

# Kindergarten Art

**Unit Title:** Color - Kindergarten

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS - Visual and Performing Arts**

##### Creating

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

##### *Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

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

##### *Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.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.

#### **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.

##### Presenting

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

##### *Performance Expectations:*

**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.

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

##### *Performance Expectations:*

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

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

##### *Performance Expectations:*

**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.

##### Responding

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

##### *Performance Expectations:*

**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.

# Kindergarten Art

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

*Performance Expectations:*

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

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

*Performance Expectations:*

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

Connecting

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

*Performance Expectations:*

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

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

*Performance Expectations:*

**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.

## **NJSLS for Visual and Performing Arts - Media Arts**

Creating

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

*Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

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

*Performance Expectations*

**1.2.2.Cr2a:** Explore form ideas for media art production with support.

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

*Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Producing

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

*Performance Expectations*

**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.

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

*Performance Expectations*

**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.

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

*Performance Expectations*

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

Responding

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

*Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

# Kindergarten Art

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

### *Performance Expectations*

**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.**

### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### *Connecting*

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

### *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

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

### *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **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.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

### Central Idea / Enduring Understanding:

Color is one of the seven elements of art.

Color is the hue.

There are various types of colors- light, dark, bright, dull

Colors can be layered

Colors can be blended

### Essential/Guiding Question:

Where do you see color in nature?

How many colors can you observe in nature?

Where do you see color in the person made world?

How do artists use color in their artwork?

How can you use color to make art?

# Kindergarten Art

Colors can convey emotion Color convey a mood	How many colors can you identify? Can you organize your colors into a pattern? Can you use color to create an interesting composition?
<b><u>Content:</u></b> Color variety <ul style="list-style-type: none"> <li>- Bright</li> <li>- Dull</li> <li>- Light</li> <li>- Dark</li> <li>- Layered</li> <li>- Blended</li> </ul> Principles <ul style="list-style-type: none"> <li>- Color balance</li> <li>- Color pattern</li> </ul>	<b><u>Skills(Objectives):</u></b> SWBAT recognizes a variety of colors. SWBAT utilizing a variety of colors creates a work of art using various media. SWBAT organize movement in a work of art using the art element color SWBAT use the art element line to color and to discover/create new colors SWBAT gain exposure to the idea that color is in one of the seven building blocks used in creating art

## **Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies,, science, mathematics, physical education and/or technology.

### **NJSLS Standards for Mathematical Practice**

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

### **NJSLS ELA**

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **NJSLS Science**

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

-Project based assessments  
-Formative assessments  
-Summative assessments  
-Self assessment  
-Peer assessment  
-Open Ended-Projects

### **Other Evidence:**

Teacher observation  
Turn and talk  
Think, Pair, Share  
Peer assessment  
Self-assessment  
Exit tickets

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### **1.1 Learning about Color:**

- Explore the art element color
- Recognize color as one of the ingredients artists use to create art.
- Create a project utilizing color as the focus.
- Learn vocabulary

#### **1.2 Color layering/blending:**

- Review the definition of color and related vocabulary
- Recognize that a variety of colors can be used.

### **Suggested Resources:**

#### **1.1**

- crayons, markers, oil pastels
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

#### **1.2**

- crayons, markers, watercolor crayons, oil pastels, soft pastels, paper

# Kindergarten Art

- Create a project using colors layered and/or blended that are discovered by the student.

## 1.3 Color rubbings:

- Review and identify various color combinations.
- See that colors are used in an artistic technique called rubbing.
- Gain exposure to the art element texture.

## 1.4 Color painting:

- Explore the painting technique blending.
- Complete an open ended project utilizing color painting strategies.

## 1.5 Color organized into balance:

- Exposure to the art principle balance.
- Recognize art elements as building blocks
- Use balance of space in as composition.
- Recognize that colors can be used more than once in a composition for visual interest.

## 1.6 Non-objective art with color:

- Use color in a non-representational manner.
- Respond to surroundings in representational or non-representational artworks.
- Create a composition without evidence of an absolute subject.

## 1.7 Color creating pattern:

- Organize the art element color using the art principle pattern.
- Create patterns in artwork by deciding how to organize the color in a composition.
- Recognize that patterns are found in our environments and artists can be influenced by their natural worlds.
- Recognize that pattern can be observed in nature.
- Recognize that art and science overlap.

- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## 1.3

- crayons, markers, paint, scratch art, paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## 1.4

- tempera paint, watercolor paint, paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## 1.5

- markers, crayons, paint, watercolor paint, tempera paint, construction paper
- Standard artwork prints
- References
- Student samples, Teacher examples

## 1.6

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## 1.7

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## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content

# Kindergarten Art

	Additional Assignment When Finished Early	Modified Assessment  Peer Assistance  Reduced Workload  Extended Time	Alternative Assessment  Peer Assistance  Reduced Workload  Extended Time  Individual Goal Setting  Guided step-by-step Instructions  Templates
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Unit Title: Line - Kindergarten

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS - Visual and Performing Arts

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## **NJSLS for Visual and Performing Arts - Media Arts**

*Creating*

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**1.2.2.Cr1c:** Explore form ideas for media art production with support.

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*Producing*

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# Kindergarten Art

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### Responding

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

### *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - Career Readiness, Life Literacies, and Key Skills**

### **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*



# Kindergarten Art

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
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- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
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- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

### Central Idea / Enduring Understanding:

Line is an element of art.  
A line is the path of a moving point.  
There are various types of lines.

### Essential/Guiding Question:

Where do you see lines in nature?  
How many lines can you observe in nature?  
Where do you see lines in the person made world?  
How do artists use lines in their artwork?  
How can you use lines to make art?  
How many lines you identify?

### Content:

Line variety

- Straight
- Curvy
- Zig zag
- Wavy
- Narrow
- Thick
- Diagonal
- Wide
- Broken
- Dotted
- Squiggly

### Skills(Objectives):

SWBAT recognize a variety of lines.  
SWBAT utilizing a variety of lines to create a work of art using various media.

### Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
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### NJSLS ELA

- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### Performance Task(s):

Project based assessments

### Other Evidence:

Teacher observation  
Talk in turn  
Pair share  
Peer assessment

# Kindergarten Art

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### 1.1 Learning about line:

- Explore the art element line.
- Recognizing that line is one of the art ingredients artists use to create art.
- Explore line varieties, curvy, bold, thin, zig-zag etc. in a project based activity-artwork
- Review vocabulary and concept.
- 

#### 1.2 Drawing lines:

- Review definition of line and concept that the art element line creates the art element shape.
- Create a project using a variety of types of lines

#### 1.3 Line collage:

- Review and identify various lines.
- Recognize that lines are used in an artistic technique called collage.
- Explore cutting, tearing and gluing.

#### 1.4 Line painting:

- Use painting strategies to complete an open ended project utilizing lines. Lines are two dimensional.
- Explore painting techniques.

#### 1.5 Patterns with line:

- Explore the art principle pattern. Art elements are building blocks; art principles are how we organized the building blocks.
- Recognize that lines can repeat into patterns.
- Recognize that patterns repeat.
- Recognize that pattern creating is a math skill, art and math overlap.

#### 1.6 Non-objective lines:

- Use lines in a non-representational manner. Artists can respond to their surroundings in representational or non-representational artworks.
- Recognize that lines can create a composition without evidence of an absolute subject.

#### 1.7 Movement with line:

- Students will organize the art element line using the art principle movement.
- Create movement in art by deciding how to organize the lines in composition.

### Suggested Resources:

#### 1.1

- crayons, markers, oil pastels
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

#### 1.2

- crayons, markers, watercolor crayons, oil pastels, soft pastels, paper
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## Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

Unit Title: Pattern- Kindergarten

## Stage 1: Desired Results

Standards & Indicators:

### NJSLS - Visual and Performing Arts

Creating

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

*Performance Expectations:*

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## **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.

