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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Elementary Art Grade 1					
Grade Level(s):	1					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	Elementary Art is offered to give all students the opportunity for personal, artistic, intellectual, creative, physical and cultural growth through the study of art. Students will learn to create, perform, respond and connect with art through the essential elements of art, including line, shape, and color. Learning experiences including design, drawing, painting, printmaking and 3-dimensional art, will introduce students to a wide variety of artistic styles in art representing various time periods and cultures. Students will use their social-emotional learning skills in order to think critically, respond, evaluate and connect to art. Materials for the course will include a wide variety of artistic mediums and tools.					
Grading Procedures:	Standards Based Grading (<i>Marking Period 2 & 4</i>) ART 1.1 Demonstrates understanding of major concepts ART 1.2 Participates in class discussion <ul style="list-style-type: none"> • Consistently • Usually • Occasionally • Rarely 					
Primary Resources:	Teacher selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Courtney Stumpf
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Under the Direction of:	Casey Corigliano
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Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Indicators

Explore

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.

Investigate

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.

Reflect, Refine, Continue

1.5.2.Cr3a - Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Analyze

1.5.2.Pr4a - Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

Select

1.5.2.Pr5a - Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

Share

1.5.2.Pr6a - Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Perceive

1.5.2.Re7a - Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b - Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.

Interpret

1.5.2.Re8a - Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Analyze

1.5.2.Re9a - Use art vocabulary to explain preferences in selecting and classifying artwork.

Synthesize

1.5.2.Cn10a - Create art that tells a story or describes life events in home, school and community

Relate

1.5.2.Cn11a - Compare, contrast, and describe why people from different places and times make art.

1.5.2.Cn11b - Describe why people from different places and times make art about different issues, including climate change.

Understandings:

Students will understand that...

1. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
2. Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
6. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
7. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
2. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3. What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
4. How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
5. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
6. What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and

<p>11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>12. SEL Enduring Understandings: www.selarts.org</p>	<p>artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>7. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p> <p>8. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?</p> <p>9. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>10. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p> <p>11. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>12. SEL Essential Questions: www.selarts.org</p>
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Course Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Engage in individual and collaborative exploration of materials and ideas through some approaches, from imaginative play to brainstorming, to solve art and design problems. Engage in individual and collaborative art making through observation and investigation of the world, and/or in response to personal interests and curiosity.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Engage in individual and/or collaborative exploration of materials and ideas through a single approach, from imaginative play to experimenting. Engage in individual and/or collaborative art making through observation of the world, and in response to curiosity.
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content</p>
0.0	<p>Even with help, no success</p>

Anchor Standard 2: Organizing and developing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
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	<ul style="list-style-type: none"> • 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.
3.0	Students will be able to: <ul style="list-style-type: none"> • Through experimentation, build skills and knowledge of materials and tools through some approaches to art making. • Demonstrate safe procedures for using and/or cleaning art tools, equipment and studio spaces. • Create art that represents natural and constructed environments. Identify and/or classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
2.0	Students will be able to: <ul style="list-style-type: none"> • Through experimentation, build skills and knowledge of materials and tools through guided approaches to art making. • Attempting to demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. • Create art that represents natural and constructed environments. Explore uses of everyday objects through drawings, diagrams, sculptures or other visual means.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
3.0	Students will be able to: <ul style="list-style-type: none"> • Explain the process of making art, using art vocabulary. Discuss with peers about choices made while creating art.
2.0	Students will be able to: <ul style="list-style-type: none"> • Explain the process of making art.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> • Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
3.0	Students will be able to: <ul style="list-style-type: none"> • Select artwork for display, and explain why some work, objects and artifacts are valued over others. Identify artwork based on a theme or concept for an exhibit.
2.0	Students will be able to: <ul style="list-style-type: none"> • Select artwork for display.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
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3.0	Students will be able to: <ul style="list-style-type: none"> Understand the purpose of a portfolio or collection. Ask questions regarding preparing artwork for presentation or preservation.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss the purpose of a portfolio or collection.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
3.0	Students will be able to: <ul style="list-style-type: none"> Understand what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Recognize how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
2.0	Students will be able to: <ul style="list-style-type: none"> Introduce what an art museum is. Discuss different ways that art can be displayed.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify works of art based on personal connections and/or experiences. Describe the aesthetic characteristics within the natural or constructed world. Describe and/or compare visual artworks, based on subject matter and expressive properties.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify works of art based on personal connections or experiences. Discuss the aesthetic characteristics within both the natural and constructed world. Discuss visual artworks, based on subject matter and expressive properties.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
3.0	Students will be able to: <ul style="list-style-type: none"> Describe works of art, by identifying subject matter, details, mood, or formal characteristics.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss works of art, by exploring subject matter, details, and mood.
1.0	With help, partial success at level 2.0 content and level 3.0 content

