

READINGTON PUBLIC SCHOOL DISTRICT  
Kindergarten-Grade 2 Visual Arts Curriculum 2024

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## **I. Purpose and Overview**

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the K-8 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

## **II. Mission**

Empowering students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities will allow them to become active, contributing members of a global society.

## **III. Vision**

All students will have equitable access to a quality arts education that leads to artistic literacy and fluency as a mechanism for:

- Performing, presenting, or producing as artistically literate individuals by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

## **IV. Assessment**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## **V. Grouping Arrangements**

The K- 8 visual arts program in the Readington Township School District includes:

- **Grades K-5**  
Students attend art classes in grades K-5 in regular heterogeneous classrooms.
- **Grades 6 – 8**  
Students attend art classes in grades 6 – 8 dependent upon the schedule and the student's choice of art class for their particular grade. Classes are heterogeneous.

## VI. K-8 PACING GUIDE

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Unit 1</b> <b>Sept./</b> <b>Oct.</b>	Elements of Art-Color (Introduce)	Elements of Art-Texture (Developing)	Principle of Design- Balance (Developing)	Principle of Design- Movement (Developing)	Ongoing Development of Mixed Media, Print-Making, 3-D Forms, and/or Paper Crafts	Collaborative Art
<b>Unit 2</b> <b>Oct./</b> <b>Nov.</b>		Elements of Art- Value (Introduce)	Principle of Design- Proportion (Introduce)	Elements of Art-Space (Introduce)		Sketchbook and Critiquing— development of art skills and practices needed for middle school and beyond (ongoing)
<b>Unit 3</b> <b>Nov./</b> <b>Dec.</b>	Elements of Art-Shape (Introduce)	Elements of Art-Space (Developing )	Principle of Design- Emphasis (Introduce)	Ongoing Development of Principles and Elements of Design	Expanding upon Principles and Elements of Design based on master artists and their specific techniques	Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures
<b>Unit 4</b> <b>Jan.</b>		Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums		
<b>Unit 5</b> <b>Feb./Mar.</b>	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and their specific technique	
<b>Unit 6</b> <b>Mar./Apr.</b>	Elements of Art-Line (Introduce)	Elements of Art-Color (Developing)	Principle of Design- Variety (Introduce)	Introduce Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts		
<b>Unit 7</b> <b>May/</b> <b>June</b>	Elements of Art-Texture (Introduce)	Principle of Design- Balance Pattern & Repetition (Introduce)	Principle of Design- Movement (Introduce)	Continue Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts		

## VI. UNITS OF STUDY IN K-2 VISUAL ART

<b>Kindergarten Visual Arts</b>
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## Desired Results

### Established Goals:

#### Anchor Standard 1: Generating and conceptualizing ideas.

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.
- 1.2.2.Cr1e: Choose ideas to create plans for media art production.

#### Anchor Standard 2: Organizing and developing ideas.

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

#### Anchor Standard 3: Refining and completing products.

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

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

- 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.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks

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

- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

**Anchor Standard 6: Conveying meaning through art.**

- 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.
- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

- 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.
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