## Presenting

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

### *Performance Expectations:*

**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.

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

### *Performance Expectations:*

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

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

### *Performance Expectations:*

**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.

## Responding

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

### *Performance Expectations:*

**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.

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

### *Performance Expectations:*

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

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

### *Performance Expectations:*

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

## Connecting

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

### *Performance Expectations:*

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

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

### *Performance Expectations:*

**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.

# Kindergarten Art

## **NJSLS for Visual and Performing Arts - Media Arts**

### Creating

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

##### *Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

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

##### *Performance Expectations*

**1.2.2.Cr2a:** Explore form ideas for media art production with support.

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

##### *Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### Producing

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

##### *Performance Expectations*

**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.

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

##### *Performance Expectations*

**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.

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

##### *Performance Expectations*

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

### Responding

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

##### *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

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

##### *Performance Expectations*

**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.**

##### *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### Connecting

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

##### *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

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

##### *Performance Expectations*

# Kindergarten Art

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### Learning Opportunities/Strategies:

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### Learning Opportunities/Strategies

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **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.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Learning Opportunities/Strategies:

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

### Central Idea / Enduring Understanding:

Pattern is one of the seven principles of art.

A pattern repeats

Art principles organized the art elements

There are various types of patterns

- Line patterns
- Color patterns
- Shape patterns
- Texture patterns

### Essential/Guiding Question:

What is a pattern? How do you know if it is a pattern?

How do artists use patterns in their artwork?

How can you use patterns in your art?

How many elements can you organize into a pattern?

Can you use pattern in an interesting composition?

Where do you see patterns in nature?

How many patterns can you observe in nature?

Where do you see patterns in the person made world?

How have artists used pattern in their artwork in various culture?

### Content:

Patterns repeat

Patterns found in nature

Patterns using any art elements

Patterns found in cultures

Pattern in our environments

### Skills(Objectives):

SWBAT recognizes a variety of patterns.

SWBAT utilizes a variety of colors to create a work of art using various media.

SWBAT organized movement in a work of art use the art element color

SWBAT use the art element line to color to discover/create new colors

SWBAT gain exposure to the idea that color is in one of the seven building blocks used in creating art

# Kindergarten Art

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

### **NJSLS Standards for Mathematical Practice**

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

### **NJSLS ELA**

- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.

### **NJSLS Science**

- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Project based assessments
- Formative assessments
- Summative assessments
- Self assessment
- Peer assessment
- Open Ended-Projects

### Other Evidence:

- Teacher observation
- Talk in turn
- Pair share
- Peer assessment
- Exit tickets

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### 1.1 **Learning about Patterns:**

- Explore the art principle pattern. Pattern is a way to organize or arrange one of the ingredients artists use to create art.
- Explore patterns through a project based lesson utilizing pattern as the focus.
- Review vocabulary and concept.

#### 1.2 **Color Patterns are observed in Nature:**

- Review the definition of pattern and related vocabulary.
- Recognize that a variety of types of colors can be used in a pattern inspired by nature.
- Create a project using color patterns observed and/or discovered by the student.
- Recognize that art and science overlap by using observation skills.

#### 1.3 **Texture Patterns:**

- Review and identify various texture combinations.
- Recognize that texture is used in an artistic process using found objects or objects.
- Exposure to the art element texture organized into patterns.

#### 1.4 **Patterns in cultures:**

- Use patterns in artwork inspired by cultures in the world.
- Recognize that any specific culture has artwork and that work can have identifiable patterns or qualities.

### Suggested Resources:

#### Suggested art materials:

#### 1.1

- crayons, markers, oil pastels, paper
- Standard artwork prints
- References, Internet
- Student samples, teacher examples

#### 1.2

- crayons, markers, watercolor crayons, oil pastels, soft pastels, paper
- Standard artwork prints
- References, Internet
- Student samples, teacher examples

#### 1.3

- crayons, markers, paint, scratch art, paper
- Standard artwork prints
- References, Internet
- Student samples, teacher examples

#### 1.4

- tempera paint, watercolor paint, paper
- Standard artwork prints
- References, Internet
- Student samples, teacher examples

