

Bedminster Township School

Subject Area: Art

Grade Level: K

Dates: Month (s) Pacing Guide: Time Frame

(students are on a 6-day cycle)

(see lessons for each grade level below)

Overview - PRIMARY COLORS

In this/these unit(s), students will better understand **primary colors** through drawing and other art forms.

Unit Rationale:

Students need to learn what primary colors are and how to recognize and use them properly in art. This information is helpful for students to learn since it gives them familiarity with names associated with different colors. Students will be able to understand what the colors look like and how they are made. Knowing the names and looks of colors is necessary in learning how to view the world and how they live. This knowledge gives perspective to everything from knowing what to wear each day to becoming an artist in the future.

Essential Questions / Enduring Understandings

Essential Questions

- What are the primary colors?
- How do you know they are primary colors?

Enduring Understandings

- Students will understand primary colors
- Students will understand why they are considered primary colors
- Students will understand when primary colors are used
- Define the value of primary colors
- Compare primary colors to other colors
- Students will learn to experiment and explore creatively

Skills / Knowledge Objectives

- Identify and name primary colors
- Visually distinguish between the colors
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Lesson 1: Is each section filled with the correct colored paper? Are they ripped into small pieces? Were the students able to complete the project with little to no assistance?

Lesson 2: Are each section colored with one solid different color? Are they in order?

Benchmark: use and explain primary colors before and at the end of the unit

Formative: Direct observation, checklist

Summative: class critique

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand, Have the 6 circles pre-drawn on the paper

Enrichment: have a paper with pre-drawn lines and a heart available. Show where to put the glue each time by covering areas not being used

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Mouse Paint the book as a video](#) 2:21
- Online resources: [Sesame Street colors video](#) 1:30 (3 primary colors)
- Primary Colors and Game in [Spanish video](#) 3:38
- Primary and All Colors in [French video](#) 1:30

Lesson: Colors - Tear Paper Heart

Pacing guide: 2-3 forty-minute classes

Objective: Understand the process of color mixing

Supplies: Paper, circle stencil, pencil, black pen or marker, red, yellow, blue crayon or, paint

Procedure:

- Trace 6 circles on the paper from left to right
- Starting from left fill in each circle with each color of the rainbow in order(RED, ORANGE, Yellow, Green, Blue Purple)
- Mix the get the secondary colors
- Trace with black marker and beak, eye, wings, and legs

Vocabulary: Primary, secondary, fill, space

Lesson: Colors

Unit: Primary colors/ Secondary colors

Lesson: Color wheel Birds

Pacing guide: 2 classes (40 min each)

Objective: Understand the process of color mixing

Supplies: Paper, circle stencil, pencil, black pen or marker, red, yellow, blue crayon or, paint

Procedure:

- Trace 6 circles on the paper from left to right
- Starting from left fill in each circle on with each color of the rainbow in order (RED, ORANGE, Yellow, Green, Blue Purple)
- Mix the get the secondary colors
- Trace with black marker and beak, eye, wings, and legs

Vocabulary: Primary, secondary, fill, space

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Art standards: 1-3 (Creating)

- 1: Generating and Conceptualizing ideas; 1.5.2.Cr.1a, 1.5.2.Cr1b
- 2: Organizing and Developing Ideas; 1.5.2.Cr2a,1.5.2.Crb,1.5.2.Cr2c
- 3: Refining and Completing products; 1.5.2.Cr3a

4-6 (Performing / Presenting / Producing)

- 4: Selecting, Analyzing, and interpreting work; 1.5.2.Pr4a
- 5: Developing and refining techniques and models or steps needed to create a product; 1.5.2.PR5a
- 6: Conveying meaning through art;

7-9 (Responding)

- 7: Perceiving and analyzing products; 1.5.2.Re7a,1.5.2.Re7b
- 8: Interpreting intent and meaning; 1.5.2.Re8a,
- 9: Applying criteria to evaluate products; 1.5.2.R3a

10-11 (Connecting)

- 10: Synthesizing and relating knowledge and personal experiences to create products; 1.5.2.Cn10a

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - PATTERNS

In this/these unit(s), students will better understand and explore **patterns, lines, and shapes** through drawing and other art forms.

Unit Rationale:

Students will explore working with patterns, lines, and shapes. By beginning with more simple lines, students will begin to experiment and will learn to rotate the paper and create designs. Motor skills and hand-eye coordination are essential skills that students will foster while being creative and imaginative.

Essential Questions / Enduring Understandings

Essential Questions

- What is a pattern, a line, and a shape?
- What does it mean to identify a pattern?
- How do you define pattern(s) to a friend?

Enduring Understandings

- Students will understand what a pattern is and will create them on their own
- Students will learn to experiment and explore imaginatively
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between a tracing and the final product
- Identify and name lines and shapes used
- Visually distinguish between colors that may be cool or warm
- Understand that they can choose the thick or thin lines or line weight of their choice
- Enhance exploration and knowledge of patterns
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Assessment:

Lesson 1: Did they color in a curved motion or straight lines? Did they blend the colors with no harsh separate lines? Did they glue the basket after the apples were glued down or are the apples on top of the basket not in?

Lesson 2: Are the line types drawn correctly? Can you tell them apart? Do they go across the paper? Were they able to trace it?

Lesson 3: Are the circles overlapping? Are they glued down in a pattern?

Benchmark: use and explain patterns before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down, 3-2-1, oral discussion

Summative: Share what was learned and why it is important, and explain how these skills can be used again, visual class critique

Alternative: give an outline of the lesson, work with a partner, extra time, less steps

Enrichment: assist others, add patterns in alternate language and forms

How do they explain patterns? Did they identify patterns on their own? What connections can they make to patterns?

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - Patterns Everywhere 2:11
- Online resources/book: National Geographic Patterns! 3:11
- MLL patterns Spanish “patronas”
- MLL patterns French “motifs”

Lesson: Geometric Shapes

Unit: Geometric shapes

Lesson 1: Step by step on how to draw a boy and girl with geometric shapes

Pacing Guide: 2 classes (40 minutes each)

Lesson: How to draw a person

Objective:

How to break down body parts into geometric shapes

Practice math skills by counting

Supplies/ resource materials:

Paper, pencil and colors and worksheet

Procedure:

Show the class in school and at home how you are going to draw in separate boxes

Explain how each body part is going to be a geometric shape.

Start in box one to draw a circle for the head close to the top of the box.

Box 2 is head and torso(body)

Box 3 head, body, and arms

Box 4 head, body, arms, and hands (how many fingers do you have?)

Box 5 Head, body, arms, hands and legs

Box 6 Head, body, arms, hands, legs and feet

Box 7 Head, body, arms, hands, legs, feet, and hair

On their own- Box 8 Head, body, arms, legs, hands, feet hair, and face

Vocabulary: geometric, space, line, draw, placement

Lesson: Geometric Shapes

Unit: lines

Lesson 2: Rainbow lines

Pacing guide: 2 classes(40 min each)

Objective: Draw and acknowledge various line

Materials: White paper, pencil, black marker or crayon, and Red, Orange, Yellow, Green, Blue, and Purple paint or crayons

Procedure: Draw each line listed going across the paper

- Straight, wavy, dotted, zig zag, curved cloud, castle, and curly cue

Vocabulary: color, space, line, draw, placement

Lesson: Geometric Shapes

Unit: Shapes - Pattern Making

Lesson: Caterpillar

Pacing guide: 1 class (40 minutes)

Objective: understanding what a pattern is and how to make one

Materials: pre-cut circles in different colors, glue, white paper 9x12, and crayons

Procedure:

- Have students pick 6, 2 different colored circles
- Show how to make a pattern and ask them to try after you with the circles
- Layer circles so they overlap. Glue down
- draw legs on the bottom of the circles and a face on the first circle.
- Draw a background of grass and sky. Label Pattern on top
- Practice writing

Vocabulary: Overlap, pattern, space, design, glue

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.
Organizing and developing ideas:
- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Standards

- Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
Anchor Standard 4: 1.5.2.Pr4a,
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. In this lesson titled “My Goal Drawing” students will identify what their personal goal is for the year.

Overview - Landscape

In this/these unit(s), students will better understand and explore **landscapes** through drawing and other art forms.

Unit Rationale:

Developing visual perspective and making connections with the environment are crucial foundational skills for students. Students will gain an appreciation for nature while learning basic artistic concepts including color and perspective.

Essential Questions / Enduring Understandings**Essential Questions**

- What are colors?
- What makes art what it is?
- How do you define landscape to a friend?

Enduring Understandings

- Understand the artists' intentions
- Begin to understand how big ideas and key concepts of art
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between colors
- Identify and name colors
- Visually distinguish between colors
- Spread paint appropriately with fingers and hands while helping hand-eye coordination
- Enhance sensory exploration and knowledge of patterns
- Explain the process of a base color and what happens when colors are mixed
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

What is landscape?

Benchmark: use and explain the landscape before and at the end of the unit

Formative: oral discussion, direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: class critique, give an outline of the lesson, work with a partner, extra time, hand over hand, fewer steps required, give printouts - templates

Enrichment: assist others, and add components to their landscape in alternate ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - *Outside In* 4:28
- Online resources: *Landscape* 5:13
- MLL Spanish - landscape - paisaje
- MLL French - landscape paysage

Lesson: Landscape

Unit: Landscape

Lesson: Sunrise landscape

Pacing guide: 1-2 classes (40 minutes each class)

Objective: Where would you find a landscape? Review of lines and space and new vocabulary

Materials: white paper, pencil, black crayon or marker, brown, and ROYGBIV colors

Procedure:

- Follow the teacher to create a large tree in the front of the paper, middle ground add a horizon line
- Add a half circle on the horizon line for sunrise
- Add bushes, other smaller trees, and flowers
- Trace with black and color

Vocabulary: landscape, space, form, line, horizon, ROYGBIV, fill

Spanish MLL: paisaje, espacio, forma, línea, horizonte, ROYGBIV, fil

French MLL: paysage, espace, forme, ligne, horizon, ROYGBIV, fil

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2**Performance Expectations:**

- 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. Organizing and developing ideas:
- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Visual Arts standards:

- Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
 Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
 Anchor Standard 4: 1.5.2.Pr4a,
 Anchor Standard 5: 1.5.2.Pr5a
 Anchor Standard 7: 1.5.2.Re7a, 1.5.2.Re7b,
 Anchor Standard 8: 1.5.2.Re8a
 Anchor Standard 9: 1.5.2.Cn10a
 Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS Media arts - ● 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.

NJSLS - Science Climate Change:

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. For example, in the lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - SELF-PORTRAIT

In this/these unit(s), art students will better understand **self-portraits** through drawing and painting.

Unit Rationale:

Students will define the style of painting called pointillism and how to recognize and use it properly in art. This information is helpful for students to learn since it gives them familiarity with color, layering, and contrast when creating detail in drawing and painting. Students will be able to understand what it is like to draw and layer colors using a variety of tools.

Essential Questions / Enduring Understandings

Essential Questions

- Why is it called a self-portrait?
- How does it feel to draw yourself?
- What do you need to include in a self-portrait?
- What are pixels?
- How do you define the word pointillism?
- What is a collection of colored dots?
- How does your art look close up and far away?

Enduring Understandings

- Students will understand they need to use different shapes when drawing
- Students will understand how to mix circles and lines with body shape
- Students will learn that everyone looks different
- Students will learn that they all have unique styles and ways of seeing themselves
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the importance of the placement of color
- Identify and name single and multiple points
- Compose basic shapes
- Use and blend colors using different materials
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be asked:

Can you see new body parts and features in each box?

Is the last box complete with a full body and features?

Could they create their full self-portrait alone or with help?

Benchmark: ask what a portrait and a self-portrait are before/end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: critique, and share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: add additional components to their self-portrait, assist others

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books
-
- I Like Myself Karen Beaumont Digital Book for Kids [video](#): 4:23

Lesson: Self-Portrait

Self-portrait

Lesson: How to draw a person

Pacing guide: 3 classes

Objective: draw a self-portrait with step-by-step instruction and discussion of features.

Materials: paper with 8 boxes pre-drawn and numbered, pencil and colors

Procedure:

- In each box add more body parts until you get to the last box where you have full features.
- As you go discuss what features we all have

Vocabulary: features, line, space, design, create, fill

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.

Organizing and developing ideas:

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

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community

- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials

Bedminster Township School

Subject Area: Art

Grade Level: 1

Dates: 2.5 Month (s) Pacing Guide: Time Frame 2-3 days per unit
(students on 6 day cycle)

(see lessons for each grade level below)

Overview - PRIMARY COLORS

In this/these unit(s), students will better understand **primary colors** through drawing and other art forms.

Unit Rationale:

Students need to learn what primary colors are and how to recognize and use them properly in art. This information is helpful for students to learn since it familiarizes them with names associated with different colors. Students will be able to understand what the colors look like and how they are made. Knowing the names and looks of colors is necessary in learning how to view the world and how they live. This knowledge gives perspective to everything from knowing what to wear each day to becoming an artist in the future.

Essential Questions / Enduring Understandings

Essential Questions

- What are the primary colors?
- How do you know they are primary colors?
- What role do primary colors play?
- Why are they called primary colors?

