

# **Moonachie School District Visual Arts Curriculum Grades K-2**

*New Jersey Student Learning Standards*

**Born on September, 2016  
Revisions January, 2020**

The following maps outline the NSLS for K-2 Visual Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided - but not limited - to the list below.

**Assessments:**

- Various rubrics
- Glow and Grow Share
- Teacher Critique
- Peer Critique
- Thumbs up/down
- Artist Statements
- Artist Awards Carousel
- Classroom observations
- Anticipatory sets including think pair share
- Exit Cards & other closing activities
- Formative writing assessments/Research Papers
- Portfolios
- Self-reflection
- Teacher-Student Conference
- Peer Feedback

**Resources:**

- Smart Board & Smart Technologies
- iPad Apps
- Laptop & Desktops computers (signed out when needed)
- Teacher prepared copies of notes, directions and examples
- Easel chart pages
- Notepad SWBAT's
- Pintrest boards for student examples and inspiration
- Classroom Youtube channel for instructional videos
- Various art blogs

**References:**

NJ Visual Arts Standards: <http://www.state.nj.us/education/cccs/2014/arts/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Common Core Literature Standards – [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) (p.11)

**Websites:** [http://www.moonachieschool.org/pages/Robert\\_L\\_\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Related\\_Arts/Ten\\_Hoeve\\_\\_Lee](http://www.moonachieschool.org/pages/Robert_L__Craig_Elementary_Sch/Faculty_and_Staff/Related_Arts/Ten_Hoeve__Lee)

**Curriculum Details  
Visual Arts - K-2**

<b>Core Materials</b>	Teacher Created, Grade level appropriate art supplies and materials
<b>Interdisciplinary Connections</b>	<p><b>ELA</b>            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<b>Career Ready Practices</b>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
<b>21st Century Themes &amp; Skills</b>	<p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
<b>Technology Standards</b>	8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.
<b>Assessments</b>	Pre & Post assessments are administered at each grade level to ensure proficiency of standards and skills.

**Visual Arts Curriculum: Grades K-2**

**NJ 1.1 The Creative Process** - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and **visual art**.

<b>Essential Question(s): How do the elements of art and principles of design govern the creation of works of art? What role do they play and how can they be applied?</b>			
<b>Vocabulary:</b> Line, Shape, Form, Color, Value, Texture, Space/Perspective, Pattern, Rhythm/Movement, Scale/Proportion, Balance, Unity, Emphasis			
<b>Content Statement and Indicators (Strand D)</b>			
NOTE: By the end of <a href="#">grade 2</a> , all students progress toward <a href="#">BASIC LITERACY</a> in the following content knowledge and skills in VISUAL ART.			
<b>1.1.2.D.1</b>			
<b>Content Statement:</b> The basic <a href="#">elements of art</a> and <a href="#">principles of design</a> govern art creation and composition.			
<b>Indicator:</b> Identify the basic elements of art and principles of design in diverse types of artwork.			
<b>1.1.2.D.2</b>			
<b>Content Statement:</b> Recognizing the <a href="#">elements of art</a> and <a href="#">principles of design</a> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.			
<b>Indicator:</b> Identify elements of art and principles of design in specific works of art and explain how they are used.			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar (Project)</b>
<b>1.1.2.D.1</b>	fy the basic elements and principles of design in diverse types of artwork.	- Group instruction on key ideas using visual examples, teacher examples, various props, realia and student work.	<b>K – Shape Mice</b> SWBAT build and design mice using various colored shapes in a multitude of colors. Students will consider shape, color, space, unity, balance and scale in order to create a cohesive and recognizable image.
<b>1.1.2.D.2</b>	fy elements of art and principles of design in specific works of art and explain how they are used.	- Anticipatory sets to foster a contextual understanding of the topic at hand including think-pair share, video, or analysis of a piece.	