**Anchor Standard 9: Applying criteria to evaluate products.**

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

- 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.
- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>• 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.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• How do artists and designers care for and maintain materials, tools and equipment?</li> <li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• What is an art museum? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• Color-Primary and Secondary Colors</li> <li>• Shape-Basic Shapes</li> <li>• Line-Different types</li> <li>• Texture-Introduce students to different types of texture</li> <li>• Various art forms</li> <li>• Resources outside the classroom that are arts related</li> <li>• Art is showcased in museums and galleries that are open to the public</li> <li>• Crafts are produced in the community</li> <li>• Name and use patterns</li> <li>• Name and use primary colors</li> <li>• Name and use warm colors</li> <li>• Geometric shapes</li> <li>• Use art tools and materials considering safety, rules and fairness.</li> <li>• Basic Elements of Design in other works of art</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Compare various art forms</li> <li>• Discuss the role of the illustrator in literature</li> <li>• Be aware of resources outside the classroom that are arts related</li> <li>• Demonstrate an appreciation for various art forms</li> <li>• Use art tools and materials considering safety, rules and fairness.</li> <li>• Discuss subject matter in artworks</li> <li>• Become sensitive to the subject matter in art prints through storytelling and discussion (Holocaust)</li> <li>• Participate in discussing the work of classmates</li> <li>• Recognize the parallels between music, literature, and the visual arts</li> <li>• Develop an appreciation of multi-cultural artworks (Amistad)</li> <li>• Demonstrate an appreciation for various art forms</li> <li>• Participate in cultural arts events</li> <li>• Experience galleries, both virtually and personally</li> <li>• Participate in school and community based art shows</li> <li>• Appreciate artwork in storybooks</li> <li>• View and discuss artworks produced in different cultures (Amistad)</li> <li>• Compare various art forms</li> <li>• Discuss the role of the illustrator in literature</li> </ul>	

- 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
- Decide when artwork is complete
- Become familiar with the expressive capabilities of crayons, pencils, paint, paper, and modeling material
- 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
- Be aware of art galleries and museums
- Appreciate artwork in storybooks
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Experience galleries, plays, concerts, and other arts related activities
- Develop fine motor skills
- Experience manipulative activities such as cutting, coloring, and gluing
- Develop skills in stenciling, weaving, and bead stringing
- Gain knowledge of the elements of design
- Use the Basic Elements of Art to create specific works of art

#### Interdisciplinary Connections

**Math: Measurement and Data K.MD A. Describe and compare measurable attributes. 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.** Activity: Students learn how to create a row of houses with windows and doors and attic windows using a grid. The project is inspired by Marc Chagall landscape houses.

**ELA: RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story..**

Activity: Drawing and Painting projects based on various works of literature, such as *The Very Hungry Caterpillar* by Eric Carle and *Ten Magic Butterflies* by Danica McKellar.

**Social Studies: 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.** Activity: Learn about the culture of Mexico and celebrate Cinco de Mayo by creating artwork themed by color and function of artwork. For example, creating maracas and discussing their purpose.

#### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).** Activity: Open-ended drawing and painting projects based on the

experiences of individual students. *Pete the Cat and His Magic Sunglasses* by Eric Litwin and James Dean offers students a way to create their favorite place in their individual paintings.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways, including regular payments, tips, commissions, and benefits.** Activity: Students explore different careers in the visual arts, dance, music, and theater. We brainstorm ways to turn talents and passions into careers and/or lifestyles.

### Computer Science and Design Thinking

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Use the proper technology to create artwork with the desired effect.

### Assessment Evidence

#### Formative:

- Teacher Observation
- Class Discussion
- Rubric
- Self-Assessment
- Effort
- Use of art tools and materials
- Examine the artistic endeavors of others through the use of art prints, art books, videos and slides
  - Discussion of subject matter in artworks
  - Recall subjects in artwork with increasing observational skills and memory
  - Sensitivity to the subject matter in art prints through storytelling and discussion
- Experience art-making processes
  - Talk about artwork
  - Decide when artwork is complete
  - Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials

#### Summative:

- Identify the elements of design
  - Name and use patterns
  - Identify textures
  - Name and use primary colors
  - Name and use warm colors
  - Identify and name basic 3-dimensional geometric shapes
- Analyzing Student Artwork. Students create skill-based projects each relating

#### Benchmark:

Assess knowledge of facial features, proportions, colors, details, and time management in creating portraits in September, January, and April. Graded by rubric.

#### Alternative:

Infographics are visuals that quickly summarize a topic and usually show supporting data. Students compare and contrast posters, flyers, books, marketing materials, etc. to understand why infographics work.