Enduring Understandings

- Students will understand primary colors
- Students will understand why they are considered primary colors
- Students will understand when primary colors are used
- Define the value of primary colors
- Compare primary colors to other colors
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship between colors, specifically primary colors
- Identify and name primary colors
- Visually distinguish between the colors
- Explain the process of a base color and what happens when colors are mixed
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Did they know their primary colors first? Did they locate their secondary colors second? Could they put the colors in order on the flower?

Benchmark: use and explain primary colors before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: identify colors in a variety of ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Mouse Paint the book as a video](#) 2:21
- Online resources: [Sesame Street colors video](#) 1:30 (3 primary colors)
- Primary Colors and Game in [Spanish video](#) 3:38
- Primary and All Colors in [French video](#) 1:30

Lesson: Flower Color Wheel

Pacing guide: 1-2 (40 min classes)

Objective: Review the colors of the color wheel in order

Materials:

- Pre-cut rectangles of primary and secondary colors and poster color wheel
- 12" x 18" white paper
- Glue stick, pencil, and scissors
- Scraps of warm and cool colors, Small squares of gray paper
- Lid or circle to trace

Procedure: Trace a gray circle for the center of the flower. Find the primary colors and place them in a triangle around the circle. Then find the secondary colors on paper petals and add those in between the primary colors. See if you can find the color petals that will come next. Glue down, add stem and green petals.

Vocabulary: cut, glue, locate, space, line, balance, movement, contrast, primary, secondary, color wheel

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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. Organizing and developing ideas:
- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - POINTILLISM

In this/these unit(s), art students will better understand **pointillism** through drawing and painting.

Unit Rationale:

Students will define the style of painting called pointillism and how to recognize and use it properly in art. This information is helpful for students to learn since it gives them familiarity with color, layering, and contrast when creating detail in drawing and painting. Students will be able to understand what it is like to draw and layer colors using a variety of tools.

Essential Questions / Enduring Understandings

Essential Questions

- Why is it important to layer colors?
- How does it feel to use dots to create art?
- What does contrast mean?
- What are pixels?
- How do you define the word pointillism?
- What is a collection of colored dots?
- How does your art look close up and far away?

Enduring Understandings

- Students will understand they need several reference images to choose from
- Students will understand how to dab colors “dots”
- Define how differing pressure will impact artwork
- Students will layer/mix/blend primary colors with other colors successfully
- Applying certain colors next to others will create different looks in art
- Applying dots close together will create a different look in art
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the importance of the placement of color
- Identify and name single and multiple points
- Compose basic shapes
- Use and blend colors using different materials
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Did they know their primary colors first? Did they locate their secondary colors second? Could they create art using dots that are close together?

Benchmark: ask what are primary colors, pointillism, and dots before/end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time, [pumpkin template](#)

Enrichment: identify colors in a variety of ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens, paint, cups, Q-tips [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books
- Children’s Museum of the Arts: [Pointillism defined](#)
- Seurat Pointillism Narrated Digital Storybook for Kids [video](#): 2:51

Lesson: Pointillism

Mixing colors with dots

Lesson: Pumpkin Art (Pointillism /Georges Seurat)

Pacing guide: 2-3 forty-minute classes

Objectives:

Students will be able to identify primary and secondary colors. Students will demonstrate an understanding of a color wheel through mixing exercises and be able to describe what happens when different colors are placed side by side.

Supplies: pumpkin template, pumpkin image as the object for still life, red, blue, and yellow tempera paint, paper plate palette, paintbrush, water, cup, card stock or watercolor paper, Q tips, and pencil

Vocabulary: Pointillism, blending, complimentary colors, primary colors, shape, line, mix, design, shadow

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

- 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. Organizing and developing ideas:
- 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.
- 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.

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

- 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.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - SELF-PORTRAIT

In this/these unit(s), art students will better understand **self-portraits** through drawing and painting.

Unit Rationale:

Students will define the style of painting called pointillism and how to recognize and use it properly in art. This information is helpful for students to learn since it gives them familiarity with color, layering, and contrast when creating detail in drawing and painting. Students will be able to understand what it is like to draw and layer colors using a variety of tools.

Essential Questions / Enduring Understandings

Essential Questions

- Why is it called a self-portrait?
- How does it feel to draw yourself?
- What do you need to include in a self-portrait?
- What are pixels?
- How do you define the word pointillism?
- What is a collection of colored dots?
- How does your art look close up and far away?

Enduring Understandings

- Students will understand they need to use different shapes when drawing
- Students will understand how to mix circles and lines with body shape
- Students will learn that everyone looks different
- Students will learn that they all have unique styles and ways of seeing themselves
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections

- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the importance of the placement of color
- Identify and name single and multiple points
- Compose basic shapes
- Use and blend colors using different materials
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be asked: Are all the features shown on the self-portrait near the correct places? Is the image colored completely and is a background present? Could they create their full self-portrait alone or with help?

Benchmark: ask what a portrait and a self-portrait are before/end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: critique, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: add additional components to their self-portrait, assist others

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing paper, poster board, and other materials [see each unit]
- Classroom books
- First Grade Self Portrait: [Self Portrait video](#) 6:02
- I Like Myself Karen Beaumont Digital Book for Kids [video](#): 4:23

Lesson: Self-Portrait

Self-portrait

Lesson: Bubble Gum Blowing Selfie

Pacing guide: 2-3 forty-minute classes

Objective: the difference between self-portrait and portrait

Content, Skills, and/or Resources/Materials: Pencil, paper, black marker or colored pencil, skin colors, tape, crayons, and a pink balloon

Procedure:

- Students looked at different self-portraits by famous artists and then learned how to draw the head by drawing an upside-down egg shape.
- Draw eyes like the shape of almonds, footballs, or lemons. Draw the nose, mouth, ears, and eyebrows.
- Students add a pattern of circles in the background, then trace over all their lines with a thick black Sharpie or colored pencil.
- Find a crayon that best matches their unique skin color and color in their self-portraits.
- For a final step, poke holes in their papers using a sharpened pencil, and a **pre-tied pink balloon** was attached to their self-portrait using tape on the back for their bubblegum-blowing selfies!

Vocabulary: Portrait, self-portrait, design, positive and negative shape, form, space

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.

Organizing and developing ideas:

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

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - COLLAGE ELEMENTS OF ART

In this/these unit(s), art students will better understand **collage elements of art** and express themselves through artistic expression. Students will be encouraged to learn about elements of art and design while creating artwork that uses fine motor skills, decision-making, color, lines, shapes, form, texture, and symmetry.

Unit Rationale:

Students will be introduced to the elements of art including color, lines, shapes, form, texture, and symmetry. Students will be able to cut materials, strengthen creativity ability and coordination, and enhance language skills through art. Important skills and imagination will be developed while having fun using different

textures and materials.

Essential Questions / Enduring Understandings

Essential Questions

- What does collage mean?
- What are the elements of art?
- What do you need to include in a collage?
- What are ways you can express mood and feeling in art?
- How do you explain collage-making to a peer?
- How can a collage represent who you are?

Enduring Understandings

- Students will understand the need to brainstorm and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Use and enhance fine motor skills
- Introduce students to collage-making
- Encourage creativity and expression
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be asked: Were they able to fill the background with glue wash and tissue paper? Did they spread out the cotton balls to make them wispy? Are the cotton ball wisps in a shape leading to the plane? Is the plane complete and added to the end of the clouds? Could they create their full collage alone or with help?

Benchmark: ask what a portrait and a self-portrait are before/at the end of the unit

Formative: Direct observation and participation, checklist, thumbs up/thumbs down

Summative: critique creativity and effort in their collage, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing/tissue paper, poster board, and other materials [see each unit]
- Picture Books with Collage Illustrations [video](#) 7:00
- Elements of Art: [National Gallery of Art K-4](#)
- Children's Museum of the Arts for Kids [video](#) 0:56

Lesson: COLLAGE ELEMENTS OF ART

Collage elements of art

Lesson: Airplane smoke drawing

Pacing guide: 2-3 forty-minute classes

Objective: collage using elements of art; Shape, Color, Line, Form, and Texture. We also use overlapping and crayon wax to resist painting throughout the lesson.

Supplies: Pre-cut tissue paper in warm colors, airplane photocopy, glue, water, bowls, paint brushes, and cotton balls

Procedure:

DAY 1: CREATE WARM TISSUE BACKGROUND by gluing down pre-cut warm-colored tissue paper squares with a water/glue mixture and a paintbrush to fill the paper. Students are encouraged to overlap as they glued pieces and to fill up the entire paper.

Day 2-3: Students draw a variety of lines and/or shapes using crayons, pressing hard inside their plane, leaving a bit of white background showing.

Then paint over the entire plane using watercolors, creating a crayon-wax resist. Planes were set aside to dry along with their tissue backgrounds until the next class.

Make a large heart on your tissue paper drawing, stretch cotton balls thin across the glue and add a line going off the paper with cotton. Add the plane at the end of the cotton line.

Vocabulary: Shape, Color, Line, Form, Texture, wax resist, painting, brush stroke, cut, overlap

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.

Organizing and developing ideas:

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

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community
- 9.1.2.CAP.4: List the potential rewards and risks of starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - STILL LIFE

In this/these unit(s), students will better understand **still life** and express themselves through artistic expression. Students will be encouraged to create a still-life composition inspired by famous artists.

Unit Rationale:

Students will be introduced to the elements that create a still life such as inanimate objects like fruit or flowers. Practicing skills already learned, like creating various types of lines and shapes will be enhanced as students paint objects around them. Students will be able to list all objects they see and learn what story those objects might tell the audience or viewer.

Essential Questions / Enduring Understandings

Essential Questions

- What does still life mean?
- What are the elements of a still life?
- What do you need to include in a still life?
- What are ways you can express mood and feeling in a still life?
- How do you explain still life to a peer?
- What are inanimate objects?

Enduring Understandings

- Students will understand the need to brainstorm and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Use and enhance fine motor skills
- Describe what is seen
- Analyze and carefully examine artwork
- Interpret the meaning
- Introduce students to still-life painting
- Encourage creativity and expression
- Use various materials already introduced and new
- Define the vocabulary terms listed within the lesson plan
- Share thoughts on different works of art

Assessment Questions to be asked: Are the three apples showing shadow and multiple colors? Is there a table and pattern on the tablecloth? Could they create their still life alone or with help?

Benchmark: ask what a Still Life is before/at the end of the unit

Formative: Direct observation and participation, checklist, thumbs up/thumbs down

Summative: critique creativity and effort in their collages, [still life criticism](#) worksheet, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: add more apples or fruit, assist classmates

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing/tissue paper, poster board, other materials [see each unit]
- Picture Books with Collage Illustrations [video](#) 7:00
- Still Life Drawing: [Still Life Drawing](#) 3:50
- Still Life Painting for Kids/Cezanne-inspired [video](#) 8:14, [download](#)
- How to Draw and Paint a Still Life like Henri Matisse [video](#) 8:45

Lesson: STILL LIFE

Still Life

Lesson: Cezanne Still Life Apples

Pacing Guide: 2 forty-minute classes

Objective: get a better understanding of what a still life is and how to create one

Supplies/ materials: paper, paint, paintbrush, water, cups, paper towels, black crayons, and pencil

Procedure:

Step 1: Draw three or four circles. I use black pastels, but black crayons would be right.

Step 2: Draw a "u" with a little line on it to create the stems.

Step 3: Draw the plate [or bowl] around the apples.

Step 4: Design your tablecloth using patterns

Step 5: Paint only one side of each apple either red or green.

Step 6: Add yellow to all of the apples and go back and add more red or green [or orange]. Step 7: Finish the rest of the painting.

Vocabulary: space, line, blend, design, texture, inanimate object (flower, fruit, bowl)

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

- 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.

Organizing and developing ideas:

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

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community
- 9.1.2.CAP.4: List the potential rewards and risks of starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - MIXED MEDIA

In this/these unit(s), art students will better understand **mixed media** and express themselves through artistic expression. Students will be encouraged to experiment and create mixed-media composition art focused on creativity, and different textures, using mediums like paint, paper, and other materials. Exploration of artwork will include varying approaches to communicate ideas and show individuality.

Unit Rationale:

Students will be introduced to mixed media combining a mixture of materials to create art and express themselves in different ways.

Essential Questions / Enduring Understandings

Essential Questions

- What does mixed media mean?
- What are the elements of mixed media?
- What do you need to include in mixed media?
- What are ways you can express mood and feeling in mixed media?
- How do you explain mixed media to a peer?

Enduring Understandings

- Students will understand the need to brainstorm and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Use and enhance fine motor skills
- Describe what is seen
- Analyze and carefully examine artwork
- Interpret the meaning
- Introduce students to mixed media
- Encourage creativity and expression
- Use various materials already introduced and new
- Define the vocabulary terms listed within the lesson plan
- Share thoughts on different works of art

Assessment Questions to be asked: Does the soup have identifiable letters?

Is the bowl cut out and added to the paper along with the napkin and spoon? Is the placemat complete? Can you tell me, what is design? Could they create their mixed media alone or with help?

Benchmark: ask what mixed media is before/end of the unit

Formative: Direct observation and participation, checklist, thumbs up/thumbs down

Summative: critique creativity and effort in their mixed media, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: add more media

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing/tissue paper, poster board, other materials [see each unit]
- Mixed Media Picture Books [list](#)
- What is Mixed Media Art: [Mixed Media Art](#) 1:52
- [Pete the Cat](#) and Pete the Cat art stories [video](#) 4:33
- [Holiday Alphabet Book](#)

Lesson: MIXED MEDIA

Mixed Media

Lesson: Alphabet Soup

Pacing Guide: 3 forty-minute classes

Objective: combines letter formation/identification with an understanding of mixed media and three-dimensional elements within an artwork.