		<ul style="list-style-type: none"> <li>- Closing activities to analyze student understanding of the topic including exit cards, pair-share, glow and grow, burger critique and/or rubrics with specific feedback to guide performance and future student work.</li> <li>- Independent work on portfolio items and projects related to topic at hand.</li> <li>- Group discussions solving where we utilize art observational skills.</li> <li>- Display and presentation of work throughout the school and online in the Virtual Art Gallery (utilizing available technology).</li> </ul>	<p><b>1 – Mondrian Pac Man</b> SWBAT create a Mondrian-style piece of art employing line, shape, pattern/repetition and color.</p> <p><b>2 – Cave Painting</b> SWBAT identify and replicate the types of lines and patterns and imagery used by the very first artists – Paleolithic/Pre-Historic People – in their recreation of the Lascaux Caves.</p>
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective.</li> <li>● Reading related to lesson – books on hand that correspond to lesson or objective of lesson.</li> <li>● Peer tutoring – students can show mastery by explaining and assisting</li> </ul>	<ul style="list-style-type: none"> <li>● Google Translate</li> <li>● Peer helper/native speaker</li> <li>● 1-1 Check in's</li> <li>● Visual examples</li> <li>● Printed directions</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Hard copy of SWBAT, directions and inspiration or project example</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Early Morning Art -2X weekly tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> <li>● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create.</li> </ul>

<p>peers in completion of work.</p> <ul style="list-style-type: none"><li>● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom</li><li>● Ask Me Artist – honor given to best listener and most prepared student each class.</li></ul>			
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**Visual Arts Curriculum: Grades K-2**

**NJ 1.2 History of the Arts and Culture** - All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Essential Question(s):** How have (in the past) and do (currently) influence culture? What is their role in influencing and shaping history both locally and globally?

**Vocabulary:** Perspective, Time line, Art Movements (Pre-Historic, Surrealism, Dada, Pop Art, Pointillism, Cubism, Realism), Non-Objective, Abstract, Realism, Influence, Artists, Sculptor, Craftsman, Painter, Holidays and Cultural Celebrations, symbolism, patriotism, politics, museum, critic/critique.

**Content Statement and Indicators (Strand A)**

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

**1.2.2.A.1.**

**Content Statement:** Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#) have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

**Indicator:** Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

**1.1.2.A.2**

**Content Statement:** The function and purpose of art- making across cultures is a reflection of societal values and beliefs.

**Indicator:** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.



**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective.</li> <li>● Reading related to lesson – books on hand that correspond to lesson or objective of lesson.</li> <li>● Peer tutoring – students can show mastery by explaining and assisting peers in completion of work.</li> <li>● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom</li> <li>● Ask Me Artist – honor given to best listener and most prepared student each class.</li> </ul>	<ul style="list-style-type: none"> <li>● Google Translate</li> <li>● Peer helper/native speaker</li> <li>● 1-1 Check in's</li> <li>● Visual examples</li> <li>● Printed directions</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Hard copy of SWBAT, directions and inspiration or project example</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Early Morning Art -2X weekly tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> <li>● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create.</li> </ul>

**Visual Arts Curriculum: Grades K-2**

**NJ 1.3 Performing-** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Essential Question(s):** What skills can we use to create art? What methods can we use? What mediums – including technology can we employ? When and where are each medium appropriate or best suited? How can and should be present, display and share our work?

**Vocabulary:** Display, present, craypas, mixed media, mediums, tempera paint, technique, method, mounting, border, crayon resist, collage, overlapping, foreground, middle ground, background, depth, graphic art, craftsmanship, color spectrum, gridding,

**Content Statement and Indicators (Strand D)**

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and **VISUAL ART**.

**1.3.2.D.1**

**Content Statement:** Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

**Indicator:** Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

**1.3.2.D.2**

**Content Statement:** Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic [elements of art](#) and [principles of design](#) for personal expression results in [visual communication](#) that may be relevant in a variety of settings.