# Kindergarten Art

<ul style="list-style-type: none"> <li>Recognize that culture influences art and art influences culture.</li> </ul> <p><b>1.5 Sculpture with pattern:</b></p> <ul style="list-style-type: none"> <li>Exposure to the idea that art can be three dimensional.</li> <li>Incorporate pattern into a three-dimensional work of art.</li> </ul> <p><b>1.6 Non-objective art with pattern:</b></p> <ul style="list-style-type: none"> <li>Use patterns in a non-representational manner.</li> <li>Recognize that artists can respond to their surroundings in representational or non-representational artworks.</li> <li>Recognize that patterns can be part of a composition without evidence of an absolute subject.</li> </ul> <p><b>1.7 and 1.8 Collage creating pattern:</b></p> <ul style="list-style-type: none"> <li>Organize the art elements by using the art principle pattern in a collage.</li> <li>Recognize that tearing can be a technique for the project.</li> <li>Create patterns in collage artwork by deciding how to organize the elements in a composition.</li> <li>Recognize that patterns are found in our environment and artists can be influenced by their environments.</li> </ul>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>markers, crayons, paint, watercolor paint, tempera paint, construction paper, clay</li> <li>Standard artwork prints</li> <li>References, Internet</li> <li>Student samples, teacher examples</li> </ul> <p><b>1.6</b></p> <ul style="list-style-type: none"> <li>markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper</li> <li>Standard artwork prints</li> <li>References, Internet</li> <li>Student samples, teacher examples</li> </ul> <p><b>1.7 and 1.8</b></p> <ul style="list-style-type: none"> <li>markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper, glue</li> <li>Standard artwork prints</li> <li>References, Internet</li> <li>Student samples, teacher examples</li> </ul>
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## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation
Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting



# Kindergarten Art

			Guided step-by-step Instructions
			Templates

**Unit Title:** Shape - Kindergarten

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS - Visual and Performing Arts**

##### Creating

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

##### *Performance Expectations:*

**1.5.2.Cr1a:** Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, the solve art and design problems.

**1.5.2.Cr1b:** Engage in individual and collaborative art making through observations and infestation of the world, and in response to personal interests and curiosity.

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

##### *Performance Expectations:*

**1.5.2.Cr2a:** Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

**1.5.2.Cr2b:** Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. **1.5.2.Cr2c:** Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

**1.5.2.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.

#### **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.

##### Presenting

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

##### *Performance Expectations:*

**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.

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

##### *Performance Expectations:*

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

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

##### *Performance Expectations:*

**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.

##### Responding

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

# Kindergarten Art

## *Performance Expectations:*

**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.

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

### *Performance Expectations:*

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

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

### *Performance Expectations:*

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

## Connecting

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

### *Performance Expectations:*

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

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

### *Performance Expectations:*

**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.

## **NJSLS for Visual and Performing Arts - Media Arts**

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

### *Performance Expectations*

**1.2.2.Cr1c:** Explore form ideas for media art production with support.

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

### *Performance Expectations*

**1.2.2.Cr2a:** Explore form ideas for media art production with support.

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

### *Performance Expectations*

**1.2.2.Cr3a:** Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### Producing

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

### *Performance Expectations*

**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.

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

### *Performance Expectations*

**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.

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

# Kindergarten Art

## *Performance Expectations*

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

## *Responding*

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

## *Performance Expectations*

**1.2.2.Re7a:** Identify, share and describe the components and messages in media artwork.

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

## *Performance Expectations*

**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.**

## *Performance Expectations*

**1.2.2.Re9a:** Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## *Connecting*

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

## *Performance Expectations*

**1.2.2.Cn10a:** Use personal experiences, interests, information and models in creating media artworks.

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

## *Performance Expectations*

**1.2.2.Cn11b:** Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## **NJSLS - 9.1 Personal and Financial Literacy**

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- 

### **Learning Opportunities/Strategies:**

*\*create gratitude cards, offer comfort cards, create sculptural comfort hearts, participate in community artwork, organize art donations, practice art cleanup jobs.*

## **NJSLS - 9.2 Career Awareness, Exploration, Preparation, and Training**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

### **Learning Opportunities/Strategies**

*\*create future career self-portrait, compare different art careers, explore different art fields.*

## **NJSLS - 9.4 Life Literacies and Key Skills**

- **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.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### **Learning Opportunities/Strategies:**

# Kindergarten Art

*\*create future career self-portrait, create thumbnail sketches, watercolor studies, sketchbooks, explore house design, create self portraits and culture posters.*

## Central Idea / Enduring Understanding:

Shape is of the seven elements of art.  
A Shape is two dimensional and created by line.  
There are various types of shapes.

## Essential/Guiding Question:

Where do you see shapes in nature?  
How many shapes can you observe in nature?  
Where do you see lines in the person made world?  
How do artists use shapes in their artwork?  
How can you use shapes to make art?  
How many shapes can you identify?