Materials/supplies: oil pastels, liquid watercolor paint, markers, charcoal, circle to trace, 12x18 paper, plastic spoon, glue paintbrush, and container for water

Procedure:

Day 1

- Draw the alphabet using oil pastels inside the circle to create their alphabet soup. They were encouraged to draw their letters large, pressing hard.
- Once drawn, the letters should fill up the bowl, then draw small orange squares (for carrots) and green circles (for peas).
- Paint over their letters with a yellow-orange liquid watercolor (creating the broth), creating an oil pastel resist!

Day 2

- Use 12x18 white paper with a pre-drawn circle traced to the left with a Sharpie (room for a napkin)
- Draw vertical and horizontal lines with markers to create the Mat.
- Paint over marker lines with a wet brush to create a paint effect

Day 3

- Cut out the finished soup bowl and glue it to a circle on a large piece of paper
- Cut out a rectangle for a napkin and glue it to paper.
- Use charcoal for shadow on the edge of a napkin in an “L” shape (blend with finger)
- Add a plastic spoon to the napkin

Vocabulary: line, blend, design, texture, space, charcoal, pastels, mixed media, horizontal, vertical

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.

Organizing and developing ideas:

- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends. ●
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community
- 9.1.2.CAP.4: List the potential rewards and risks of starting a business (like as an artist or opening an art studio)

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - SCULPTURE

In this/these unit(s), art students will better understand **sculpture** and express themselves through artistic expression. Students will be encouraged to.

Unit Rationale:

Students will be introduced to sculpture.

Essential Questions / Enduring Understandings

Essential Questions

- What does sculpture mean?
- What are the elements of creating a sculpture?
- What do you need to include in sculptures?
- What are ways you can express mood and feeling in a sculpture?
- How do you explain what a sculpture is to a peer?

Enduring Understandings

- Students will understand the need to brainstorm and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Use and enhance fine motor skills
- Describe what is seen
- Analyze and carefully examine artwork
- Interpret the meaning
- Introduce students to the sculpture technique
- Encourage creativity and expression
- Use various materials already introduced and new
- Define the vocabulary terms listed within the lesson plan
- Share thoughts on different works of art

Assessment Questions to be asked: Does your pipe cleaner image resemble a person?

Did the students add extra pipe cleaners around the body to make it more firm and sturdy?

Could they create their sculpture alone or with help?

Benchmark: ask what mixed media is before/at the end of the unit

Formative: Direct observation and participation, checklist, thumbs up/thumbs down

Summative: critique creativity and effort in their mixed media, share what was learned and why it is important

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: Add more elements to the sculpture such as a head using a small wooden ball or pom pom. Use different pipe cleaner colors to create dimensional clothing in the image.

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, erasers, colored pencils, markers, pens [see each unit]
- Mixed media paper, tracing/tissue paper, poster board, other materials [see each unit]
- Sculpture Picture Books [list](#)
- Introduction to Sculpture Pipe Cleaner people [video](#) 1:22
- Dancing Person Pipe Cleaners [video](#) 4:57

Lesson: SCULPTURE

Sculpture

Lesson: Pipe Cleaner People

Pacing Guide: 1-2 forty-minute class(es)

Objective: Use different materials to make a 1-D image into a 4-D image

Materials/supplies: photocopy handout of stick people and different color pipe cleaners.

Procedure:

- Hand out printouts of stick figures posing in various ways.
- Pass out pipe cleaners and teach how to bend them together to create a figure
- Add 2 extra pipe cleaners twisted together to create a sturdy torso around the middle.
- Pose in various ways like the handout.

Vocabulary: line, Bendable, design, texture, 1-D, 4-D, sculpture mixed media, horizontal, vertical, diagonal

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

- 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.

Organizing and developing ideas:

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

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community
- 9.1.2.CAP.4: List the potential rewards and risks of starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

ELA Standards:

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions. B. Build on others' talk in conversations. C. Ask for clarification and further explanation as needed about the topics under discussion.

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks

- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials

Bedminster Township School

Subject Area: Art

Grade Level: 2

Dates: 2.5 Month (s) Pacing Guide: Time Frame 2-3 days per unit

(students on 6 day cycle)

(see lessons for each grade level below)

Overview - COLOR EXPLORATION

In this/these unit(s), students will better understand and explore **colors** through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn to define and differentiate colors. Students will be able to compare, sequence, and recognize colors.

Essential Questions / Enduring Understandings

Essential Questions

- What are colors?
- How do you define colors to a friend?

Enduring Understandings

- Students will understand what color means
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship between colors
- Identify and name colors
- Visually distinguish between colors
- Explain the process of a base color and what happens when colors are mixed
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Did they know their colors? Did they identify colors on their own? What connections can they make to colors?

Benchmark: use and explain colors before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add colors in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [The Art of Paul Cezanne](#)
- Online resources: [Sesame Street colors video](#) 1:30 (3 primary colors)
- Primary Colors and Game in [Spanish video](#) 3:38
- Primary and All Colors in [French video](#) 1:30

Lesson: Color Exploration

Pacing guide: 2 forty-minute classes

Unit Lesson: Review the colors of the color wheel for the Apple Basket lesson

Objective: Students will learn how to blend colors using oil pastels while practicing coloring in a curved motion and not straight lines.

Content, Skills, and/or Resources/Materials: : document camera to display apple images, oil pastels (red, orange, green, yellow) brown pre-cut construction paper basket, black marker, glue, scissors, white paper, apple stencils, and blue 9x11 construction paper

Procedure/Activity:

- Create an apple basket by learning how to color in the direction of the shape
- Study a variety of apples on the computer projector and multiple colors to see how to blend colors
- Practice cutting and gluing skills

Vocabulary: cross-hatching, blending, movement, balance, value, form, shape, rubbing

Spanish MLL: rayado cruzado, mezcla, movimiento, equilibrio, valor, forma, frotamiento

French MLL: hachures, mélange, mouvement, équilibre, valeur, forme, frottement

Lesson: Exploring Colors

Unit: Exploring colors

Lesson: Primary/ secondary circles

Objective: Review on Primary colors and how to mix secondary colors

Content, Skills, and/or Resources/Materials: white paper , circle stencils, primary color crayons

Procedure:

1. Trace 10 circles overlapping
2. In the main part of the circle use a primary color to color it in dark
3. Try not to use the same colors next to each other

4. Where the colors overlap, blend the two colors to create a secondary color.

Vocab: Primary, Secondary, color, shape and line

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

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

Art standards: 1-3 (Creating)

- 1: Generating and Conceptualizing ideas; 1.5.2.Cr.1a, 1.5.2.Cr1b
- 2: Organizing and Developing Ideas; 1.5.2.Cr2a,1.5.2.Crb,1.5.2.Cr2c
- 3: Refining and Completing products; 1.5.2.Cr3a

4-6 (Performing / Presenting / Producing)

- 4: Selecting, Analyzing, and interpreting work; 1.5.2.Pr4a
- 5: Developing and refining techniques and models or steps needed to create a product; 1.5.2.PR5a
- 6: Conveying meaning through art;

7-9 (Responding)

- 7: Perceiving and analyzing products; 1.5.2.Re7a,1.5.2.Re7b
- 8: Interpreting intent and meaning; 1.5.2.Re8a,
- 9: Applying criteria to evaluate products; 1.5.2.R3a

10-11 (Connecting)

- 10: Synthesizing and relating knowledge and personal experiences to create products; 1.5.2.Cn10a

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. For example, the lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - Landscape

In this/these unit(s), students will better understand and explore **landscapes** through drawing and other art forms.

Unit Rationale:

Students will explore color, learn to paint creatively, and improve their fine motor skills using their fingers. Sensory skills will be brought to life using colors of their choice. Students will explore geometric shapes, textures, and colors while being encouraged to learn about nature and the environment.

Essential Questions / Enduring Understandings

Essential Questions

- What are colors?
- What does it mean to finger paint?
- How do you define fingerpainting to a friend?

Enduring Understandings

- Students will understand what fingerpainting means
- Students will learn to experiment and explore creatively using their fingers to paint
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between colors
- Identify and name colors
- Visually distinguish between colors
- Spread paint appropriately with fingers and hands while helping hand-eye coordination
- Enhance sensory exploration and knowledge of patterns
- Explain the process of a base color and what happens when colors are mixed
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

What is landscape?

Benchmark: use and explain landscape before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add components to their landscape in alternate ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Let's Paint](#) 1:50
- Online resources: [Finger Painted Tree](#) 1:05
- MLL - Finger paint in Spanish: pintura de dedos
- MLL - Paint in Spanish: pintura

Lesson: Landscape - Fingerprint Fall Tree**Unit 2:** Landscape**Lesson:** Fingerprint Fall Tree**Pacing guide:** 2 forty-minute classes

Objective: Create a fall tree while learning about shape, balance, texture, movement, and emphasis.

Content, Skills, and/or Resources/Materials: White paper, brown, blue-green, and yellow crayons, pencils, erasers, finger paint or stamp pads, and example

Procedure/Activity :

- Draw a tree and use fingerprints to add leaf details. Look at the media for color ideas and designs.
- Create a background with sky and begin the landscape

Vocabulary: blend, layer, mix, color, movement, balance, emphasis, space

Spanish MLL: mezcla, capa, mezcla, color, movimiento, equilibrio, énfasis, espacio

French MLL: mélange, couche, mélange, couleur, mouvement, équilibre, emphase, espace

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)**Performance Expectations:**

- 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.
Organizing and developing ideas:
- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
- 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Visual Arts standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a

Anchor Standard 9: 1.5.2.Cn10a

Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS Media arts - • 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.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. For example, the lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - SELF PORTRAIT

In this/these unit(s), students will better understand and explore **self-portrait drawing** through drawing and other art forms.

Unit Rationale:

Students will explore and celebrate diversity and self-expression by creating self-portraits. Creating self-portraits will allow all students to explore and choose colors and looks of their skin tone to accurately reflect their skin color. Students will have time to brainstorm ways to express their interests while considering emotion and color for the portrait they create.

Essential Questions / Enduring Understandings

Essential Questions

- What is a self-portrait?
- What does it mean to create a self-portrait?
- How do you define self-portrait to a friend?

Enduring Understandings

- Students will understand what a self-portrait means
- Students will learn to experiment and explore imaginatively
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between a sketch and brainstorming ideas to their final product
- Identify and name colors
- Visually distinguish between colors
- Understand that they can choose the emotion of their choice
- Enhance sensory exploration and knowledge of patterns
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe self-portrait?

Benchmark: use and explain self-portrait before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add to their self-portrait in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [The Skin You Live In by Michael J. Tyler Read Aloud](#) 4:34
- Online resources: [Learn to Draw Self Portrait](#) 3:01
- MLL Self Portrait: Spanish “autorretrato”
- MLL Self Portrait: French “autoportrait”

Lesson: Portrait Drawing

Unit 2: Portrait Drawing

Lesson: Portrait - Goal Drawing

Pacing guide: 2 forty-minute classes

Objective: Incorporate self-portrait with writing and *SEL (learn about yourself) we are all unique and different*

Supplies: Paper, Pencil, colors, mirror, black marker or colored pencil

Activity: Create a self-portrait about what this year may look like through their eyes. What their goal is

Accommodations/Modifications for special populations including MLLESL/ELL, At Risk, IEP, and enrichment:

Visual printout (in the home language, if needed) of step-by-step drawings simplified, written instructions, visual demonstration with the teacher, sitting closer to the board during a demonstration of drawing, extra time to complete

Activity: Draw a self-portrait from the nose up and a sign covering the bottom half of the face. Write what their goal is for the year. Self Exploration

Vocabulary: self-portrait, line, design, facial features, space, fair, respect, individual rights

Spanish MLL: autorretrato, línea, diseño, rasgos faciales, espacio, justa, respeto, derechos individuales

French MLL: autoportrait, ligne, design, traits du visage, espace, juste, respect, droits individuels

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Media Arts Standards:

- 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.
- Organizing and developing ideas:
- 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.
 - 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Visual arts standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a

Anchor Standard 9: 1.5.2.Cn10a

Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

ELA Standards:

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions. B. Build on others' talk in conversations. C. Ask for clarification and further explanation as needed about the topics under discussion.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. This lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - PATTERNS

In this/these unit(s), students will better understand and explore **patterns** through drawing and other art forms.

Unit Rationale:

Students will explore working with patterns and how to think like a designer. By beginning with more simple lines, students will begin to experiment and will learn to rotate paper and create designs. Motor skills and hand-eye coordination are essential skills that students will foster while being creative and imaginative.

Essential Questions / Enduring Understandings

Essential Questions

- What is a pattern?
- What does it mean to identify a pattern?
- How do you define pattern(s) to a friend?

Enduring Understandings

- Students will understand what a pattern is and will create them on their own
- Students will learn to experiment and explore imaginatively
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between a tracing and the final product
- Identify and name lines and shapes used
- Visually distinguish between colors that may be cool or warm
- Understand that they can choose the thick or thin lines or line weight of their choice
- Enhance exploration and knowledge of patterns
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain patterns? Did they identify patterns on their own? What connections can they make to patterns?