<p>to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.</p> <ul style="list-style-type: none"> <li>Kindergarten Art Portfolios. Collection of individual student artwork in chronological order bound into a book given to the student at the end of the school year.</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b>  <a href="#">Explorations in Art, Grades 1–6</a>          Elementary Program by Marilyn G. Stewart</p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>Books (including but not limited to)             <ul style="list-style-type: none"> <li>- <a href="#">The Very Hungry Caterpillar</a> by Eric Carle</li> <li>- <a href="#">A Color of His Own</a> by Leo Lionni</li> <li>- <a href="#">The Rainbow Fish</a> by Marcus Pfister</li> <li>- <a href="#">Getting to Know the World Artists</a> by Mike Venezeia</li> <li>- <a href="#">Artists in Time</a> by Scholastic</li> </ul> </li> <li>Subject specific leveled texts are available in school bookrooms and classroom libraries</li> <li><b>Technology:</b> <ul style="list-style-type: none"> <li>- ngakids.com (Artzone)</li> <li>- youtube.com</li> <li>- crayola.com</li> <li>- pinterest.com</li> </ul> </li> </ul>	

<b>First Grade Visual Arts</b>
<b>Desired Results</b>
<p><b>Established Goals:</b>  <b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</li> <li>1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</li> <li>1.2.2.Cr1c: Explore form ideas for media art production with support.</li> <li>1.2.2.Cr1d: Connect and apply ideas for media art production.</li> </ul>

- 1.2.2.Cr1e: Choose ideas to create plans for media art production.

#### **Anchor Standard 2: Organizing and developing ideas.**

- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

#### **Anchor Standard 3: Refining and completing products.**

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

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

- 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.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks

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

- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

#### **Anchor Standard 6: Conveying meaning through art.**

- 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.
- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

#### **Anchor Standard 7: Perceiving and analyzing products.**

- 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.
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues, including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

**Anchor Standard 9: Applying criteria to evaluate products.**

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**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

- 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.
- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

**Understandings:**

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists require a range of skills and abilities to creatively solve problems.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:**

- How do media artists generate ideas and formulate artistic intent?
- How do media artists learn from trial and error?
- How do media artists use various tools and techniques?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- What is the value of engaging in the process of art criticism?

**Students will know/learn...**

- Developing Color-Primary and Secondary Colors
- Developing Texture-Introduce students to different types of texture
- Introduce Space - Negative, Positive, Foreground, Background

- Introduce Balance - visual equality between elements of art
- Introduce Pattern - how to create an effective pattern
- Introduce Repetition - how to apply patterning in a work of art to be visually recognizable and pleasing
- The difference between shapes and forms
- Specific works of art belong to particular cultures, times, and places
- The value of artwork from other cultures and time periods (Amistad)
- Various purposes for creating works of visual art
- The different responses to specific artworks
- Visual arts have both a history and specific relationships to various cultures (Amistad)
- To identify and discuss emotions in artwork

#### **Students will be able to...**

- Experience color mixing
- Use art tools and materials considering safety, rules and fairness
- Recognize and discuss distinct characteristics in the artwork of others through the introduction of prints, media artworks, and through classroom sharing
- Participate in discussing the work of classmates
- Create visual interest in artwork through a variety of methods
- Refine manipulative skills
- Explore and understand prospective content for works of art (Holocaust)
- Produce works of art pertaining to these elements
- Recognize these elements within other works of art
- Complete and understand art lessons based upon various art mediums
- Recognize and demonstrate using space
- Fold, cut, and tear paper for use in artwork
- Use art tools in drawing, painting, printmaking, modeling and sculpture
- Use found objects in artwork
- Use overlapping in collage work
- Use environmental textures in artwork
- Make simple 3-D forms
- Use and bisect geometric and free-form shapes
- Mix two colors of paint effectively
- Follow all safety precautions
- Describe moods in artwork (Holocaust)
- Produce artwork based on sensory description
- Respond to the work of others during class discussions
- Use basic art vocabulary to discuss artwork
- Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art
- Participate in discussions of multicultural and historical artworks
- Use the influence of other artists as motivation for artwork
- Experience galleries, plays, concerts, and other arts related activities
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Participate in cultural arts events

#### **Interdisciplinary Connections**

**Math: Measurement and Data 1.M.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.** Activity: Birch Tree Painting. Students create individual birch tree

paintings by measuring how wide their trees should be in order to fit 4 trees in their painting. They balance their papers by adding an odd number of birds.