0.0	Even with help, no success
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Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Use art vocabulary to explain preferences in selecting and classifying artwork.
3.0	Students will be able to: <ul style="list-style-type: none"> Use some art vocabulary to explain preferences in selecting artwork.
2.0	Students will be able to: <ul style="list-style-type: none"> Attempt using art vocabulary to explain artwork.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Create art that tells a story or describes life events in home, school and community
3.0	Students will be able to: <ul style="list-style-type: none"> Create art that tells a story.
2.0	Students will be able to: <ul style="list-style-type: none"> Create art.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Compare, contrast, and describe why people from different places and times make art. Describe why people from different places and times make art about different issues, including climate change.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare and describe why people from different places and times make art. Describe why people from different places and times make art about different issues.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss why people from different places and times make art. Discuss why people from different places and times make art about different issues.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Line**Unit Description:** All students will use various types of line in the creation of their visual art.**Unit Duration:** Multiple weeks**Understandings:***Students will understand that...*

1. Line is a foundational component of most works of art. It can be utilized to create shapes, texture, pattern or energy in a work of art.
2. A line is a point moving in space. It can vary in length, width and direction.
3. Lines can be directional (horizontal, vertical, or diagonal).
4. Lines can vary in quality (thin, thick, broken).
5. Lines can also vary in design (curved, zig-zag, wavy).

Essential Questions:

1. How do artists use lines in their artwork?
2. What is line?
3. What are different types of lines found in artwork?
4. How can we use line to create...
 - Shapes?
 - Texture?
 - Pattern?
 - Energy?

Assessment Evidence**Performance Tasks:**

- Line direction
- Line design (pattern)
- Line quality
- Symmetry
- Select, evaluate, and refine grade-level art elements to produce an artwork with line
- Present and discuss various artworks using line

Other Evidence:

- Observation and evaluation of students' artwork

Benchmarks:

- Teacher selected projects

Learning Plan**Learning Activities:**

- Students will be introduced to unit related content
 - Introduction could include: song, book, referencing an artist or artwork, art history, or activity
- Students will recall and apply their new knowledge of line to create their own work of art
 - Portraiture
 - Landscapes
 - Still life
 - Abstract
- A variety of art tools and skills may be used dependent upon the mediums chosen for this unit
 - Drawing
 - Painting
 - Printmaking
 - Sculpture/3D art
- Encourage students to use their own identity and style
- Students' artwork will be displayed for peer reflection and celebration

Learning plan is subject to include other elements of art, design principles, and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Color	Balance	Art History
Shape	Pattern	Multicultural Art

Texture	Unity	Current & Past Influential Artists
Form	Variety	Art Mediums/trades
Space	Emphasis	Art Criticism
Value	Movement	
	Proportion	

Explore the element of *line* through the main ideas below:

- Line direction
 - Vertical, horizontal, diagonal
- Line design (pattern)
 - Zig-zag, curved, castle, loop
- Line quality
 - Thin, thick, broken
- Symmetry

Resources:

- Teacher selected materials

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Adjusting the pace of instruction. • Monitoring student understanding and mastery of materials. • Students may help struggling and/or ELL students when finished with own work. • Encourage students to participate in art-based enrichment programs both in and out of school. • Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities.
Struggling Learners	<ul style="list-style-type: none"> • Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success. • Rewriting instructional materials in a simplified format. • Providing summaries, graphic organizers, or outlines of instructional materials. • Developing study guides to provide support before, during, and after reading. • Direct experiences. • Reading printed materials aloud to the student. • Providing guided instruction. • Adjusting the pace of instruction. • Monitoring student understanding and mastery of the materials • Reteaching if necessary • Direct assistance from peers • Modify tests and quizzes at teacher’s discretion • Modify project criteria and rubric at teacher’s discretion
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 1-2</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p>

	<ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement
Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Shape**Unit Description:** All students will identify and create various types of shapes in the creation of their visual art.**Unit Duration:** Multiple weeks**Understandings:***Students will understand that...*

1. Shape is a foundational component of most works of art. Shapes can play important roles in the creation of art. Shape can help add to a piece of art, affect the composition, or contribute to the balance within a work.
2. Shapes can vary based on the different types of lines used to create them, and the number of sides and angles.
3. Shape is created when a line encloses space.
4. Organic shapes are shapes with a natural look and a flowing/curbing appearance. Geometric shapes are circles, rectangles, squares, triangles, etc. They have clear edges.

Essential Questions:

1. What are shapes?
2. What is the difference between geometric and organic shapes?
3. How do artists use shape in their artwork?