Benchmark: use and explain patterns before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add patterns in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Patterns Everywhere](#) 2:11
- Online resources/book: [National Geographic Patterns!](#) 3:11
- MLL patterns Spanish “patronas”
- MLL patterns French “motifs”

Lesson: Patterns

Unit 2: Patterns

Lesson: Name Patterns

Pacing guide: 4 forty minute classes

Objective: create patterns around their name to fill the entire paper

Content, Skills, and/or Resources/Materials: 8x10 paper, pencil, and markers and colored 12x18 frame paper

Procedure:

- The teacher writes each student’s name large from top to bottom. If the name is too big abbreviate
- Showing examples of work explains how the patterns are going to touch each other throughout the paper not showing any white of the paper
- Step by step on the first letter draw on the board how they will start their patterns.
- Have them continue this pattern until they complete their name
- They must use two colors per pattern and make the name colorful.
- Walk around and ensure all understand. Ask them to show each other their work at their assigned tables for help.
- Each class continues patterns touching the previous pattern. Many have trouble with this concept so working on this is important for second grade.

Vocabulary: Pattern, line, shape, fill, space, color, opposite color, movement, emphasis, rhythm

Spanish MLL: Patrón, línea, forma, relleno, espacio, color, color opuesto, movimiento, énfasis, ritmo

French MLL: Motif, ligne, forme, remplissage, espace, couleur, couleur opposée, mouvement, emphase, rythme

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

- 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.
- Organizing and developing ideas:

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

Standards

- Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
 Anchor standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
 Anchor Standard 4: 1.5.2.Pr4a,
 Anchor Standard 5: 1.5.2.Pr5a
 Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
 Anchor Standard 8: 1.5.2.Re8a
 Anchor Standard 9: 1.5.2.Cn10a
 Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. This lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - COLLAGE

In this/these unit(s), art students will better understand **collage elements of art** and express themselves through artistic expression. Students will be encouraged to learn about elements of art and design while creating artwork that uses fine motor skills, decision-making, color, lines, shapes, form, texture, and symmetry.

Unit Rationale:

Students will be introduced to the elements of art including color, lines, shapes, form, texture, and symmetry. Students will be able to cut materials, strengthen creativity ability and coordination, and enhance language skills through art. Important skills and imagination will be developed while having fun using different textures and materials.

Essential Questions / Enduring Understandings**Essential Questions**

- What does collage mean?
- What are the elements of art?
- What do you need to include in a collage?
- What are ways you can express mood and feeling in art?
- How do you explain collage-making to a peer?
- How can a collage represent who you are?

Enduring Understandings

- Students will understand the need to brainstorm, sketch, outline and think about their creation
- Students will understand that they can sketch their ideas ahead of time
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Use and enhance fine motor skills
- Discuss what is realistic vs abstract
- Introduce students to collage-making
- Encourage creativity and expression
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain collage?

Benchmark: use and explain collage before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add to their collage in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Leaf Man Read Aloud & Nature Crafts](#) 11:00
- MLL leaves: Spanish “hojas”

Lesson: Collage

Unit: Collage

Lesson: TieDye Leaves

Pacing guide: 2 forty-minute classes

Objective: Students create a fall display with mixed media

Content, Skills, and/or Resources/Materials: Watercolor leaves, markers in fall colors, trays, water droppers and bowls, doilies, glitter water paint, sharpie marker, hay, red and orange glitter, and hole puncher

Procedure/Activity: Look at images of fall leaves and discuss colors. Use technology for resources and drawing to learn how the leaves change color.

Vocabulary: tie dye, blend, fill, contrast, shape, space, science

Spanish MLL: teñido anudado, mezcla, llenar, contraste, forma, espacio, ciencia

French MLL: teinture de cravate, mélange, remplissage, contraste, forme, espace, science

Lesson: Explore Colors with Collage

Unit: Explore colors with collage

Lesson: ROYGBIV

Objective: Review the colors of the rainbow while creating a St. Patrick's Day image

Content, Skills, and/or Resources/Materials: Color wheel, crayons, photocopy, glue and scissors, hole puncher, and yellow construction paper

Procedure/ Activity: Design an image of a rainbow using the acronym ROYGBIV

Lesson: Collage

Unit: Collage

April Showers Bring May Flowers

Objective: Learn about the seasons and create a collage

Content, Skills, and/or Resources/Materials: Watercolor paper, umbrella stencils, colored cardboard pieces, scissors, glue, string, construction paper, and hole puncher

Procedure/Activity: :

Design a collage that represents April being rainy and May flowers growing with a collage

Vocabulary: overlap, fill, shape, line

Spanish MLL: superponer, rellenar, dar forma, línea

French MLL: chevauchement, remplissage, forme, ligne

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

- 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. Organizing and developing ideas:
- 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
- 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, and connections with family and friends.
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Art Standards

- Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
 Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
 Anchor Standard 4: 1.5.2.Pr4a,
 Anchor Standard 5: 1.5.2.Pr5a
 Anchor Standard 7: 1.5.2.Re7a, 1.5.2.Re7b,
 Anchor Standard 8: 1.5.2.Re8a
 Anchor Standard 9: 1.5.2.Cn10a
 Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

Media Art Standards: 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.Re7b: Identify, share, and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Lesson: Explore Colors with Collage

Art Standards

- Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
 Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
 Anchor Standard 3: 1.5.2.Cr3a
 Anchor Standard 4: 1.5.2.Pr4a,
 Anchor Standard 5: 1.5.2.Pr5a
 Anchor Standard 7: 1.5.2.Re7a, 1.5.2.Re7b,
 Anchor Standard 8: 1.5.2.Re8a
 Anchor Standard 9: 1.5.2.R3a
 Anchor Standard 10: 1.5.2.Cn10a
 Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

Media Arts standards:

- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods, and materials.
- 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.

Lesson: May Flowers

- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods, and materials.
- 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.

NJSLS - V&PA Art Standards

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c

Anchor Standard 3: 1.5.2.Cr3a

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a

Anchor Standard 9: 1.5.2.R3a

Anchor Standard 10: 1.5.2.Cn10a

Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year. This lesson titled “ My Goal Drawing” students will identify what their personal goal is for the year.

Overview - HOLIDAYS

In this/these unit(s), students will better understand and explore **holidays** through drawing and other art forms as well as through their understanding of communities and culture.

Unit Rationale:

Students will explore and understand that there are various holidays and will be allowed to build and explore their school and peer communities.

Essential Questions / Enduring Understandings

Essential Questions

- What is a holiday?
- What does it mean to celebrate a holiday?
- How do you define a holiday to a friend?

Enduring Understandings

- Students will understand families celebrate differently

- Students will learn to experiment and explore imaginatively through holiday art
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between families and friends as they celebrate in unique ways
- Identify and name holidays and traditions
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

What do they know about holidays? Did they identify with any on their own? What connections can they make to holidays, family or communities?

Benchmark: use and explain colors before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add to what they know and understand about holidays in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [I have a Dreidel](#) 2:57
- Online resources/book: [How to draw a dreidel](#) 1:50
- MLL dreidel Spanish “trompo”
- MLL candy cane Spanish “baston de caramelo”

Lesson: Holiday

Unit: Holiday

Lesson: Christmas Candy Canes

Objective: Learn about the Christmas traditions while creating a craft (hand-eye coordination)

Pacing guide: 1-2 forty-minute classes

Content, Skills, and/or Resources/Materials:

Activity: Create Overlapping candy canes with light and shadows. Have finished examples for students to observe as well as printouts to cut and trace. Learn to blend light and dark while adding dimension

Vocabulary: Overlapping, form, shape, space, line, stripes, shadow, blend, dimension

Spanish MLL: Superposición, forma, espacio, línea, rayas, sombra, mezcla, dimensión

French MLL: Chevauchement, forme, forme, espace, ligne, rayures, ombre, mélange, dimension

Lesson: Holiday

Lesson: Hanukkah Dreidel

Objective: Learn about the Hanukkah tradition of spinning the dreidel while creating a dreidel pattern

Pacing guide: 1-2 forty-minute classes

Content, Skills, and/or Resources/Materials: Pre-cut blue dreidels for each student, blue and white felt and blue and white tissue paper, glue, and black marker

Activity: what does this holiday symbolize? Design a 1-d Dreidel and then create a 3-d dreidel using clay. Write symbols on each side.

Vocabulary: dreidel, design, pattern, form, line

Spanish MLL:trompo, diseño, modelo, formar, línea

French MLL: dreidel, conception, modèle, forme, ligne

Lesson: Holiday

Unit 14: Mother's Day

Objective: Create a card for Mother's Day

Content, Skills, and/or Resources/Materials: Cardboard frames, colored construction paper, glue, rhinestone, scissors, saying photocopy

Procedure/ Activity: Create a mothers day card craft

Vocabulary: design, pattern, layer

Spanish MLL: diseño, patrón, capa

French MLL: conception, motif, couche

Alternate Mother's Day or Father's Day

DIVERSE FAMILIES ON MOTHER'S & FATHER'S DAYS

Read stories and create Mother's Day and Father's Day projects that best fit their family dynamic.

K-2

Pacing guide: 2 classes 1 hour

Supplies: Stella Brings the Family book by Miriam B. Schiffer, paper, pencil, colors, black marker

OBJECTIVES: Students will develop empathy and acceptance for diverse families. Students will see mirrors and windows with regard to family diversity.

2nd grade Father's Day art lesson using technology:

<https://classroom.google.com/w/MTU4NTQxNzU1Mzg0/t/all>

Lesson: Holiday

Unit 15: Memorial Day

Objective: To honor the Soldiers who fought for our country while creating an image with mixed media

Pacing guide: 2 classes 40 min each

Content, Skills, and/or Resources/Materials: images from the internet on soldiers, white paper, crayons, person stencil, pencil, and colored pencils

Procedure/Activity: Create a Memorial Day drawing using stencils, and technology to understand the holiday and areas of military

Vocabulary: utilize, fill, space, shape, line, design

Spanish MLL: utilizar, llenar, espacio, forma, línea, diseño

French MLL: utiliser, remplir, espace, forme, ligne, conception

Lesson: TECHNOLOGY and DRAWING

Unit: Technology Art Drawing

Lesson: Father's Day (Holiday)

Pacing guide: 2 classes

Objective: Follow along to create a step-by-step drawing and card to celebrate a man in a child's life or woman.

Content, Skills, and/or Resources/Materials: computer, drawing video to go with teacher instruction, white paper. Pencil, black marker, and colors. Must be able to follow along

Activity: Follow along with the video on how to draw children hanging on a parent's leg. Discuss family situations and the drawing should be modified for them. Do they have a sibling? Do they have a dad or grandpa they can draw or two moms?

<https://classroom.google.com/w/MTU4NTQ5MTkwNjA2/t/all>

Vocabulary: design, draw, line, texture, 3-d, shadow, create

Spanish MLL: diseño, dibujar, línea, textura, 3-d, sombra, crear

French MLL: conception, dessiner, ligne, texture, 3D, ombre, créer

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.
- Organizing and developing ideas:
 - 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.
- 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.
- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context
 - 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, and connections with family and friends.
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

Lesson Plan: Mother's Day

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
Anchor Standard 4: 1.5.2.Pr4a,
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.R3a
Anchor Standard 10: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

ELA Standards:

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions. B. Build on others' talk in conversations. C. Ask for clarification and further explanation as needed about the topics under discussion.

1.5 Visual Arts Standards by the end of 2nd grade

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a

Lesson Plan: Memorial Day

NJSLS - V&PA: Visual Arts Standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,
Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
Anchor Standard 3: 1.5.2.Cr.3a
Anchor Standard 4: 1.5.2.Pr4a,
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.R3a
Anchor Standard 10: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

Overview - CUTTING

In this/these unit(s), students will better understand the art of **cutting**.

Unit Rationale:

Students will explore and understand that there are various ways to cut objects.

Essential Questions / Enduring Understandings**Essential Questions**

- What does it mean to cut something into sections or pieces?
- How can objects be cut?
- How do you define cutting an object to a friend?

Enduring Understandings

- Students will understand how to cut safely
- Students will learn to experiment and explore cutting objects
- Students will have the opportunity to cut creatively
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand no two snowflakes are alike
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Did they cut alone or with assistance?

Benchmark: explain how to cut safely before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add additional cuts to their own work and explain the rationale behind their cuts

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [I have a Dreidel](#) 2:57
- Online resources/book: [How to draw a dreidel](#) 1:50
- MLL dreidel Spanish “trompo”
- MLL candy cane Spanish “baston de caramelo”

Lesson: Cutting**Unit:** Cutting**Lesson:** Snowflakes**1 forty-minute class****Objective:** Hand-eye coordination lesson with cutting and symmetry**Content, Skills, and/or Resources/Materials:** coffee filter, trays, scissors, pencil**Activity:** cut a snowflake using geometric shapes

- Discuss how every snowflake is unique and special
- Fold the coffee filter into a triangle 3 times
- Draw shapes on the edge of the folded triangle leaving white spaces
- Cut out shapes and open

Vocabulary: symmetry, balance, blend, cool colors

Spanish MLL: simetría, equilibrio, mezcla, colores fríos

French MLL: symétrie, équilibre, mélange, couleurs froides

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

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

Visual Arts Standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
 Anchor Standard 4: 1.5.2.Pr4a,
 Anchor Standard 5: 1.5.2.Pr5a
 Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
 Anchor Standard 8: 1.5.2.Re8a
 Anchor Standard 9: 1.5.2.Cn10a
 Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

Overview - FORESHORTENING

In this/these unit(s), students will better understand the art of **foreshortening**.

