jack-o-lantern images, variety of pattern samples, -Samples of student work samples of expectations -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentations for each project for students to refer to -Posters of Mondrian’s art, aboriginal art, ladybug images, jack-o-lantern images, variety of pattern samples, -Samples of student work samples of expectations -Samples of work in different stages 	<ul style="list-style-type: none"> -Diagonal solutions to Mondrian project -Jack-o-lanterns with more complicated faces -Samples of patterns for crocodile that are more advanced

	-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)	
	<ul style="list-style-type: none"> -Paper copies of powerpoints -Teacher samples of the projects in different stages of development -Copied sheets with a variety solutions to details 		<ul style="list-style-type: none"> -Choice of how to cut rectangles, which ones to use and how to assemble. -Choice of composition of ladybugs on grass. -Choice of jack-o-lantern expressions and shapes to use -Aboriginal Croc-Choice of colors, patterns, layout, details Turkey-Choice of color, patterns, details. 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: insects, rectangle, square, triangle, circle, Tier 3: abstract art, realistic art,			
Integration of Technology SAMR	Students could: <ul style="list-style-type: none"> -Use computer to research their own arts & 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>			

	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
21 st Century Themes/Skills P21 Framework	Skills	
	Themes	
	<p>A. Global Awareness</p> <p>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>
Resources/Materials	<p>Mondrian poster and powerpoint, 12 x 12 black paper, 9 x 12 red, yellow, blue, white paper, scissors, glue, teacher samples. Grouchy Ladybug book by Eric Carle (on You Tube is best) powerpoint of Eric Carle's book & ladybugs, 12 x 18 white paper, assorted greens, red copy paper with circles drawn, black crayon, teacher samples.</p> <p>Powerpoint on jack-o-lanterns, 5 Little Pumpkins on You Tube, powerpoint with pumpkin photographs, jack-o-lanterns, 12 x 18 orange paper, assorted small black paper, brown for the stem and teacher samples.</p>	

	12 x 18 green paper cut in half lengthwise, and one into 2 triangles, 4.5 x 6 assorted colored paper, stapler, and teacher samples. 12 x 18 light blue, oil pastels, paper plates and cups as tracers, teacher sample.
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Instructional Unit Map			
Course Title: Art - Grade K			
Unit Title	Unit - Paint & Stamp - Introduction Projects: Painted Paper Trees Winter Skies with Penguins Cherry Blossoms	Start Date:	November
		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 	Learning Goals	<p>***Introduction to paint in K</p> <ul style="list-style-type: none"> -Students will be able to: -Stamp primary colors to get secondary colors, using these papers to create collage paper trees. -Stamp with water bottles to paint cherry blossom trees. -Paint a rainbow sky.