**Indicator:** Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

**1.3.2.D.3**

**Content Statement:** Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

**Indicator:** Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

**1.3.2.D.4**

**Content Statement:** Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.

**Indicator:** Explore the use of a wide array of [art mediums](#) and select tools that are appropriate to the production of works of art in a variety of [art media](#).

**1.3.2.D.5**

**Content Statement:** Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

**Indicator:** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of [art mediums](#) and [art media](#).

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	<ul style="list-style-type: none"> <li>- Demonstrations</li> <li>- Visual examples – teacher, student, peer, famous masterpieces, modern working artist examples.</li> <li>- Element and Principles Posters</li> <li>- Methods and Mediums handouts and demonstrations, classroom visuals.</li> </ul>	<p><b>K – Knuffle Bunny Soft Sculpture</b> SWBAT draw, cut , sew/staple, stuff and assemble their soft sculpture bunny forms created</p> <p><b>1 – Romero Britto Patterned Pumpkins</b> SWBAT draw and paint pumpkins employing shape, form, space, color and line.</p> <p><b>2 – Clay Snails</b> SWBAT sculpt several forms to hand build a snail sculpture, focusing on how lines transition into shapes and then forms.</p>
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	<ul style="list-style-type: none"> <li>- Literature and age appropriate picture books.</li> <li>- Youtube read alouds.</li> <li>- Cartoon grids</li> <li>- Picture prompts or written prompts for visual creations</li> </ul>	<p><b>K – Graduating Self Portraits</b> SWBAT create a self portrait bearing certain likenesses and add symbolic imagery to signify their interests.</p> <p><b>1 – The Tiny Seed</b> SWBAT recreate the cover of this book and discuss how they can represent themselves as a flower.</p> <p><b>2 – Rabbityness</b> SWBAT create a multimedia piece of art expressing how it feels to be creatively free like Rabbit. They will retell the book in a single visual depiction.</p>

<p><b>1.3.2.D.3</b></p>	<p>Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>	<ul style="list-style-type: none"> <li>- Art vocabulary ladder</li> <li>- Art materials labeled</li> <li>- Art method visuals posted and detailed in packets and handouts</li> </ul>	<p><b>K – Book Monsters</b> SWBAT using origami skills to create a book monster inspired by their favorite monster story.</p> <p><b>1 – Collage American Flags</b> SWBAT collage and assemble recreations of the American flag using recycled materials.</p> <p><b>2 – Shape Ninjas</b> SWBAT introduced to and create Kinetic Art in the form of moving ninja puppets.</p>
<p><b>1.3.2.D.4</b></p>	<p>Explore the use of a wide array of <a href="#">art mediums</a> and select tools that are appropriate to the production of works of art in a variety of <a href="#">art media</a>.</p>	<ul style="list-style-type: none"> <li>- Various art mediums available and utilized throughout the year (scaffold).</li> <li>- Work of all mediums decorating the room.</li> </ul>	<p><b>K – Crayon Resist Balloons</b> SWBAT learn the method of crayon resist using watercolor and crayons to draw and paint balloons in the sky.</p> <p><b>1 – Tiny Seed</b> SWBAT draw, collage, and paint in this multi-media project.</p> <p><b>2 – Tempera Blue Dog</b> SWBAT draw and paint a dog demonstrating competency with tempera paint.</p>