Unit Rationale:

Students will explore and understand the complex principle called foreshortening. They will understand that objects closer to the viewer appear larger and those farther away appear smaller.

Essential Questions / Enduring Understandings

Essential Questions

- What does it mean to foreshorten?
- How can objects appear smaller or larger?
- How do you define foreshortening to a friend?

Enduring Understandings

- Students will understand how objects can appear smaller and larger through foreshortening
- Students will learn to experiment and explore drawing using foreshortening
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the differences between smaller and larger and appearance
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain and use foreshortening?

Benchmark: use and explain foreshortening before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again
Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand
Enrichment: assist others, add additional foreshortening techniques to their work
Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Foreshortening](#) 5:38
- MLL foreshortening Spanish “escorzo”

Lesson: Foreshortening

Unit: Foreshortening

Lesson: Hot Air Balloons

1-2 forty-minute classes

Objective: Understand objects further away appear smaller and objects closer appear larger.

Content, Skills, and/or Resources/Materials: paper, pencil, colors, drawing, depth

Activity: The balloons resemble light bulbs and will be drawn from small to big. fold the paper in half, the top portion will be where the hot air balloons are and below the fold will be the ground(horizon line) . Draw a small, light bulb-shaped balloon in the top corner with a square basket, a middle medium balloon/ basket, and then the last larger.

Below the horizon line draw land and be creative.

Vocabulary: space, line, texture, form, horizon line depth, pattern and shape

Spanish MLL: espacio, línea, textura, forma, profundidad de la línea del horizonte, patrón y forma

French MLL:espace, ligne, texture, forme, profondeur de la ligne d'horizon, motif et forme

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2](#)

Performance Expectations:

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

Visual Arts Standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c
Anchor Standard 4: 1.5.2.Pr4a,
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

Overview - LINES

In this/these unit(s), students will better understand the art of drawing **lines**.

Unit Rationale:

Students will be introduced to, explore and understand how to draw different kinds of lines by observing objects around them. They will have the opportunity to create lines horizontally and vertically as well as diagonally.

Essential Questions / Enduring Understandings

Essential Questions

- What is a line?
- How can lines be similar and different?
- How do you define lines to a friend?

Enduring Understandings

- Students will understand how to draw lines
- Students will learn to create a variety of lines
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the differences between lines
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Did they know how to draw various lines? Did they identify the lines on their own? What connections can they make to lines (other subject areas like math and science)?

Benchmark: use and explain lines before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add additional lines

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- MLL lines Spanish “la linea”

Lesson: LINES

Unit 9: Lines

Lesson: Zig Zag Hands

Objective: follow the pattern of pointed lines and learn the warm vs- cool colors

Content, Skills, and/or Resources/Materials: photocopy paper of hand and lines, warm and cool colors crayons or markers

Procedure/Activity: learn how to draw zig-zag lines to create a pattern along with incorporating traced hands. Warm colors in the hand pattern and cool in the zig-zag pattern

Vocabulary: line, zig-zag, horizontal, vertical, diagonal, pattern warm versus cold colors

Spanish MLL: línea, zig-zag, horizontal, vertical, diagonal, patrón colores cálidos versus colores fríos

French MLL: ligne, zigzag, horizontal, vertical, diagonale, motif couleurs chaudes et froides

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

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

Visual Arts Standards

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,
Anchor Standard 5: 1.5.2.Pr5a
Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,
Anchor Standard 8: 1.5.2.Re8a
Anchor Standard 9: 1.5.2.R3a
Anchor Standard 10: 1.5.2.Cn10a
Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

Overview - ART HISTORY

In this/these unit(s), students will better understand **art history**.

Unit Rationale:

Students will understand the study of art from across the world and from different viewpoints. These understandings will offer students critical thinking opportunities while analyzing different cultures and societies. Having a deeper understanding and appreciation of art opens up new experiences for students.

Essential Questions / Enduring Understandings

Essential Questions

- What is art history?
- How can history be similar and different?
- How do you art history to a friend?

Enduring Understandings

- Students will understand and appreciate different styles and techniques used in art
- Students will learn that artists have different styles
- Students may make connections with artists and classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand how various objects are used in different types of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain art history? What connections can they make with art history and the world around them?

Benchmark: use and explain art history before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about art history or other world connections

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- MLL lines Spanish “la linea”

Lesson: Art History

Unit: Art History

Lesson: Jackson Pollock

Pacing guide: 2 classes

Objective: Create artwork based on the Famous Artist Jackson Pollock

Content, Skills, and/or Resources/Materials: Watercolor paint, water, straw, watercolor paper, marker, dropper, pencil

Procedure/Activity:

- watch a video on Jackson Pollack and discuss with the class his style of work
- Pass out watercolor paints, paper, a straw, a pencil, and a tray per child
- explain that the paper must stay on the tray at all times and try not to get paint anywhere but the tray.
- Write your name and class on the back of the paper and flip over
- Tap the straw in a color and gently tap it on the paper. at an angle blow the paint across the paper. Keep doing this until the paper is filled.

Vocabulary: fill, Jackson Pollock, movement art, abstract

Spanish MLL: relleno, Jackson Pollock, arte en movimiento, abstracto

French MLL: remplir, Jackson Pollock, art du mouvement, abstrait

Lesson: ART HISTORY

Unit: Art History

Lesson: Keith Haring

Pacing guide: 2 classes

Objective: Art history, viewpoints, technique, and balance in Graffiti art and Pop art

Content, Skills, and/or Resources/Materials: Images online of Keith Haring's work, cut-out stencils, white paper, black markers, colored paper, scissors, and glue.

Activity: Watch a video on Haring's life and compare vandalism to street art or urban art. Create a “Dancing figure” image in the shape of Keith's iconic works.

Vocabulary: pop art, graffiti, viewpoint, balance, technique

Spanish MLL: arte pop, pintada, punto de vista, equilibrio, técnica

French MLL: pop art, graffiti, point de vue, équilibre, technique

Performance Expectations:

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

Visual Arts Standards

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b, 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a

Anchor Standard 9: 1.5.2.R3a

Anchor Standard 10: 1.5.2.Cn10a

Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - Social Studies

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

In this/these unit(s), students will better understand the art of drawing **lines**.

Unit Rationale:

Students will be introduced to, explore and understand how to draw different kinds of lines by observing objects around them. They will have the opportunity to create lines horizontally and vertically as well as diagonally.

Essential Questions / Enduring Understandings

Essential Questions

- What is a line?
- How can lines be similar and different?
- How do you define lines to a friend?

Enduring Understandings

- Students will understand how to draw lines
- Students will learn to create a variety of lines
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the differences between lines
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How can they explain what they know about lines?

Benchmark: use and explain lines before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add lines in alternate ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- MLL lines Spanish “la linea”

Lesson: ART HISTORY

Unit: Art History

Lesson: Jackson Pollock

Pacing guide: 2 classes

Objective: Create artwork based on the Famous Artist Jackson Pollock

Content, Skills, and/or Resources/Materials: Watercolor paint, water, straw, watercolor paper, marker, dropper, pencil

Procedure/Activity:

- watch a video on Jackson Pollack and discuss with the class his style of work
- Pass out watercolor paints, paper, and straw, a pencil, and a tray per child
- explain that the paper must stay on the tray at all times and try not to get paint anywhere but the tray.

- Write your name and class on the back of the paper and flip over
- Tap the straw in a color and gently tap it on the paper. at an angle blow the paint across the paper. Keep doing this until the paper is filled.

Vocabulary: fill, Jackson Pollock, movement art, abstract

Spanish MLL: relleno, Jackson Pollock, arte en movimiento, abstracto

French MLL: remplir, Jackson Pollock, art du mouvement, abstrait

Lesson: TECHNOLOGY and DRAWING

Unit: Technology art drawing

Lesson: Father's Day

Pacing guide: 2 classes

Objective: Follow along to create a step-by-step drawing and card to celebrate a man in a child's life or woman.

Content, Skills, and/or Resources/Materials: computer, drawing video to go with teacher instruction, white paper. Pencil, black marker, and colors. Must be able to follow along

Activity: Follow along with the video on how to draw children hanging on a parent's leg. Discuss family situations and the drawing should be modified for them. Do they have a sibling? Do they have a dad or grandpa they can draw or two moms?

<https://classroom.google.com/w/MTU4NTQ5MTkwNjA2/t/all>

Vocabulary: design, draw, line, texture, 3-D, shadow, create

Spanish MLL:diseño, dibujar, línea, textura, 3-D, sombra, crear

French MLL: concevoir, dessiner, ligne, texture, 3D, ombre, créer

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 2

Performance Expectations:

- 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.

Organizing and developing ideas:

- 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.

- 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.

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

- 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.

Visual arts Standards:

Anchor Standard 1: 1.5.2.Cr1a, 1.5.2.Cr1b,

Anchor Standard 2: 1.5.2.Cr2a, 1.5.2.Cr2b , 1.5.2.Cr2c

Anchor Standard 4: 1.5.2.Pr4a,

Anchor Standard 5: 1.5.2.Pr5a

Anchor Standard 7: 1.5.2.2Re7a, 1.5.2.Re7b,

Anchor Standard 8: 1.5.2.Re8a

Anchor Standard 9: 1.5.2.R3a

Anchor Standard 10: 1.5.2.Cn10a

Anchor Standard 11: 1.5.2.Cn11a, 1.5.2.Cn11b

NJSLS - V&PA

- 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.
- 1.5.2.Cr1: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imagination to brainstorming. To solve art and design problems

NJSLS - Social Studies

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJSLS - 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business (like as an artist or opening an art studio)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

SEL Integration- underlying theme in various lessons throughout the school year.

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials

Bedminster Township School

Subject Area: Art

Grade Level: 3

Dates: 2.5 Month (s) Pacing Guide: Time Frame 2-3 days per unit

(students on 6 day cycle)

(see lessons for each grade level below)

Overview - Art is Personal

In this/these unit(s), students will better understand and explore **art** closely through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn all aspects of art to better understand how it can be personalized and focus on something specific. Connecting to the past and other cultures while thinking critically and solving problems helps students look at and understand art.

Essential Questions / Enduring Understandings

Essential Questions

- What is art?
- How do you define art to a friend?

Enduring Understandings

- Students will understand what art means and how to make it personal
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship between self and art
- Identify and name aspects of art
- Visually distinguish between formats of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they explain art? Did they identify with art in any way?

Benchmark: use and explain art before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add colors in alternate language and forms

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- Online resources:
- MLL Spanish translations: art is “arte”

Lesson: Art is Personal

Unit: Art is Personal

Lesson: Who am I?

Pacing guide: 1-2 classes (40 minutes each)

SEL Integration- will be an underlying theme in various lessons throughout the school year. For example, the lesson titled, “Who am I?” focuses on the positivity of each student’s name

Objective: Find positive words for each letter of your name. If you have two of the same letter, use two different positive words. (SEL)

Supplies: paper, pencil colors, computer or dictionary

3rd grade

Lesson: Who am I

Objective: Students will learn to respect who they are and others by looking up positive words that start with letters of their name

Materials: Dictionary, positive word list, white paper, construction paper, glue, markers, and example

Vocabulary: positive, design, respect

Spanish MLL: positivo, diseño, respeto

French MLL: positif, design, respect

Procedure:

1. Show an example of the lesson to the class
2. Explain to students that they will be writing their first name on the left side of the white paper going down and then trace it over in black marker
3. Use the dictionary or word list to help them find positive words for each letter of their name.
4. Write the words next to the corresponding letter. Then trace those letters in different colors.

5. Glue paper down to construction paper
6. Find space to write the title in white pencil on the construction paper(WHO AM I?)
7. Show to class and try to find friends with the same words as you selected about yourself. Who is different?

Positive word list:

<https://boompositive.com/pages/list-of-positive-adjectives-a-to-z>

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ●
- 1.5.5.Re7b: Analyze visual arts including cultural associations
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Lines and Shapes

In this/these unit(s), students will better understand and explore **art** through drawing and other art forms.

Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn all aspects of art to better understand how it can be personalized and focus on something specific.

Essential Questions / Enduring Understandings**Essential Questions**

- What is art?
- How do you define art to a friend?

Enduring Understandings

- Students will understand what art means and how to make it personal
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship between self and art
- Identify and name aspects of art
- Visually distinguish between formats of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they explain lines and shapes? Did they make connections with lines and shapes in any way?