## Content:

Shape variety

- Geometric (square, triangle, etc.)
- Organic
- Zig zag
- Wavy
- Large
- Small
- Repeated
- Closed
- Irregular (abstract)

## Skills(Objectives):

SWBAT recognizes a variety of shapes.  
SWBAT utilizes a variety of shapes to create a work of art using various media.  
SWBAT organized movement in a work of art use the art element shapes  
SWBAT use the art element line to create the art element shape  
SWBAT gain exposure to the idea that shape is in one of the seven building blocks used in creating art

## Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

## NJSLS Standards for Mathematical Practice

- **4.** - Model with mathematics.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

## NJSLS ELA

- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## Stage 2: Assessment Evidence

### Performance Task(s):

-Project based assessments  
-Formative assessments  
-Summative assessments  
-Self assessment  
-Peer assessment  
-Open Ended-Projects

### Other Evidence:

Teacher observation  
Talk in turn  
Pair share  
Peer assessment  
Exit tickets

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### 1.1 Learning about Shape:

- Explore the art element shape.
- Recognize shapes as one of the ingredients artists use to create art.
- Create shapes through a project based lesson utilizing shapes as the focus.
- Exposure to vocabulary and concepts are the focus.

### Suggested Resources:

#### 1.1

- crayons, markers, oil pastels
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

# Kindergarten Art

## **1.2 Drawing shapes:**

- Review the definition of shapes
- Understand the concept that the art element line creates the art element shape.
- Recognize the variety of types of shapes that can be used.
- Create a project using shapes.

## **1.3 Shape collage:**

- Review and identify various shapes.
- Explore cutting, tearing and gluing.
- Use shapes in an artistic technique called collage.

## **1.4 Shape painting:**

- Recognize that shapes are two dimensional and created by line.
- Explore painting techniques
- Use painting strategies to complete an open ended project utilizing shapes.

## **1.5 Creating shapes into patterns:**

- Explore the art principle pattern. Art elements are building blocks; art principles are how we organize the building blocks.
- Recognize that patterns repeat. Pattern creating is a math skill, art and math overlap.
- Recognize that shapes can repeat into patterns.

## **1.6 Non-objective art with shapes:**

- Use shapes in a non-representational manner.
- Respond to representational or non-representational artworks in the environment.
- Create a composition using shapes without evidence of an absolute subject.

## **1.7 and 1.8 Shapes creating movement:**

- Organize the art element shape using the art principle movement.
- Create movement in artwork by deciding how to organize the shapes in a composition.

## **1.2**

- crayons, markers, watercolor crayons, oil pastels, soft pastels, paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **1.3**

- crayons, markers, paint, scratch art, paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **1.4**

- tempera paint, watercolor paint, paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **1.5**

- markers, crayons, paint, watercolor paint, tempera paint, construction paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **1.6**

- markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **1.7 and 1.8**

- markers, crayons, watercolor crayons, pastels, watercolor paint, tempera paint, construction paper
- Standard artwork prints
- References/Internet
- Student samples, Teacher examples

## **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Enrichment of Content	Choice of Materials	Choice of Materials	Choice of Materials
Visual examples	Visual examples	Visual examples	Visual examples
Provide Feedback	Provide Feedback	Provide Feedback	Provide Feedback
Lesson Extension	Flexible Grouping	Flexible Grouping	Flexible Grouping
Independent Study	Whole Class Participation	Whole Class Participation	Whole Class Participation

## Kindergarten Art

Peer Assistant Role	Guided Practice	Guided Practice	Guided Practice
Helping Teacher	Reinforce content	Reinforce content	Reinforce content
	Additional Assignment When Finished Early	Modified Assessment	Alternative Assessment
		Peer Assistance	Peer Assistance
		Reduced Workload	Reduced Workload
		Extended Time	Extended Time
			Individual Goal Setting
			Guided step-by-step Instructions
			Templates

## Kindergarten Art Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Color	7 days	--
Line	7 days	14 days
Pattern	8 days	22 days
Shape	8 days	30 days
CATEGORY TOTALS	30 days	

**Notes:** There are 30 Art sessions during the course of the year.