<p><b>1.3.2.D.5</b></p>	<p>Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of <a href="#">art mediums</a> and <a href="#">art media</a>.</p>	<ul style="list-style-type: none"> <li>- Still life creations</li> <li>- Projects inspired by nature</li> <li>- Self-portrait focus</li> <li>- Multiple and various mediums explored throughout the year, choice given when applicable.</li> </ul>	<p><b>K – Clay Pumpkin Sculpture</b> SWBAT craft and model a spherical pumpkin with realistic ridges, a stem and a vine. SWBAT carefully observe and study a real pumpkin and use that information to inform their sculpting.</p> <p><b>1 – Perspective Windows</b> SWBAT create an illustration of one item from various perspectives showing they understand how placement and spacing inform composition.</p> <p><b>2 – Superhero Self-Portrait</b> SWBAT create a self-portrait using what they know to be defining physical features.</p>
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective.</li> <li>● Reading related to lesson – books on hand that correspond to</li> </ul>	<ul style="list-style-type: none"> <li>● Google Translate</li> <li>● Peer helper/native speaker</li> <li>● 1-1 Check in's</li> <li>● Visual examples</li> <li>● Printed directions</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Modeling</li> <li>● Hard copy of SWBAT, directions and inspiration or project example</li> <li>● Oral/visual reminders</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Early Morning Art -2X weekly tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> <li>● Lunch Art Parties – Twice monthly meeting where students that cannot come to</li> </ul>

<p>lesson or objective of lesson.</p> <ul style="list-style-type: none"> <li>• Peer tutoring – students can show mastery by explaining and assisting peers in completion of work.</li> <li>• ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom</li> <li>• Ask Me Artist – honor given to best listener and most prepared student each class.</li> </ul>	<ul style="list-style-type: none"> <li>• For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Peer assistance</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<p>E.M.Art can come and complete work while we listen to music, eat and create.</p>
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**Visual Arts Curriculum: Grades K-2**

**NJ 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Essential Question(s):** How can we determine the relative merits of a piece of art? How can we assess or interpret art? What is involved in analyzing and understanding art?

**Vocabulary:** Critique, analysis, observation, rubric, glow and grow strategy, craftsmanship.

**Content Statement and Indicators (Strand D)**

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

**A - 1.4.2.A.1 -1.4.2.A.4**

**Content Statement:** Each arts discipline has distinct characteristics (dance, music, theatre and visual art), as do the artist who create them.

**Indicators:**

**1.4.2.A.1**

Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (gender, age, absence or presence of training, style).

**1.4.2.A.2**

Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

**1.4.2.A.3**

Use imagination to create a story based on an arts experiences that communicated and emotion or feeling, and tell th sotry through each of the four arts disciplines (dance, music, theatre, and visual art).

**1.4.2.A.4**

Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**B – 1.4.2.B.1 - 1.4.2.B.3**

**1.4.2.B.1**

**Content Statement:** Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.

**Indicators:** Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

**1.4.2.B.2**

**Content Statement:** Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

**Indicators:** Apply the principles of positive critique in giving and receiving responses to performances.

**1.4.2.B.3**

**Content Statement:** Contextual clues are embedded in works of art and provide insight into artistic intent.

**Indicators:** Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
<p><b>Strand A</b> <b>1.4.2.A.1</b></p>	<p>Identify aesthetic qualities of <b>exemplary works</b> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>	<ul style="list-style-type: none"> <li>- Background information (personal, skill, training, gender, culture) on an artist when presenting work.</li> </ul>	<p><b>K – Monet’s Bridge</b> SWBAT learn about Monet while recreating one of his painting. <b>1 – Mo Willems Pigeon</b> SWBAT learn about a modern, working illustrator and his background and influences. <b>2 – Cave Painters</b> SWBAT learn about Paleolithic artist and their motivation, their challenges, their mission and their art.</p>
<p><b>Strand A</b> <b>1.4.2.A.2</b></p>	<p>Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>	<ul style="list-style-type: none"> <li>- Venn Diagrams and graphic organizers used to highlight commonalities and differences.</li> <li>- Exemplary works to share chosen on range of emotions communicated.</li> </ul>	<p><b>K – Knuffle Bunny</b> SWBAT discuss facial expressions and how to render them with feeling <b>1 – Matisse Icarus</b> SWBAT compare two different artists interpretation of the myth of Icarus. <b>2 – Expressive Suns</b> SWBAT create suns that demonstrate different emotions signified by shape and color.</p> <p>Same as 1.4.2.A.3</p>
<p><b>Strand A</b></p>	<p>Use imagination to create a story based on an arts experience that communicated</p>		<p><b>1 – Mondrian’s Pac Man</b></p>