	<p>collaborative art making through observation 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.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics 		
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	<p>within both the natural and constructed world.</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. 								
Essential Questions	How do artists and student artists use shapes, colors, lines and every day items to create art?								
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1"> <thead> <tr> <th>Formative</th> <th>Summative</th> <th>Alternative</th> </tr> </thead> <tbody> <tr> <td> Progress assessed during students working on projects. </td> <td> Projects: Collage Trees, Penguin Skies Cherry Blossom Trees </td> <td> Projects: Collage Trees, Penguin Skies Cherry Blossom Trees </td> </tr> </tbody> </table>			Formative	Summative	Alternative	Progress assessed during students working on projects.	Projects: Collage Trees, Penguin Skies Cherry Blossom Trees	Projects: Collage Trees, Penguin Skies Cherry Blossom Trees
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Unit Pre-Assessment(s) <i>What do they already know?</i>	Q & A class discussion on shapes, color mixing, painting. Observations from prior lessons.								
Instructional Strategies/Student Activities	Describe art in power-point 1. collage trees made with painted paper, 2. Penguins and different skies, 3. Cherry blossom trees, Discuss what they see, Analyze elements and principles, Decide how they might use this information to create.								
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 -Power Point presentation of painted paper art and trees, penguins and colorful skies, and cherry blossom trees for viewing throughout the project. -Samples of artist work and student work samples of expectations -Step by step directions showing how to make trees, painted skies, shapes for penguins, and assorted tree shapes. -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of painted paper art and trees, penguins and colorful skies, and cherry blossom trees for viewing throughout the project. -Samples of artist work and student work samples of expectations -Step by step directions showing how to make trees, painted skies, shapes for penguins, and assorted tree shapes. -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of painted paper art and trees, penguins and colorful skies, and cherry blossom trees for viewing throughout the project. -Samples of artist work and student work samples of expectations -Step by step directions showing how to make trees, painted skies, shapes for penguins, and assorted tree shapes. -Samples of work in different stages 	<ul style="list-style-type: none"> -Different ways to make painted paper tree. -Examples of penguins with more advanced details. -Trees with more Y’s and branch patterns.
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"> -Paper copies of powerpoints -Teacher samples of the projects in different stages of development -Copied sheets with a variety solutions to details 	<ul style="list-style-type: none"> -Choice of how to stamp and colors used. -Choice of papers for painted paper trees. -Choice of how to paint the sky. -Choice of number of penguins, their positions, and details. -Choice of tree shape and amount of branches. -Choice in number and position of blossoms.
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: Paint, Tier 3: Foreground, midground, background, stamp</p>	
<p>Integration of Technology SAMR</p>	<p>Students could:</p> <ul style="list-style-type: none"> -Use computer to research their own animal/tree 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</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>
Resources/Materials	<p>12 x 18 greens, blues paper. Blue, green, & yellow tempera paint, assorted items to stamp on paper, tray for paint, scissors, glue, 12 x 18 white paper, puck tempera paints, brushes, cups for water, 9 x 12 black paper, small pieces of orange, yellow, brown, pink, white tempera paint, water/soda bottle to print flowers.</p>	

Instructional Unit Map			
Course Title: Art - K			
Unit Title	Unit - Sculpture	Start Date:	January
	Projects: Snowmen/girls in Crayola Magic Truffula Trees	Length of Unit:	2 days/classes

<p>Content Standards <i>What do we want them to know, understand, & do?</i></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 	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use a variety of materials to create sculpture.
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	<p>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.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 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 form, shapes and colors to express ideas?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	Progress assessed during students working on projects.	Projects: Snowmen/girls Truffula Trees	Projects: Snowmen/girls Truffula Trees

Unit Pre-Assessment(s) <i>What do they already know?</i>	Q & A class discussion on shapes Observations from prior lessons. What a snowperson looks like. Parts of a truffula tree from powerpoint of Dr. Suess' book, the Lorax. Know through discussion prior to project.											
Instructional Strategies/Student Activities	Describe art in power-point the parts to a snowperson and truffula tree. Discuss what they see. Analyze elements and principles, Decide how they might use this information to create.											
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="560 488 911 594">English Language Learners</th> <th data-bbox="911 488 1188 594">Special Education Learners</th> <th data-bbox="1188 488 1610 594">Struggling Learners</th> <th data-bbox="1610 488 1927 594">Advanced Learners</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 594 911 1300"> <ul style="list-style-type: none"> -“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages </td> <td data-bbox="911 594 1188 1300"> <ul style="list-style-type: none"> -Many visuals -Power Point presentation of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages </td> <td data-bbox="1188 594 1610 1300"> <ul style="list-style-type: none"> -Many visuals -Power Point presentation of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages </td> <td data-bbox="1610 594 1927 1300"> <ul style="list-style-type: none"> -More details for snowpeople. -Different techniques to use with pipe cleaners. </td> </tr> </tbody> </table>				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 of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of snowpeople & Dr. Suess’ truffula trees from the Lorax. -Samples of teacher work and student work samples of expectations -Step by step directions for each project. -Samples of work in different stages 	<ul style="list-style-type: none"> -More details for snowpeople. -Different techniques to use with pipe cleaners.
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Differentiated Instructional	Access (Resources and/or Process)		Expression (Products and/or Performance)									

Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	-Power Point of snow people and truffula trees. -Teacher samples of the projects in different stages of development -Copied sheets with a variety solutions to details	-Choice of positions, expressions, poses and amount of snow people to make. -Choice of student interpretation on how to make their trees, bushes, the number of trees, and details.
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: bushes or shrubs, details Tier 3: Sculpture, three dimensional, truffula trees, accordion fold	
Integration of Technology SAMR	Students could: -Use computer to research their own snowpeople pictures & truffula trees. -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	

	<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>
Resources/Materials	<p>Crayola Magic in white, 1" cube of non-hardening clay, teacher made powerpoint on snowpeople and Dr. Suess' truffula trees. Fabric strips for scarves, orange painted toothpick pieces, twigs, sharpies. Straws, pipe cleaners, 2 x 3 pieces of tissue paper, beads, buttons.</p>	

Instructional Unit Map			
Course Title: Art - Grade K			
	<p>Unit - Animal Portraits</p> <p>Projects: One Fish Two Fish Painting</p> <p>Cat in the Hat Painting</p>	Start Date:	January

Unit Title	Chicken Little Collage Chalk Polar Bear Easter Fingerprint Cards		Length of Unit:	8 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. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 	Learning Goals	Students will be able to: -Use a variety of materials to create animal portraits; Draw, paint, collage, chalks, and ink pad fingerprints.	

	<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.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 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	<p>How do artists use shapes, color, & line express ideas?</p> <p>How can books inspire our art?</p>		
Assessments	Formative	Summative	Alternative

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<p>Progress assessed during students working on projects.</p>	<p>Projects: One Fish Two Fish Painting Cat in the Hat Painting Chicken Little Collage Chalk Polar Bear Easter Fingerprint Cards</p>	<p>Projects: One Fish Two Fish Painting Cat in the Hat Painting Chicken Little Collage Chalk Polar Bear Easter Fingerprint Cards</p>	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Procedures for painting, shapes. Review these with class discussion.</p>			
<p>Instructional Strategies/Student Activities</p>	<p>Describe art in power-points. Discuss what they see. Identify what a portrait is. Analyze elements and principles, Decide how they might use this information to create. Read stories, Dr. Suess, The Cat in the Hat, Chicken Little and watch informational polar bear you-tube.</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>			
	<p>-“Classroom Buddy” -Preferred Seating -Many visuals -Power Point presentation of the story, The Cat in the Hat, One Fish, Two Fish, Red Fish, Blue Fish. Powerpoint of Chicken Little, Polar Bears & Ed</p>	<p>-Many visuals -Power Point presentation of the story, The Cat in the Hat, One Fish, Two Fish, Red Fish, Blue Fish. Powerpoint of Chicken Little, Polar Bears & Ed</p>	<p>-Many visuals -Power Point presentation of the story, The Cat in the Hat, One Fish, Two Fish, Red Fish, Blue Fish. Powerpoint of Chicken Little, Polar Bears & Ed Emberly’s fingerprint book. -Photocopies of drawing guides for students.</p>	<p>-Drawing guides with more or different details -</p>

	<p>Emberly's fingerprint book.</p> <ul style="list-style-type: none"> -Photocopies of drawing guides for students. -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations -Step by step directions showing how to draw for each project. -Step by step directions on adding details with oil pastels -Samples of work in different stages 	<p>Emberly's fingerprint book.</p> <ul style="list-style-type: none"> -Photocopies of drawing guides for students. -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations -Step by step directions showing how to draw for each project. -Step by step directions on adding details with oil pastels -Samples of work in different stages 	<ul style="list-style-type: none"> -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations -Step by step directions showing how to draw for each project. -Step by step directions on adding details with oil pastels -Samples of work in different stages 	
<p>Differentiated Instructional Methods: <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 with work by each artist/author. -Teacher samples of the projects in different stages of development 		<ul style="list-style-type: none"> -Students choice of how they draw fish, Cat in the Hat, polar bear, character from Chicken Little, and fingerprint portraits. 	