Benchmark: use and explain lines and shapes before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add lines and shapes in alternate ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- Online resources:
- MLL Spanish translations: art is “arte”

Lesson: Expression through Line and Shape**Unit:** Expression through line and Shape**Lesson:** Candy Apples**Pacing guide:** 2-3 classes (40 minutes each)**Objective:** students will learn the terms overlapping, line, space, shape form, and design within this seasonal lesson**Materials:** white 9x12 paper, pencil, eraser, crayons, and colored pencil**Procedure:**

- Show an example of the final project
- Discuss the word Overlap and ask the class if anyone knows what the term means
- Ask the class what shape the apple is and if it is flat or if you can hold it in your hand(dimension).
- Have them draw one apple using the template provided and another on top, overlapping slightly on the first one.
- Have them erase the line that crosses over. Discuss how the object is not transparent and how we should not see the line in the apple where it Overlaps.
- Look at pictures of different colored apples and caramel apples. Do you see a shadow? Do you see a highlight? Is the apple completely covered or is part of it showing?
- Close to the top of the apple, add a “u” shape for the core and a stick sticking out of the core.
- Add a slightly wavy line around the core to show the partial color of the apple. around the
- Show where the shadow will be on the stick and apple and have them lightly shade it with their pencil in a curved shape following the direction of the line.
- Use construction paper and crayons to color.
- Show the class how to move their wrist to curve the color so as not to flatten the shape.
- Add an oval plate and maybe some candies on the caramel apple leaving the highlight white.
- Display

Vocabulary: overlap, form, design, technique, space, line

Spanish MLL: superposición, forma, diseño, técnica, espacio, línea

French MLL: chevauchement, forme, design, technique, espace, ligne

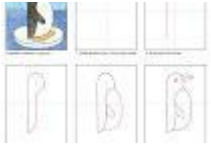
Lesson: Line & Space**Unit:** Line and Space**Lesson:** Penguins**Pacing guide:** 2 classes (40 minutes each)

Objective: 1. Students will be able to identify penguins as birds by their characteristics. 2. Students will learn how these birds are adapted to be such effective swimmers in different temperatures and climates.

Supplies: Paper, pencil, black marker and colors.

Procedure:

- Today we are going to draw a picture of a large Penguin utilizing the entire paper.
- Discuss where penguins live(some in warm weather, most in cold). How do they live in those temperatures?
- Follow along with the teacher's instructions as she may change the lesson slightly.
- IF you missed any part you can refer to the image below.



Penguin.jpg Image

Lesson: Line

Unit: Line

Lesson: Winter Bear

Pacing guide: 2 classes

Objective: Elements of art, line, shape, color, texture

Procedure:

- **Discuss where different bears live and the climate.** Nature of Science - Science is a Human Endeavor
Science affects everyday life. (3- ESS3-1)

- 1) Follow along with the teacher to draw the bear head shape large on the white paper
- 2) Next, draw the sweater. Start at the bottom corner of the paper, touch the neck of the bear, and go down to the next bottom corner. (Upside down “u” shape)
- 3) Draw the face of the bear
- 4) The face will be all black pen and ink and the sweater will be colored. Think of a circle of lines from the center to the edge of the bear
- 5) Sweater geometric shapes and bright colors

Lesson: Expression through Line and Shape

Unit: Expression through Line and Shape

Lesson: Overlapping Hands

Pacing guide: 3 classes (40 minutes each)

Objective: students will learn the terms overlapping, line, space, shape, and design within this colorful lesson

Materials: white 9x12 paper, pencil, eraser, crayons, and colored pencil

Procedure:

- Show an example of the final project
- Discuss the word Overlap and ask the class if anyone knows what the term means

- Tell them to trace their hand 4 times on the white paper. Make sure to overlap your hand in different areas.
- Keep moving the hand in different directions so they are not facing the same way each time.
- The more of the hand you “overlap” the better the final design will be.
- Color each section with a different colored crayon or pencil. Color each section dark so as not to leave and white. You can reuse colors as long as they are not touching in the design.

Vocabulary: overlap, form, design, technique, space, and line

Spanish MLL: superposición, forma, diseño, técnica, espacio, línea

French MLL: chevauchement, forme, design, technique, espace, ligne

Lesson: Quadrilaterals in Art

Unit: Quadrilaterals in Art

Lesson: German Nutcracker

Pacing guide: 2 classes (40 min each)

Supplies: White paper no lines, Pencil,, something black to outline with, colors

Background: What is a nutcracker? Nutcracker dolls are decorative nutcracker figurines most commonly made to resemble a toy soldier. In German tradition, the dolls are symbols of good luck, frightening away malevolent spirits. While nearly all nutcrackers from before the first half of the 20th century are functional, a significant proportion of modern nutcrackers are primarily decorative, and not able to crack nuts. Nutcrackers are also a part of German folklore, serving as protectors of a house.

Procedure/ Drawing :

Follow along step by step with the drawing handout and teacher demo.

*starting from the middle(the belt)

You want the Nutcracker to be as tall as the paper from top to bottom.

*Color however you would like with whatever materials you want: crayons, markers, colored pencils, paint

Vocabulary: quadrilateral, rhombus, rectangle, line, design, square, trapezoid, parallelogram

Spanish MLL: cuadrilátero, rombo, rectángulo, línea, diseño, cuadrado, trapezoide, paralelogramo

French MLL:quadrilatère, losange, rectangle, ligne, conception, carré, trapèze, parallélogramme

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse

approaches to art-making that is meaningful to the makers.

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision, and refinement

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in-person experiences about concepts and topics.

● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

● 1.5.5.Re7b: Analyze visual arts including cultural associations

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical, and cultural contexts.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs, and culture of an individual or society.

● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Lesson: Line (Climate, Bear Unit) - Disciplinary Core Idea related to NJSL - Science (Additional Standard(s) to above listed)

LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4- 3)

Nature of Science - Science is a Human Endeavor Science affects everyday life. (3- ESS3-1)

Lesson: Quadrilaterals in Art

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects

● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision, and refinement

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

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● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ●

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1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

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● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs, and culture of an individual or society. ●

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Math Standards: Measurement and Data, Geometry

NJMA.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

NJMA.5.G.B.3 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

NJMA.5.G.B.4 - Classify two-dimensional figures in a hierarchy based on properties.

NJMA.3.G.A.1 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

NJSLS - 8.1 Computer Science & Design Thinking Skills

● 8.1.2.DA.4: Make predictions based on data using charts or graphs

● 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks

● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Form and Texture

In this/these unit(s), students will better understand and explore **form and texture** closely through drawing and

other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn all aspects of art to better understand how it can be personalized and focus on something specific. Connecting to the past and other cultures while thinking critically and solving problems helps students look at and understand art.

Essential Questions / Enduring Understandings

Essential Questions

- What is form and texture in art?
- How do you define form and texture to a friend?

Enduring Understandings

- Students will understand how to explain and express form and texture in art
- Students will understand how to explain that texture is the look and feel of a surface
- Students will learn to experiment and create different textures with tools
- Students will have the opportunity to investigate and make connections
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship of form and texture in art
- Identify and name forms and textures
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they explain form and texture? Did they identify with form and texture in any way?

Benchmark: use and explain form and texture before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add form and texture in alternate ways

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Sort it By Texture](#) read aloud 1:46
- Online resources: [Elements of Texture](#) video 3:13
- MLL Spanish translations: art is “arte”

Lesson: Form & Texture

Unit: Form and Texture

Lesson: Leaf creatures

Pacing guide: 1 (40 min class)

Objective: To understand form and texture by creating animals out of leaf shapes. Look abstractly at the shape of things instead of geometric shapes.

Materials: Roylco Leaf animal shape class pack, glue, and 9x12 paper

Procedures:

- Show example of finished work
- Discuss the different shapes you may see on different animals
- Search for leaf and nature shapes to create your animal.
- Glue the leaves to the natural environment
- write your name on the back of the cardboard nature paper or 9x12 paper (whichever is available)
- Display for the class and talk about your design

Vocabulary: space, geometric, form, texture

Spanish MLL: espacio, geométrico, forma, textura

French MLL: espace, géométrique, forme, texture

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.

- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision, and refinement

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in-person experiences about concepts and topics.

- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

- 1.5.5.Re7b: Analyze visual arts including cultural associations

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical, and cultural contexts.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual

vocabulary.

- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs, and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Bird's Eye View

In this/these unit(s), students will better understand and explore **the bird's eye view** closely through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn all aspects of a bird's eye view in art to better understand and discover perspective. Connecting someone else's perspective while thinking critically and solving problems helps students look at and understand art from a different view. Perspective is important to learn since the appearance of objects changes as the point of view changes.

Essential Questions / Enduring Understandings

Essential Questions

- What is a bird's eye view?
- How do you define a bird's eye view to a friend?

Enduring Understandings

- Students will understand how to explain and express the importance of spatial relationship
- Students will understand how to explain different drawing styles
- Students will learn to experiment and create different perspectives based on adjusting the horizon line
- Students will have the opportunity to investigate and draw to depict a bird's eye view
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the relationship of form and texture in art
- Identify and name forms and textures
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they explain the bird's-eye-view?

Benchmark: use and explain it before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, enhance their art using bird's eye view

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - Frann Preston-Gannon [Bird's Eye View](#) read aloud 2:12
- Online resources: [Bird's Eye View Pumpkin Drawing](#) video 0:45
- MLL Spanish translations: pumpkin is “calabaza”
- MLL French translations: pumpkin is “citrouille”

Lesson: Bird's Eye View

Unit: Bird's Eye View

Lesson: Pumpkin drawing

Pacing guide: 2 classes (40 min each)

Supplies: paper, pencil, crayons

Key to remember: ALWAYS DRAW LIGHT UNTIL YOU GET IT RIGHT

Procedure:

- 1) In the middle top of your paper, use a pencil to make 5 points like a star and the 6th point on the top larger and slat on top (look at the example below)
- 2) Draw lines going up the Inside points and the bottom point
- 3) Draw a line going down from the top of the star that is flattened.
- 4) On Each point of the star (Root) make a curved line going toward the edge of your paper.
- 5) If you feel you need to add a few more lines go ahead.

Color:

Start with the pumpkin itself

- You will need the following colors; orange, yellow, and black

- 1) Trace all pumpkin curved lines lightly with brown
- 2) Color using the Orange crayon close to the brown line going up and down (NOT side to side)

You want to always color in the direction of the shape.

- 3) Bring the orange color out about the witch of your finger.
- 4) Add yellow on top of the orange and then to the middle of the section. You may leave a little area white if you would like for a highlight

Stem or root

Colors needed; brown, black, and white

- 1) Trace all stem pencils, with black crayons
- 2) Color the stem brown and add a little white on top of it.



top of pumpkin.JPG

Vocabulary: perspective, horizon line, eye level, three-dimensional

Spanish MLL:

French MLL: perspective, ligne d'horizon, niveau des yeux, tridimensionnel

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
 - 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
 - 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision, and refinement
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
 - 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ●
 - 1.5.5.Re7b: Analyze visual arts including cultural associations
 - 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
 - 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical, and cultural contexts.
 - 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
 - 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs, and culture of an individual or

society. ● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
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CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

Science Climate Change : ESS2.D: Weather and Climate

<https://www.weforum.org/agenda/2019/10/halloween-pumpkins-food-waste-energy/>

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Art History and Techniques

In this/these unit(s), students will better understand and explore **art history** closely through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn that cubism is a style of painting that involves objects from many angles of broken-down objects into basic geometric shapes. Examples of cubist-style artists will be discussed.

Essential Questions / Enduring Understandings

Essential Questions

- What is cubism?
- How do you define cubism to a friend?
- What are geometric shapes?
- How do you define foreground, middle ground, and background?

Enduring Understandings

- Students will understand what art means and how to make it personal
- Students will learn to experiment and explore creatively
- Students will have the opportunity to investigate and create objects from various angles
- Students may make connections with other pieces of their artwork

Skills / Knowledge Objectives

- Understand the structure of objects
- Analyze subjects and break them down into forms that can be painted or drawn from angles
- Visually distinguish the style of painting known as cubism
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain art history? What connections can they make with art history and the world around them?

Benchmark: use and explain art history and objects before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about art history or other world connections

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- Online resources: [What is Cubism?](#) Video 5:25, [All About Cubism](#) video 2:13
- MLL Spanish translations: art is “arte”

Lesson: Art History - Cubism

Unit: Art History - Cubism

Lesson: Frankenstein meets cubism

Pacing guide: 2 classes (40 minutes each)

Objective: Infuse Art History with Picasso and cubism style into a Halloween drawing

Supplies: white paper, pencil, black marker or crayon, green, yellow, blue, and brown crayons

Cubism was an art movement that began in the early 1900s by Pablo Picasso and Georges Braque. It aimed to show all of the possible viewpoints of a person or an object all at once.

Procedure:

- Fold paper into 4 parts(fold down and in half)
- Follow the steps of the drawing in each section
- Once finished trace over in black
- Color your Frankenstein. Make sure the inside of the mouth is black. For the face make one side green and the other mix green and yellow together to make a lighter green

Vocabulary: cubism, geometric shapes, multiple points of view

Spanish MLL:

French MLL:

Lesson: Art History with Foreground, Middle Ground, and Background

Unit: Foreground, Middle Ground Background

Lesson/Activity: Art History Katsushika Hokusai: The Great Wave of Kanagawa

Pacing guide: 2 -3 classes

Objective: Design an image using foreground, middle ground, and background.

https://www.youtube.com/watch?v=O0BgKcm_R9k- How to draw the Wave

<https://www.youtube.com/watch?v=d1uffXlIWjA>- Description of the image

Procedure:

- 1- Listen to the background story of Why this image is so impressive and memorable.
- 2- Follow along step by step with the video on how to draw the famous wave while drawing with pencil.
- 3-Add the fisherman and the 3 boats engulfed in the wave
- 4- Apply color

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
 - 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
 - 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision, and refinement
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in-person experiences about concepts and topics.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical, and cultural contexts.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
 - 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs, and culture of an individual or society.
 - 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Lesson: Foreground, Middle Ground, and Background

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
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NJSLS - Social Studies

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - HOLIDAY WRITING through ART

In this/these unit(s), students will better understand and explore **holidays** through drawing and other art forms.