Assessment Evidence**Performance Tasks:**

- Identifying shapes
- Compare and contrast shapes
- Sorting shapes
- Select, evaluate, and refine grade-level art elements to produce an artwork with line
- Present and discuss various artworks using line

Other Evidence:

- Observation and evaluation of students' artwork

Benchmarks:

- Teacher selected projects

Learning Plan**Learning Activities:**

- Students will be introduced to unit related content
 - Introduction could include: song, book, referencing an artist or artwork, art history, or activity
- Students will recall and apply their new knowledge of a variety of shapes to create their own work of art
 - Portraiture
 - Landscapes
 - Still life
 - Abstract
- A variety of art tools and skills may be used dependent upon the mediums chosen for this unit
 - Drawing
 - Painting
 - Printmaking
 - Sculpture/3D art
- Encourage students to use their own identity and style
- Students' artwork will be displayed for peer reflection and celebration

Learning plan is subject to include other elements of art, design principles, and art appreciation themes:

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Texture	Unity	Current & Past Influential Artists
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Space	Emphasis	Art Criticism
Value	Movement	
	Proportion	

Explore the element of *shape* through the main ideas below:

- Identifying shapes
- Compare and contrast shapes
- Sorting shapes

Resources:

- Teacher selected materials

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Adjusting the pace of instruction. • Monitoring student understanding and mastery of materials. • Students may help struggling and/or ELL students when finished with own work. • Encourage students to participate in art-based enrichment programs both in and out of school. • Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities.
Struggling Learners	<ul style="list-style-type: none"> • Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success. • Rewriting instructional materials in a simplified format. • Providing summaries, graphic organizers, or outlines of instructional materials. • Developing study guides to provide support before, during, and after reading. • Direct experiences. • Reading printed materials aloud to the student. • Providing guided instruction. • Adjusting the pace of instruction. • Monitoring student understanding and mastery of the materials • Reteaching if necessary • Direct assistance from peers • Modify tests and quizzes at teacher’s discretion • Modify project criteria and rubric at teacher’s discretion
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 1-2</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Color

Unit Description: All students will identify and use color in the creation of their visual art.

Unit Duration: Multiple weeks

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Color theory is the art of combining colors based on the color wheel, an organized illustration of the primary, secondary, and tertiary colors. Accurately combining colors, using the color wheel, and understanding how colors relate to each other are critical skills for artists. 2. The primary colors make up all the other colors on the color wheel. They cannot be made by mixing colors together. 3. Color is a foundational component of most works of art. It can be utilized to depict and describe a work of art. Color theory allows us to understand how to make use of these colors in order to create different effects and create the desired emotions. 4. Artists can use color to portray mood, light, depth or a point of view in a work of art. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is color theory important in creating art? 2. What are the primary colors and why are they important? 3. How can you use color to create a mood or emotion in artwork? 4. How do artists use color in their artwork?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Rainbow order • Color wheel and components • Color mixing • Neutral color • Multicultural color (skin tones) • Select, evaluate, and refine grade-level art elements to produce an artwork with color • Present and discuss various artworks using color 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation and evaluation of students' artwork
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Benchmarks:

- Teacher selected projects

Learning Plan

Learning Activities:

- Students will be introduced to unit related content
 - Introduction could include: song, book, referencing an artist or artwork, art history, or activity
- Students will recall and apply their new knowledge of color to create their own work of art
 - Portraiture
 - Landscapes
 - Still life
 - Abstract
- A variety of art tools and skills may be used dependent upon the mediums chosen for this unit
 - Drawing
 - Painting
 - Printmaking
 - Sculpture/3D art
- Encourage students to use their own identity and style
- Students' artwork will be displayed for peer reflection and celebration

Learning plan is subject to include other elements of art, design principles, and art appreciation themes:

Elements of Art	Design Principles	Art Appreciation
Shape	Balance	Art History
Line	Pattern	Multicultural Art
Texture	Unity	Current & Past Influential Artists
Form	Variety	Art Mediums/trades
Space	Emphasis	Art Criticism
Value	Movement	
	Proportion	

Explore the element of *color* through the main ideas below:

- Rainbow order
- Color wheel and components
 - Primary colors
 - Secondary colors
 - Warm and cool colors
- Color mixing
- Neutral color
- Multicultural color (skin tones)
- Color emotions/mood

Resources:

- Teacher selected materials

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Adjusting the pace of instruction. • Monitoring student understanding and mastery of materials. • Students may help struggling and/or ELL students when finished with own work. • Encourage students to participate in art-based enrichment programs both in and out of school. • Provide opportunities to challenge student learning including activities that require more advanced skills, opportunities to assist struggling students, opportunities for leadership in classroom activities.
Struggling Learners	<ul style="list-style-type: none"> • Additional “time on task”, repeat directions, use visual cues, provide alternate activity, modify activities to increase opportunities for success. • Rewriting instructional materials in a simplified format. • Providing summaries, graphic organizers, or outlines of instructional materials. • Developing study guides to provide support before, during, and after reading. • Direct experiences. • Reading printed materials aloud to the student. • Providing guided instruction. • Adjusting the pace of instruction. • Monitoring student understanding and mastery of the materials • Reteaching if necessary • Direct assistance from peers • Modify tests and quizzes at teacher’s discretion • Modify project criteria and rubric at teacher’s discretion
English Language Learners	<p>Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p>

	NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 1-2
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

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WTPS Elementary Art Curriculum Overview

	Unit 1	Unit 2	Unit 3	Include remaining elements (& principles of design) in any of the 3 units				
	Line	Shape	Color	Texture	Space	Form	Value	Art Appreciation
K	<ul style="list-style-type: none"> ○ Line direction: vertical, horizontal, diagonal ○ Line design: zigzag, curved, castle, wavy 	<ul style="list-style-type: none"> ○ Identifying shapes ○ Compare and contrast shapes ○ Sorting shapes 	<ul style="list-style-type: none"> ○ Primary Colors ○ Rainbow Order ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Exposure to texture/touch 			<ul style="list-style-type: none"> ○ Light ○ Dark 	<ul style="list-style-type: none"> ○ Art History ○ Multicultural Art ○ Current and Past Influential Artists ○ Mediums/Trades ○ Art Criticism
1	<ul style="list-style-type: none"> ○ Line design pattern ○ Symmetry 	<ul style="list-style-type: none"> ○ Identifying shapes ○ Compare and contrast shapes ○ Sorting shapes 	<ul style="list-style-type: none"> ○ Rainbow Order ○ Primary Colors ○ Secondary Colors ○ Warm & Cool ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Rubbing (plate/objects) 	<ul style="list-style-type: none"> ○ Overlapping 		<ul style="list-style-type: none"> ○ Light ○ Dark 	
2	<ul style="list-style-type: none"> ○ Line quality: thin, thick, broken ○ Symmetry 	<ul style="list-style-type: none"> ○ Identifying shapes ○ Compare and contrast shapes ○ Sorting shapes ○ Geometric shapes ○ Organic Shapes ○ Overlapping Shapes 	<ul style="list-style-type: none"> ○ Secondary Colors ○ Tertiary Colors ○ Warm & Cool ○ Color Values: highlights & shadows ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Describe (rough, smooth) 	<ul style="list-style-type: none"> ○ Overlapping ○ Arrangement of Space ○ Composition 	<ul style="list-style-type: none"> ○ 3D 	<ul style="list-style-type: none"> ○ Highlights ○ Shadows 	
3	<ul style="list-style-type: none"> ○ Line quality: thin, thick, broken ○ Horizon Line ○ Symmetry 	<ul style="list-style-type: none"> ○ Geometric & Organic ○ Overlapping Shapes 	<ul style="list-style-type: none"> ○ Warm & Cool ○ Complementary ○ Color Values: highlights & shadows ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Define ○ Implied ○ Actual 	<ul style="list-style-type: none"> ○ Horizon line-landscape ○ Composition 	<ul style="list-style-type: none"> ○ 3D 	<ul style="list-style-type: none"> ○ Highlights ○ Shadows 	
4	<ul style="list-style-type: none"> ○ Contour Lines ○ Gesture Lines ○ Horizon Line ○ Symmetry 	<ul style="list-style-type: none"> ○ Geometric & Organic ○ Overlapping shapes ○ Use shapes to create and make a connection to form 	<ul style="list-style-type: none"> ○ Warm & Cool ○ Complementary Analogous ○ Color Values: tints & shades ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Define ○ Implied ○ Actual 	<ul style="list-style-type: none"> ○ Foreground ○ Middle ground ○ Background ○ Composition 	<ul style="list-style-type: none"> ○ 3D ○ Shading 	<ul style="list-style-type: none"> ○ Tints ○ Shades 	
5	<ul style="list-style-type: none"> ○ Contour Lines ○ Gesture Lines ○ Horizon Line ○ Symmetry ○ Zentangle 	<ul style="list-style-type: none"> ○ Geometric & Organic ○ Use shapes to create and make a connection to form 	<ul style="list-style-type: none"> ○ Warm & Cool ○ Complementary Analogous ○ Monochromatic ○ Color Values: tints & shades ○ Color mixing ○ Neutral color ○ Multicultural color (skin tones) ○ Color emotions/mood 	<ul style="list-style-type: none"> ○ Define ○ Implied ○ Actual 	<ul style="list-style-type: none"> ○ Atmospheric perspective ○ Composition 	<ul style="list-style-type: none"> ○ 3D ○ Shading 	<ul style="list-style-type: none"> ○ Tints ○ Shades 	