

Winslow Township School District

Grade 1 Art

Unit 1: Lines and Shapes

Overview: In this unit of study, students will be introduced to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design connecting lines and shapes to the natural world. They will use observations of art to identify types, qualities, and directions of lines and explain how they are used to create geometric shapes and forms. Students will demonstrate an initial step toward visual literacy as they connect directional lines to draw shapes and forms.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 1 Lines and Shapes	<ul style="list-style-type: none">• 1.5.2.Re3a• 1.5.2.Cr1a• 1.5.2.Cr1b• 1.5.2.Cr2a• 1.5.2.Cr2b• 1.5.2.Cr2c• 1.5.2.Cn10a• 1.5.2.Re7b• 1.5.2.Cr3a• 1.5.2.Pr5a• WIDA 1	<ul style="list-style-type: none">• Lines and geometric shapes are principle foundations in the creation of art.• Lines and shapes are also used in the study of Mathematics and Science.• There are various types, directions of lines and qualities of line.• Artists use lines and shapes that are found in nature and the environment.	<ul style="list-style-type: none">• How can we use geometric shapes in art to create forms?• What do I want to say with my art?• What are the different types of lines?

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<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will use observations of art to identify types, qualities and directions of lines and explain how they are used to create geometric shapes and forms.• Students will be able to identify shapes and connect them by using directional lines as well as the qualities of line.• Students will be able to demonstrate comprehension of lines, their qualities and use of direction.• Students will be able to examine lines and shapes in multimedia art examples.	<ul style="list-style-type: none">• How can I use different types of lines to create a work of art?• What words describe the direction of lines?• What are geometric shapes?• What are organic shapes?
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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Lines and Shapes	1.5.2.Re3a	Use art vocabulary to explain preferences in selecting and classifying artwork.	1	9
	1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	1	
	1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	1	
	1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.		
	1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	1	
	1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.	1	
	1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.	1	
	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.	1	
	1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	1	
	1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.		
Assessment, Re-teach and Extension			1	

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Enduring Understanding	Indicator #	Indicator
People evaluate art based on various criteria.	1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
	1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
	1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
	1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences	1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.

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self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.		
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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• Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- Teacher designed activities and rubrics implemented to determine student understandings of: Shapes and Lines
- Students label various lines and shapes on a paper to pencil assessment.
- Students use observations to describe shapes in the natural world
- Students can cut up and paste shapes to create an object.
- [Shapes Quiz](#)

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://artclasscurator.com/artworks-that-use-shape/>
- <https://artprojectsforkids.org/category/view-by-artist/artist-kandinsky/>

Activities

- [Kandinsky](#): Students will gather an understanding of the Russian painter and art theorist, Kandinsky
- [Types of Lines](#): Students will practice determining where we find lines and what type they are. In [Moving Line Design](#), they will learn about how lines show movement.
- [Shapes Scavenger Hunt](#): Students will work to find different types of lines in the classroom.
- [Shapes in Pictures: Secret Garden](#): Students will explore how simple shapes can be found all over the place. They will find and count all the different shapes in a picture of a garden.
- [Shape Match](#): Students will strengthen their geometry knowledge by matching the names of these geometric shapes to the shapes themselves. After cutting out the names of the different geometric shapes from the bottom of the page, they will decide which name goes with which shape, and paste it next to the matching shape.
- [A Unique Drawing Experience](#): Students will follow one set of directions, but realize that everyone in the classroom will come up with very unique works of abstract art.

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLS L1.5B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Math Standards:

M.1.GMD.C. Represent and interpret data.

M.1.G.A. Reason with shapes and their attributes.

Science Standards:

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

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.