Unit Rationale:

Students will explore and understand that there are various holidays and will build on their writing skills through art to support our district goal. Students will write informative text to explain and convey ideas and information clearly and accurately through planning, revising, editing, rewriting, and publishing within their art projects.

Essential Questions / Enduring Understandings

Essential Questions

- What is a holiday?
- What does it mean to celebrate a holiday?
- How do you define a holiday to a friend?

Enduring Understandings

- Students will understand families celebrate differently
- Students will learn to experiment and explore imaginatively through holiday art
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork
- Students will understand that you can incorporate writing into art

Skills / Knowledge Objectives

- Understand the relationship between families and friends as they celebrate in unique ways
- Identify and name holidays and traditions
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain holidays through art? What connections can they make with art and holidays, and the world around them?

Benchmark: use and explain holidays and art before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about art and holidays

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- Online resources:
- MLL Spanish translations: art is “arte”

Lesson: Writing Across the Curriculum through the Holidays

Lesson: Thanksgiving turkey

Pacing guide: 2 classes

Objective: To create a turkey and discuss what the meaning of Thanksgiving means to us all. In the turkey, they will have to list what they are truly thankful for this year, to enhance their writing skills across the curriculum.

Materials: Large 12x18 cut-out turkey body, 3-inch round pre-cut circles in brown, pre-cut orange triangle beak, feathers, scissors, red, orange, and yellow construction paper, leaf stencils, glue, eye stickers, 4-inch square colored paper (any color) hole puncher, string and a marker

Procedure:

1. Pass out materials and place a completed example on the board.
2. Place glue on the small flat part of the turkey body and attach a brown circle head.
3. On the back/top of the head write your name and date
4. Trace the leaf on all three colored construction papers and cut it out.
5. Showing the example - glue the feathers (paper feathers) to the back of the turkey's body. Note the middle feather should be placed so it is behind the turkey's head and showing on the sides.
6. Flip the turkey over. Stick on eyes, and orange triangle beak(point down). add two dots for the beak so she can breathe...
7. If the turkey is a girl add rhinestones around her neck in any matter.
8. If a boy adds a top hat out of black paper(cut a square and rectangle to make the small hat)
9. Punch a hole on either side of the colored card and attach string through the holes. Glue the paper to the chest of the turkey.
10. Write on the sign: This Year I am most thankful for _____
11. Add a feather to the top of the turkey's head.
12. Add two orange feet at the bottom of the turkey with the twos pointed up.
13. Bring home for Thanksgiving.

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

1.5 Visual Arts Standards by the End of Grade 5

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
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elements.

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[NJSLS - English Language Arts Standards](#)

- W.IW.3.2.A-C: Introduce a topic clearly. Develop the topics with facts or other information and examples related to the topic. Include text features (illustrations) when useful to support comprehension.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - HOLIDAY WRITING through ART

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Unit Rationale:

Students will explore and understand that there are various holidays and will build on their writing skills through art to support our district goal. Students will write informative text to explain and convey ideas and information clearly and accurately through planning, revising, editing, rewriting, and publishing within their art projects.

Essential Questions / Enduring Understandings

Essential Questions

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- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork
- Students will understand that you can incorporate writing into art

Skills / Knowledge Objectives

- Understand the relationship between families and friends as they celebrate in unique ways
- Identify and name holidays and traditions
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain writing in art? What connections can they make with art and the world around them?

Benchmark: use and explain writing within art before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned that include writing

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book -
- Online resources:
- MLL Spanish translations: art is “arte”

Lesson:

Unit: Foreground, Middle Ground Background

Lesson/Activity: Art History Katsushika Hokusai: The Great Wave of Kanagawa

Pacing guide: 2 -3 classes

Objective: Design an image using foreground, middle ground, and background.

https://www.youtube.com/watch?v=O0BgKcm_R9k- How to draw the Wave

<https://www.youtube.com/watch?v=d1uffIXIWjA>- Description of the image

Procedure:

- 1- Listen to the background story of Why this image is so impressive and memorable.
- 2- Follow along step by step with the video on how to draw the famous wave while drawing with pencil.
- 3-Add the fisherman and the 3 boats engulfed in the wave
- 4- Apply color

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

1.5 Visual Arts Standards by the End of Grade 5

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and practice.

- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
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CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

9.2 Career Awareness infusion: include indicators from links

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

ELA Standards:

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions and tasks
- Give choice in work and materials
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Create other colors based on primary colors and define them
- Highlight key details
- For writing assignments, give a template of what is needed
- Limit writing tasks
- Limit presenting or speaking tasks
- Provide resources in the home language

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials

Bedminster Township School

Subject Area: Art

Grade Level: 4

Dates: 2.5 Month (s) Pacing Guide: Time Frame 2-3 days per unit

(students on 6 day cycle)

(see lessons for each grade level below)

Overview - Self-Portrait

In this/these unit(s), students will better understand and explore **self-portrait drawing** through drawing and other art forms.

Unit Rationale:

Students will explore and celebrate diversity and self-expression by creating self-portraits. Creating self-portraits will allow all students to explore and choose colors and looks of their skin tone to accurately reflect their skin color. Students will have time to brainstorm ways to express their interests while considering emotion and color for the portrait they create.

Essential Questions / Enduring Understandings

Essential Questions

- What is a self-portrait?
- What does it mean to create a self-portrait?
- How do you define self-portrait to a friend?

Enduring Understandings

- Students will understand what a self-portrait means
- Students will learn to experiment and explore imaginatively
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand the relationship between a sketch and brainstorming ideas to their final product
- Identify and name colors
- Visually distinguish between colors
- Understand that they can choose the emotion of their choice
- Enhance sensory exploration and knowledge of patterns
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe self-portrait and explain it to a peer?

Benchmark: use and explain self-portrait before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add to their self-portrait in alternate language and forms

Self-Evaluation: share what you are proud of or learned that you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [Picture Book List](#)
- Online resources: [Tim Burton Style Self-Portrait](#) video 5:25

- MLL Self Portrait: Spanish “autorretrato”
- MLL Self Portrait: French “autoportrait”

Lesson: Self-Portrait

Unit: Self-Portrait (Lesson 1 of 2)

Unit 4: Self Portrait

Lesson: Tim Burton Style Self-portrait

Pacing guide: 2-3 classes (40 minutes each)

Objective: The students use value to create a self-portrait that looks 3-dimensional using shading and blending techniques. Each student creates an original masterpiece, with the help of a Tim Burton Inspired Selfies ideas handout.

Content, Skills, and/or Resources/Materials: Example on board, chalkboard or large drawing pad, Tim Burton movie snapshots and movie clips to discuss, pencil, paper, charcoal, black crayon, white pencils, q-tips, and white oil pastels

Procedure: Day 1 & Day 2

- start the lesson by showing images of Tim Burton’s famous characters from his movies. Compare and contrast them. Ask the class, “What stands out in all of these images? What is the theme?”
- Compare a Tim Burton character to a realistic portrait. Notice the differences.
- Tim Burton’s art is not realistic but stylized. The eyes are exaggerated and are the main feature of the head. The iris lacks detail and simply consists of little black dots. The bodies are skinny and elongated. This contrast is exaggerated with large heads placed in thin long necks. Typically Tim Burton Characters have small noses and tiny mouths.
- Pass out the handout with the Tim Burton heads, eyes, noses, mouths, etc.
- Have the students try to recreate themselves using his stylized examples.
- Is the charcoal to make the shadows around the enormous eyes, sunk-in cheekbones, etc?
- We will only use tones of black and white
- The movie The Corpse Bride will be displayed on the screen while the teacher's image on the board to use as a reference.

Vocabulary: monochromatic, tone(s), shadow, form, line, stylized and value

Lesson: Self-Portrait

Unit 4: Self Portrait (Lesson 2 of 2)

Lesson: Age Progression Drawing

Pacing guide: 2 classes (40 minutes each)

Objective: Incorporate science and math into a drawing lesson about our faces. Learn to draw the face in proportion by measuring and discussing how gravity changes how we look over the years.

Content, Skills, and/or Resources/Materials: Example on board, chalkboard or large drawing pad, famous artists portraits, pencil, paper, crayons, colored pencils, skin colors, and eraser.

Procedure: Day 1 & Day 2

Before you start the lesson show images of famous artists and their self-portraits. Compare and contrast them. Ask the class “ What can you do as a career if you knew how to draw people and faces in particular?” What knowledge do you think you may need to get better at drawing faces?”

1. Discuss what gravity is first with the class and how it affects us every day.
2. pass out paper and pencils. Have students write their name and class on the bottom.
3. Fold paper in half and the name should be showing when you open it back up.
4. On the left side top ask students to write the age they are now. On the right write the age they will be if they times that number by 10.
5. First day: Tell students they will learn how to draw a face correctly in proportion
6. Have them use their fingers as measuring tools throughout the lesson. their pointer finger and thumb will work best.
7. Draw an upside-down egg shape on the paper leaving about two inches at the top and bottom of the paper.
8. make a straight line down the middle. Measure with your fingers find the middle of the egg shape and make a light line horizontally.
9. Now from the middle horizontal line, measure halfway down again and make a light line horizontally across the shape.
10. Do the same from the last line to the bottom finding the middle. (draw a line across)
11. Label the middle line horizontally as eyes, next line nose, and last mouth.
12. Draw a curved line on top of the middle horizontal line and underline it to make an eye.
13. Use your thumb and pointer finger to measure the size of the eye- picture three eyes and draw a second on the other side of the middle vertical line. draw three circles for the eye and eyelid.
14. Next: the line is for a nose- draw the nose landing on the line.
15. The mouth is the following horizontal line - mouth lands on the line- corners measure to the pupil of the eye.
16. Add eyebrows - placement is from the inside of the eye to the outer edge of the eye.
17. Add ears- eyebrows to the bottom of the nose- have them feel and understand better by dragging your finger across the face.
18. Discuss their features such as earrings, glasses, and hair length as they currently look, and ask them to personalize the picture further.

Day two: Do the same face on the other side of the paper but now add wrinkles.

Explain how wrinkles happen due to gravity and elasticity of the skin. Discuss where a wrinkle may form and how big or small they are.

Add color and make sure they choose a slightly darker skin color to trace over the wrinkles. Display for critique when finished.

Vocabulary: progression, gravity, line, shape, symmetry, texture

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional

effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

Visual Arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ●
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - English Language Arts

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use of words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Technique: Shadowing

In this/these unit(s), students will better understand and explore **the technique of shadowing** through drawing and other art forms.

Unit Rationale:

Students will learn shadowing to enhance their artwork to include depth, dimension, and form.

Essential Questions / Enduring Understandings

Essential Questions

- What is shadowing and why is it essential in art?
- How do you define shadowing and give examples to a friend?

Enduring Understandings

- Students will understand shadowing is a fundamental skill
- Students will learn to convey volume and shape
- Students will have the opportunity to practice dark and shadowing
- Students may make connections with classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand that accurate shadowing is vital to creating realistic art
- Identify and name shadowing techniques
- Visually distinguish between shadows
- Understand that they can choose shadow darkness or lightness to improve expression and realism
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe shadowing?

Benchmark: use and explain shadowing before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, add to their shadowing in alternate language and forms

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book - [The Day I Met My Shadow](#) 4:03
- Online resources: [We're Going on a Bear Hunt](#) video 5:14
- MLL shadowing: Spanish “sombra”
- MLL shadowing: French “ombrage”

Lesson: Shadowing

Unit 2: Shadowing

Lesson: Hot fudge sundae

Objective: perspective drawing and shading

Pacing guide- 2 classes

Content, Skills, and/or Resources/Materials:

White paper 8 ½ x11, pencil, eraser, colored pencils, teacher step-by-step examples to put up and finished example

Procedure:

- Show an example on the board of the finished work
- Draw step by step how to outline the sundae on the board
- Draw a line behind the sundae to create a table
- Draw a checkerboard on the table
- Show how to shadow by making everything on the left side dark. Explain when light hits an object the opposite side creates a shadow
- Add color to the image any color you want
- Display

Vocabulary: Line, shade, fill, design, texture, shadowing, tone, dimension, depth, form, realism

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

VISUAL & PERFORMING ARTS STANDARDS

Media Arts

1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.

1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.

Visual Arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ●
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. .

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Critique

In this/these unit(s), students will better understand and explore **critique** through drawing and other art forms.

Unit Rationale:

Students will explore the critique process to understand the importance of providing feedback on one's work. This experience fosters critical thinking, improves work quality, and promotes collaborative learning.

Essential Questions / Enduring Understandings

Essential Questions

- What does critique mean?
- What does it mean to critique art?
- How do you define critique to a friend?

Enduring Understandings

- Students will deepen their understanding of the subject matter
- Students will learn to articulate their reasoning for why they may or may not prefer certain art
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork

Skills / Knowledge Objectives

- Understand the guidelines and expectations
- Identify and name aspects of the work that led you to the feedback you share
- Understand that they can feel comfortable sharing their thoughts and opinions
- Enhance their communication and collaboration skills
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe critique?

