

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Art	
Unit Title: Visual	
Grade Level: K	Timeline: whole year
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings	
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.	
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making 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.	
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	
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.	
People gain insights into meanings of artworks by engaging in the process of art criticism.	
People evaluate art based on various criteria.	
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	
People develop ideas and understandings of society, culture and history through their	

**Lower Township School District
Cape May, NJ**

interactions with and analysis of art.

Essential Questions

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?

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?

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?

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?

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?

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?

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?

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?

Performance Expectations

- 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

**Lower Township School District
Cape May, NJ**

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

●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.

- 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

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

●1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

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

- 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
- 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Learning Objectives

Students will know/learn:

- Color-Primary and Secondary Colors
- Shape-Basic Shapes
- Line-Different types
- Texture-Introduce students to different types of texture
- Name and use patterns
- Name and use primary colors
- Name and use warm and cool colors
- Geometric shapes
- Use art tools and materials safely

Students will:

- Discuss the role of the illustrator in literature
- Demonstrate an appreciation for various art forms
- Use art tools and materials safely
- Discuss subject matter in artworks
- Participate in discussing the work of classmates
- Develop an appreciation of multi-cultural artworks

**Lower Township School District
Cape May, NJ**

- Demonstrate an appreciation for various art forms
- Participate in cultural arts events
- Participate in school and community based art shows
- Appreciate artwork in picture books
- View and discuss artworks produced in different cultures
- Compare various art forms
- Discuss the role of the illustrator in literature
- Respond to the work of others in the class discussion
- Use basic art vocabulary to discuss artwork
- Examine the artistic endeavors of others through the use of art prints, art books, videos, and slides
- Experience the art making process
- Talk about artwork
- Use materials appropriately
- Follow all safety instructions
- Produce works of art pertaining these elements
- Recognize these elements within other works of art
- Complete and understand art lessons based upon various art mediums
- Recognize the parallels between music, literature and the visual arts
- Develop an appreciation of multi-cultural artworks
- View and discuss artworks produced in different cultures
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Develop fine motor skills
- Experience manipulative activities such as cutting, coloring, and gluing
- Use the Basic Elements of Art to create specific works of art

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> *follow 504/IEP accommodations *display project *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language Learners	<ul style="list-style-type: none"> *highlight and define important vocabulary *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> *Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups *Provide educational “breaks” as necessary *Chunking content into “digestible bites” *Shorten assignments to focus on mastery concept

**Lower Township School District
Cape May, NJ**

	*Assignment, Project Modification Based on Individual Student *Needs *Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	Teacher observation and questioning, turn and talk, self assessment
Summative	Completed project, Display
Alternative	Performance Tasks projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Themes and Skills- NJSL 9
<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training: 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>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each</p>

**Lower Township School District
Cape May, NJ**

job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

Integration of Technology

Smart board, Ipad, camera, YouTube, Brain Pop Jr,

Materials

Pencil, crayon, paint sticks, watercolor paint, tempera paint, brushes, oil pastel, chalk, construction paper, scratch board, clay, clay tools, glaze, glue sticks, scissors, children's literature, posters, Smartboard, laptop, pastels, glue

**Lower Township School District
Cape May, NJ**

Instructional Activities

- Unit 1: Studio Habits
 - Examples
 - Clean Up Methods
 - Materials Safety
 - Critique Etiquette
- Unit 2: Elements of Art
 - Examples
 - Shape
 - Line
 - Color
 - Texture
- Unit 3: Performance
 - Examples
 - Portfolio
 - Artistic Discussion/Discourse
 - Application of Methods and Techniques
- Unit 4: Art History
 - Representation of Various Cultures and Time Periods
 - Arts Within the Community