**Science: K-2-ETS1-3 Engineering Design: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** Activity: Students create colorful skirts out of coffee filters for their Degas' Little Dancer project. They experiment with different water-based markers without allowing them to mix and create brown.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).** Activity: Students learn painting and drawing skills necessary to create a realistic-looking painting of cherry blossoms in full bloom. Students will navigate through various online platforms to see model paintings.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways, including regular payments, tips, commissions, and benefits.** Activity: Students are challenged with creating artwork that will ultimately go to someone or someplace else.

### Computer Science and Design Thinking

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Watch YouTube videos demonstrating historical/ancient or cultural art techniques unavailable in our society. Students learn the art of batik through a video from Southeast Asia. Students individually create their own batik paintings using an adaptive art technique suitable for young artists.

### Assessment Evidence

#### Formative:

- Tell stories based on the observation of art with literal subject matter
- Describe similarities and differences in artwork
- Integrating interdisciplinary school-wide thematic unit- creating art lessons around basic theme
- Teacher Observation
- Rubric
- Class Discussion
- Self-Assessment
- Effort

#### Summative:

- Creative Extension Projects. Students individually create their own paintings depicting their own ideas after reading a select book.

#### Benchmark:

Cherry Blossom Painting. Use of multiple painting techniques and multiple types of paint to achieve a realistic look. Skills graded by rubric in September, January, and April.

#### Alternative:

Deliberative Discussion & Presentation: Challenge small groups of students to work together to create the tallest or strongest structure possible using limited materials like newspaper and tape all within one class period. Students then need to assess the other structures and rate themselves.

<ul style="list-style-type: none"> <li>• Finished Painting. Students individually create a painting of mountains using different tints and shades of one color.</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b>  <a href="#">Explorations in Art, Grades 1–6</a>          Elementary Program by Marilyn G. Stewart</p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Books (including but not limited to)             <ul style="list-style-type: none"> <li>- <a href="#">Elmer's Special Day</a> by David McKee</li> <li>- <a href="#">Chengdu Could Not Would Not Fall Asleep</a> by Barney Saltzberg</li> <li>- <a href="#">Giraffes Can't Dance</a> by Giles Andreae</li> <li>- <a href="#">Degas and the Little Dance</a> by Laurence Anholt</li> </ul> </li> <li>• Subject-specific leveled texts are available in school book rooms and classroom libraries</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>- ngakids.com (Artzone)</li> <li>- youtube.com</li> <li>- crayola.com</li> <li>- pinterest.com</li> </ul>	

<b>Second Grade Visual Arts</b>
<b>Desired Results</b>
<p><b>Established Goals:</b></p> <p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</li> <li>• 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</li> <li>• 1.2.2.Cr1c: Explore form ideas for media art production with support.</li> <li>• 1.2.2.Cr1d: Connect and apply ideas for media art production.</li> <li>• 1.2.2.Cr1e: Choose ideas to create plans for media art production.</li> </ul> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <ul style="list-style-type: none"> <li>• 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li> <li>• 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</li> </ul>

- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
- 1.2.2.Cr2a: Explore form ideas for media art production with support.
- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

**Anchor Standard 3: Refining and completing products.**

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

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

- 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.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks

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

- 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
- 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

**Anchor Standard 6: Conveying meaning through art.**

- 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.
- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

**Anchor Standard 7: Perceiving and analyzing products.**

- 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.
- 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

**Anchor Standard 8: Interpreting intent and meaning.**



- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

**Anchor Standard 9: Applying criteria to evaluate products.**

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

- 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.
- 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

**Understandings:**

- 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.