	-Copied sheets with a variety solutions to details. Copies of powerpoints.	-Choice of colors used when painting, adding details, and the character they choose for Chicken Little and fingerprint portraits.
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: Tier 3: portrait, wax resist,	
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>	
21st Century Themes/Skills P21 Framework	Themes Skills	
	A. 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	Powerpoints on animal portraits, Dr. Suess, Chicken Little, Polar Bears, Ed Emberly's Spring fingerprint portraits. 12 x 18 white paper, 9 x 12 white paper, puck tempera paints, brushes, cups for water, oil pastels, pencils, erasers, 12 x 18 gray paper, white chalks, stamp pads, Mr. Sketch fine point markers, crayons, scissors, glue stick.	

Instructional Unit Map			
Course Title: Art - K			
Unit Title	Unit - Shapes 2 Projects: Eric Carle Paper Making and Collage The Dot Shape Robots	Start Date:	May
		Length of Unit:	7 days/classes

<p>Content Standards <i>What do we want them to know, understand, & do?</i></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 	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use geometric and organic shapes to create realistic collage art (Eric Carle like). -To use free form circles to create abstract geometric art. -To use geometric shapes to create a robot.
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	<p>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.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 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 shapes, colors, lines and every day items to create art?								
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 data-bbox="560 1052 980 1125">Formative</th> <th data-bbox="980 1052 1514 1125">Summative</th> <th data-bbox="1514 1052 1925 1125">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 1125 980 1343">Progress assessed during students working on projects.</td> <td data-bbox="980 1125 1514 1343"> Projects: Eric Carle Paper Making and Collage The Dot Shape Robots </td> <td data-bbox="1514 1125 1925 1343"> Projects: Eric Carle Paper Making and Collage The Dot Shape Robots </td> </tr> </tbody> </table>			Formative	Summative	Alternative	Progress assessed during students working on projects.	Projects: Eric Carle Paper Making and Collage The Dot Shape Robots	Projects: Eric Carle Paper Making and Collage The Dot Shape Robots
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Unit Pre-Assessment(s) <i>What do they already know?</i>	Paint procedures, shapes, how to cut shapes, kinds of lines. Review with discussion.			
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 stories, Choice of Eric Carle’s books, The Dot by Peter H. Reynolds, Little Robots by Brownlow.</p>			
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 of the stories, Eric Carle, The Dot, and Robots and aides for construction. -Photocopies of drawing guides for students. -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of the stories, Eric Carle, The Dot, and Robots and aides for construction. -Photocopies of drawing guides for students. -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations 	<ul style="list-style-type: none"> -Many visuals -Power Point presentation of the stories, Eric Carle, The Dot, and Robots and aides for construction. -Photocopies of drawing guides for students. -Photocopies of powerpoint for later reference. -Samples of artist work and student work samples of expectations -Step by step directions showing how to draw for each project. -Step by step directions on adding details. 	<ul style="list-style-type: none"> -Suggestions for more detailed work for each project.

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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 with work by each artist/author. -Teacher samples of the projects in different stages of development -Copied sheets with a variety solutions to details. Copies of powerpoints. 		<ul style="list-style-type: none"> -Choice of how to construct Eric Carle scene from book. -Choice of color and how to assemble their dots. -Choice of color, shapes, and how to assemble robots. 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: robot Tier 3: free form shapes, abstract art, geometric art,			
Integration of Technology SAMR	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. 			

<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>					
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<p>Resources/Materials</p>	<p>Teacher made powerpoint for each project, 12 x 18 white paper, oil pastels, puck tempera paints, brushes, cups for water for brushes, assorted (scrap box) pieces of construction paper, scissors, glue.</p>					