<p><b>1.4.2.A.3</b></p> <p><b>Strand A</b> <b>1.4.2.A.4</b></p>	<p>an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> <li>- Realia (shells, leaves)</li> <li>- Close up copies of natural items</li> <li>- Exploratory excursions</li> </ul>	<p>SWBAT relate Mondrian's art to jazz music via the repetition and use of rhythm in art.</p> <p><b>2 – Warm Leaves and Cool Wind</b> SWBAT carefully observe the patterns color follows in nature and create a piece of art inspired by their findings.</p> <p><b>K - 2 (ongoing and changing with each project)</b></p> <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Glow and Grow strategy</li> <li>- Pair Share</li> <li>- Burger Critique</li> <li>- Art Awards (Peer Awards for 4 distinct reasons)</li> </ul>
<p><b>Strand B</b> <b>1.4.2.B.1</b></p>	<p>Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>Apply the principles of positive critique in giving and receiving responses to performances.</p>	<ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Glow and Grow strategy</li> <li>- Pair Share</li> <li>- Burger Critique</li> <li>- Art Awards (Peer Awards for 4 distinct reasons)</li> </ul>	<p><b>K - 2 (ongoing and changing with each project)</b></p> <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Glow and Grow strategy</li> <li>- Pair Share</li> <li>- Burger Critique</li> <li>- Art Awards (Peer Awards for 4 distinct reasons)</li> </ul>
<p><b>Strand B</b> <b>1.4.2.B.2</b></p>	<p>Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Glow and Grow strategy</li> <li>- Pair Share</li> <li>- Burger Critique</li> <li>- Art Awards (Peer Awards for 4 distinct reasons)</li> </ul>	<p><b>K – First and last project</b> SWBAT understand that the first and last project of the year are inspired by and related to their classroom theme.</p> <p><b>1 – Still Life (Art Supplies)</b> SWBAT create a still life drawing of an art supply in great detail using their powers of observation and understand the subjects of a still life are the main attraction and usually in the foreground.</p>
<p><b>Strand B</b> <b>1.4.2.B.3</b></p>		<ul style="list-style-type: none"> <li>- “What can't be missing” convo?</li> <li>- Shared thematic exemplars</li> <li>- Link to season, holiday or culture (context clues)</li> </ul>	<p><b>2 – Still Life (Cezanne Fruit)</b></p>

			SWBAT create a watercolor still life with the very typical subject of fruit.
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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>• Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective.</li> <li>• Reading related to lesson – books on hand that correspond to lesson or objective of lesson.</li> <li>• Peer tutoring – students can show mastery by explaining and assisting</li> </ul>	<ul style="list-style-type: none"> <li>• Google Translate</li> <li>• Peer helper/native speaker</li> <li>• 1-1 Check in's</li> <li>• Visual examples</li> <li>• Printed directions</li> <li>• Build background knowledge</li> <li>• Picture Associations</li> <li>• Partner Work</li> <li>• For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Modified assignments</li> <li>• Teacher prepared notes on small group lessons</li> <li>• Small group, alternate location</li> <li>• Modeling</li> <li>• Hard copy of SWBAT, directions and inspiration or project example</li> <li>• Oral/visual reminders</li> <li>• Peer assistance</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Tier II and Tier III intervention</li> <li>• Early Morning Art -2X weekly tutoring</li> <li>• After school program</li> <li>• Parental contact</li> <li>• Student mentoring</li> <li>• Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create.</li> </ul>

<p>peers in completion of work.</p> <ul style="list-style-type: none"><li>● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom</li><li>● Ask Me Artist – honor given to best listener and most prepared student each class.</li></ul>			
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