**Essential Questions:**

- How do artists and designers create works of art or design that effectively communicate?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

**Students will know/learn...**

- Proper proportion in portraits and various works of art
- How to visually recognize and demonstrate where the emphasis is in various works of art
- Variety and movement in various works of art



- The value of artwork from other cultures and time periods (Amistad)
- Various artists visualize the same concepts differently (Holocaust)
- Art is showcased in museums and galleries that are open to the public
- Crafts that are produced in the community
- Become aware of textile arts
- Be aware of architecture as an art form
- Foreground, middle ground, and background in artwork
- Horizontal and vertical formats in artwork
- Shadows in artwork
- Balance and symmetry in artwork

#### **Students will be able to...**

- Use art tools and materials considering safety, rules and fairness
- Demonstrate an appreciation for various art forms
- Use a variety of modeling materials and techniques in 3-D and relief art
- Use a variety of drawing and painting techniques
- Develop compositional techniques
- Develop an appreciation for a variety of artistic disciplines
- Develop an appreciation for various art forms
- Generate various works of art pertaining to the learned principles and elements of design
- Complete and understand art lessons based upon various art mediums
- Recognize and demonstrate using balance, pattern, and repetition
- Participate in discussions of multicultural and historic artworks
- Use the influence of other artists as motivation for artwork
- Tell stories based on the observation of art with literal subject matter
- Know that art books can be obtained from school and town libraries
- Describe similarities and differences in artworks
- Experience computer art as an art form
- Understand that music, plays, and dance are art forms
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Experience galleries, plays, concerts, and other arts related activities
- Develop skills in clay and other modeling materials
- Use mixed media for collage and sculpture
- Create paper sculpture
- Demonstrate increased skill in pencil drawing, crayon resist, and other drawing and painting media
- Use size relationships and overlapping in their artwork
- Experiment with basic animation and computer graphics
- Organize ideas and experiment with parts before completing artwork
- Recognize the impact of line direction in artwork
- Engage in stitching and weaving activities

#### **Interdisciplinary Connections**

**Math: Measurement and Data 2.M.A.1 A. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.** Activity: Learn how to properly use a ruler to measure the width of the stripes in an American flag painting. Create a proportionately accurate replica of the flag.

**Social Studies: 6.1.2.CivicsDP3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.** Activity: Students study Alaskan culture and create 3-D totem poles working in small groups.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).** Activity: Students are challenged to work in a group to draw and digitally create their own unique characters for student-created books.

**9.2.2.CAP.2: Explain why employers are willing to pay individuals to work. There are benefits and drawbacks to being an entrepreneur.** Activity: Students will take the role of an author/illustrator of children's books. They will individually create their own characters in a wordless book, and their characters will have to navigate through a storyline the student imagines using only imagery. Afterward, students will participate in a discussion of why illustrators get paid and the financial benefits and drawbacks of that career.

### Computer Science and Design Thinking

**8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.** Activity: Watch YouTube or TED Talk videos on nontraditional careers.

### Assessment Evidence

#### Formative:

- Participate in school and community art shows
- Discuss art programs and community exhibits with the art teacher and others
- Teacher Observation
- Class Discussion
- Self-Assessment
- Rubric
- Effort
- Strategic Questioning. Students will be challenged to answer questions about their student-created books.

#### Summative:

- Evaluate artwork based on criteria from art experiences and from class discussions
- Analyze mood through a developed sense of color, line, shape, brushstroke quality, texture, repetition and composition

#### Benchmark:

Complementary Cats Painting. Draw a cat and paint it using complementary colors. Skills graded by rubric in September, January, and April.

#### Alternative:

Infographics. Students will find imagery in a magazine or online depicting the story they have created for their student-created books.

<ul style="list-style-type: none"> <li>• Use multicultural art forms to create original compositions</li> <li>• Create artworks influenced by cultures of Africa, Japan, and the Americas</li> <li>• Analyzing Student Work. Teacher will analyze student-created books, looking for: current knowledge, attitudes, and skills about subject matter, strengths, weaknesses, and learning styles and a need for further, or special, assistance</li> <li>• Completed Artwork</li> </ul>	
Resources	
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