Benchmark: use and explain critique before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what a critique is by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom critique book - [Beekle by Dan Santat](#) 2:21
- Online resources: [Critique Art \(Kids\)](#) video 3:47
- MLL critique: Spanish “critica”
- MLL critique: French “critique”

Lesson: Critique

Unit: Critique

Lesson: Critique

Pacing guide: 2 (40 minutes each)

Objective: see the above rationale and objective

Content, Skills, and/or Resources/Materials: see above

Procedure: determined by the teacher and based on students’ projects

Vocabulary: critique

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose. Producing

Visual Arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
 - 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
 - 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
 - 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
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- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Holiday / Collage

In this/these unit(s), art students will better understand **collage elements of art** and express themselves through artistic expression. Students will be encouraged to learn about elements of art and design while creating artwork that uses fine motor skills, decision-making, color, lines, shapes, form, texture, and symmetry.

Unit Rationale:

Students will be introduced to the elements of art including color, lines, shapes, form, texture, and symmetry. Students will be able to cut materials, strengthen creativity ability and coordination, and enhance language skills through art. Important skills and imagination will be developed while having fun using different textures and materials.

Students will explore and understand that there are various holidays and will build on their writing skills through art to support our district goal. Students will write informative text to explain and convey ideas and

information clearly and accurately through planning, revising, editing, rewriting, and publishing within their art projects.

Essential Questions / Enduring Understandings

Essential Questions

- How do you define a holiday?
- What is a collage?
- What does it mean to celebrate a holiday?

Enduring Understandings

- Collage is a type of art where students can be expressive and creative while exercising patience
- Critical thinking and expression are part of the collage-making process
- Students will understand families celebrate differently
- Students will learn to experiment and explore imaginatively through holiday art
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on similarities and differences in their artwork
- Students will understand that you can incorporate writing into art

Skills / Knowledge Objectives

- Understand the composition that makes it a collage
- Identify and name shapes
- Understand that they can identify colors and shapes to build geometric awareness vital in math
- Enhance their fine motor skills
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain collage? What connections can they make with their collage and holidays, and the world around them?

Benchmark: use and explain holidays and collage art before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about collage and holidays shared

Self-Evaluation: share what you are proud of from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Intro to [Collage video](#): 4:39
- MLL collage: Spanish “collage”
- MLL collage: French “collage”

Lesson: Holiday / Collage

Unit 7: Holiday

Lesson: Design The Grinch for the holiday you celebrate

Pacing guide: 2 classes (40 minutes each)

Objective: Holiday drawing for Christmas or Hanukkah (altered lesson)

Content, Skills, and/or Resources/Materials: 12x18 white paper, example, whiteboard, crayons, and circle stencil

Procedure:

- Display examples to the class. Explain that the ornament can be changed into a dreidel for children who celebrate Hanukkah.
- Draw the arm and hand first
- Draw the head sneaking out from the side under the arm.
- Trace the circle for the ornament or show how to draw a dreidel
- Add full color
- Take home for the holiday

Vocabulary: line, design, shape, create

MLL Spanish: línea, diseño, forma, crear

MLL French: ligne, conception, forme, création

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Balance: Symmetry and Design

In this/these unit(s), students will better understand and explore **symmetry and design** through drawing and other art forms.

Unit Rationale:

Students will explore the technique that creates balance in art. Symmetry and asymmetrical balance will be discussed

Essential Questions / Enduring Understandings

Essential Questions

- What does symmetry mean?
- What does it mean to have symmetry and asymmetry in art?
- How do you define symmetry and asymmetry to a friend?

Enduring Understandings

- Students will deepen their understanding of symmetry
- Students will learn to see the patterns of identical parts
- Students will have the opportunity to investigate and make connections with other drawings/paintings
- Students may make connections with classmates on critiquing artwork and other subject areas where symmetry is common

Skills / Knowledge Objectives

- Understand that symmetry is identical parts on opposing sides
- Identify and name repeating patterns
- Understand that they can find symmetry in almost all areas of life, including nature and math
- Enhance their communication and collaboration skills when conversing about symmetry
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

Can they describe symmetry and design?

Benchmark: use and explain symmetry and design before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time, hand over hand

Enrichment: assist others, and explain what symmetry and design are by breaking down the components

Self-Evaluation: share what you are proud of or what you can use again from this unit

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book or online resource - [Mandala](#) (Spirit Awake)
- Online resources: [Symmetry Video](#) 4:47
- MLL symmetry: Spanish “simetría”
- MLL symmetry: French “symétrie”

Lesson: Symmetry**Unit:** Symmetry**Lesson:** Mandala**Objective:** Create a circular Mandala design while learning about Hanukkah**Pacing guide:** 2 classes (40 minutes each)**Content, Skills, and/or Resources/Materials:** Mandala printouts, colored pencils, crayons or markers, glue, and construction paper**Procedure:**

- Explain what a mandala is and its origin
- Discuss the holiday Hanukkah and its meaning
- Pass out printed Mandalas and have the students choose what materials they want to color the mandala with. everyone has a choice of crayons, colored pencils or markers
- Color image in entirety within the lines. Follow the pattern
- Cut out finished work and glue to construction paper

Vocabulary: pattern, line, shape, design, Mandala, Balance

MLL Spanish: patrón, línea, forma, diseño, mandala, equilibrar

MLL French: modèle, ligne, forme, conception, mandala, équilibre

[Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5](#)**Media Arts Standards:**

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Math Standards

Mathematical Practices

1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning
- 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

Overview - Art History

In this/these unit(s), students will better understand and explore **art history** closely through drawing and other art forms. Students will develop fine motor skills, endurance, hand strength, and precision as they improve their art skills.

Unit Rationale:

Students will learn that cubism is a style of painting that involves objects from many angles of broken-down objects into basic geometric shapes. Examples of cubist-style artists will be discussed.

Essential Questions / Enduring Understandings

Essential Questions

- What is art history?
- How can history be similar and different?

- How do you art history to a friend?

Enduring Understandings

- Students will understand and appreciate different styles and techniques used in art
- Students will learn that artists have different styles
- Students may make connections with artists and classmates on similarities and differences in their artwork

Skills / Knowledge Objectives

- Understand how various objects are used in different types of art
- Define the vocabulary terms listed within the lesson plan

Assessment Questions to be Asked:

How do they explain art history? What connections can they make with art history and the world around them?

Benchmark: use and explain art history before and at the end of the unit

Formative: Direct observation, checklist, thumbs up/thumbs down

Summative: Share what was learned and why it is important, and explain how these skills can be used again

Alternative: give an outline of the lesson, work with a partner, extra time

Enrichment: assist others, add additional components learned about art history or other world connections

Self-Evaluation: share what you are proud of from this unit

Additional Assessment for Davinci Lesson:

Assessment: Did they lift the paper as they drew the Mona Lisa or did they draw line by line blindly? Did they write in a Mirror image or are some letters forward?

Formative: visual presentation, oral discussion, checklist

Summative: Quiz

Alternative: fewer sentences to write, alphabet letters written backward given to the student as a reference along with it written on the board, extended time

Resources:

- Pencils, colored pencils, markers, pens [see each unit for details]
- Paper, tracing paper, poster board, and other paper materials [see each unit]
- Classroom book

Lesson: Art History - Mirror Image with DaVinci

Unit: Art History -

Lesson: Leonardo DaVinci

Pacing guide: 2-3 classes (40 min each)

Content, Skills, and/or Resources/Materials: Book on Da Vinci, Virtual images from the Louvre, white paper, pencil, images of Mona Lisa outline

Procedure:

Day 1- Read the book By Mike Venezia about DaVinci to the class and ask questions

Day 2 -

- Hand out white paper and have students write their names at the bottom and the class
- Pass out outline drawings of the Mona Lisa and place them on the table in front of each student upside down. Cover the paper with dark construction paper.
- Explain to the class not to lift the paper while they are drawing.

- Talk about the Right side Vs the Left side of the brain and how we are going to tap into the logical side with this drawing
- While drawing is upside down have them slide the construction paper down slightly as it covers most of the Mona Lisa drawing. Tell them to draw only the lines they see at that moment.
- Continue to slide the paper down and draw what is seen until they use the entire paper, little by little. Present the paper the original way along with the new drawing.

Day 3- Learn to write in Mirror Image

- Have the student(s) pass out the white paper and have the class write their name on the left side of the paper.
- On the right side show them how to write the alphabet backwards so they can copy their name backwards.
- Next, write the name of the school and the grade they are in forward under their name
- Next to it write the same thing backwards
- Write 2 sentences about themselves forward and then backward

Vocabulary: mirror image, depth, value, space, line

MLL Spanish: imagen reflejada, profundidad, valor, espacio, línea

MLL French: image miroir, profondeur, valeur, espace, ligne

Lesson: Art History - Texture with Van Gogh

Unit: Art History

Lesson: Vincent Van Gogh - Starry Night

Objective: Students will be learning art history with new art vocabulary incorporated in a Vincent Van Gogh starry night texture lesson.

Pacing guide: 3-4 classes (40 minutes each class)

Content, Skills, and/or Resources/Materials: Books on Vincent Van Gogh (one for each table of students), white paper, pencil, eraser, skinny markers, doc cam, and computer.

Procedure:

1. Read the story about Vincent Van Gogh's life to the class, show images on the Doc Camera/board and pull down the screen to show the images large so students can see the brushstrokes and texture in his art.
2. Discuss what makes his work different from others
3. Ask the class to compare and contrast with other artists they have learned about.
4. Pass out a black and white lined version of "Starry Night" to each student.
5. Step by step have them draw parts of the picture telling them to take their time as they draw their lines in each section(make sure not to scribble but show detail).
6. Once the entire lined drawing is complete they will once again work section by section with the thin markers to complete the drawing leaving no white spots.
7. Play the song "Vincent" about Vincent Van Gogh's Starry Night by the singer Don Mclean for the class while they are drawing. This will help them to remember what they learned from the book and what the painting means.
8. Display the artwork in the hall

<https://www.youtube.com/watch?v=JB52rZeRgR0>

<https://vimeo.com/36466564>

Vocabulary: texture, line, form, space, rhythm, value, emphasis, color

MLL Spanish: textura, línea, forma, espacio, ritmo, valor, énfasis, color
MLL French: texture, ligne, forme, espace, rythme, valeur, emphase, couleur

Lesson: Art History - Collage with Matisse

Unit: Art History

Lesson: Henri Matisse

Pacing guide: 2-3 classes

Objective: Learn the style of the artist and create a collage based on his work

Content, Skills, and/or Resources/Materials: 12x18 white paper, paint, paint brush cup, water, paper towels, crayons, multi-color paper, and small orange paper with scissors.

Procedure:

- Watch the video online about Henri Matisse
- Look at examples of his work and discuss
- Pass out blue paper fish bowls and 12x18 white paper with pencils
- Glue down the blue fish bowl in the middle
- Draw two -3 fish on orange paper and glue them to the middle of the fish bowl.
- Follow the image on the projector and the example provided.
- Pass out colors, water, brushes, paper towels and trays.
- Paint the colors you see.
- Dry in a drying rack overnight

Next class. Cut out green paper leaves, attach to leaf areas with glue, display

Lesson: Art History - Painting with Michelangelo

Unit: Art History

Lesson: Michelangelo

Pacing guide: 2 classes (40 minutes each)

Objective: Understand what Michelangelo went through when he painted the Sistine Chapel on his back.

Content, Skills, and/or Resources/Materials: Video on Michelangelo, Virtual Sistine Chapel video, images, white paper 9x12, tape, pencil, and eraser along with photocopy image of "Creation of Adam".

- Tape paper under the tables in the corners
- Pass out photocopies of the Creation of Adam
- Have students lay under the table (heads under feet out)
- Will draw what they see in front of them for 40 min without getting up
- Will know what it feels like for 40 minutes to draw while lying down

Vocabulary: texture, line, form, space, rhythm, value, emphasis, color

MLL Spanish: textura, línea, forma, espacio, ritmo, valor, énfasis, color

MLL French: texture, ligne, forme, espace, rythme, valeur, emphase, couleur

Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 5

Media Arts Standards:

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods, and/or materials.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, and perspective, and refine media artworks to improve clarity and purpose.
- 1.2.5.Cr1b
- 1.2.5.Cr1c

Visual arts Standards:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools, and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that include a process of peer discussion, revision, and refinement.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

NJSLS - 8.1 Computer Science & Design Thinking Skills

- 8.1.2.DA.4: Make predictions based on data using charts or graphs
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

CAREER READINESS, LIFE LITERACIES & KEY SKILLS STANDARDS 9.1, 9.2, 9.4

Life Literacies & Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

NJ Social Emotional Competencies :

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)

ELA Standards:

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

All unit grade level accommodations and modifications for special populations including At Risk, IEP, MLL/ESL/ELL, and G&T gifted enrichment:

- Give more time to complete tasks
- Break down directions and tasks
- Give choice in work and materials
- Pair with a peer, think pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken in the grade level
- Work with general grade level teacher if more time is needed for student
- Create other colors based on primary colors and define them
- Highlight key details
- For writing assignments, give a template of what is needed
- Limit writing tasks
- Limit presenting or speaking tasks
- Provide resources in the home language

All unit grade level accommodations and modifications accommodations for 504s:

- Give more time to complete tasks
- Break down directions
- Give choice in work
- Break down tasks
- Pair with a peer
- Use Google Translate for non-native speakers
- Work with general grade level teacher if more time is needed for student
- Give a choice of materials