Winslow Township School District
Grade 1 Art
Unit 2: Color and Value

Overview: In this unit of study, students will think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design connecting colors and values to the natural world. They will use observations of art to identify types of color and explain how they change in value. Students will demonstrate an initial step toward visual literacy as they differentiate primary versus secondary colors.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 2 **Color and Value**	• **1.5.2.R3a** • **1.5.2.Cr1a** • **1.5.2.Cr1b** • **1.5.2.Cr2a** • **1.5.2.Cr2b** • **1.5.2.Cr2c** • **1.5.2.Cn11a** • **WIDA 1**	• Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry. • Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed. • Color in artwork allows people to make various personal connections and interpretations.	• What are the elements of color? • How can colors depict or emphasize a mood or emotion? • Why would an artist limit their palette of colors? • Why is color such an important element of art for an artist to utilize? • How does the color wheel assist an artist? What is a palette and how is it used? • What colors do I see in works of art and in the world around me? • Where do we see colors? • What are some ways that colors make you feel?
Unit 2: Enduring Understandings	• Students will be able to identify primary colors. • Students will be able to identify secondary colors. • Students will be able to explain how to mix secondary colors. • Students will be able to label colors on a color wheel. • Students will be able to identify primary and secondary colors in works of art. • Students will be able to describe how color is used in works of art. • Students will be able to use art vocabulary (primary and secondary colors) to describe works of art. Students will identify primary colors and apply them in original works of art (Lichtenstein and Rothko activities). • Students will be able to paint a value scale or demonstrate it within an art project.		

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Curriculum Unit 2	Standards		Pacing	
			Weeks	
Unit 2: Color and Value	**1.5.2.R3a**	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	
	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.	2	
	1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.	1	
	Assessment, Re-teach and Extension		1	

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Unit 2 Grade 1		
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.
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	**1.5.2.Cn11a**	Compare, contrast and describe why people from different places and times make art.

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Unit 2 Grade 1	
• **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: '6 color' color wheel, painting vocabulary, care of material and routines.	• The Color Wheel: Students will label and identify colors on a color wheel. • Original art projects • Clover (or Shamrock) Color Mixing: Students will review color mixing as they create drawings and paintings of clover (or shamrocks). • Color Wheel #2 Worksheet: Students will work to fill in with paint, crayons, pencil crayons or markers. Includes complementary colors.
Resources	**Activities**
• Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • The Kindergarten Visual Art Classroom • https://www.deepspacesparkle.com/category/art-lessons/first-grade-art-lessons/ • https://artclasscurator.com/color-in-art-examples/	• RoyGBiv: Students will watch videos viewing works of art and identify various types of colors in art. • Lichtenstein and Rothko: Students will discuss with a small group how the artists used color is his/her work. • Mouse Paint lesson: Students will learn about color mixing after reading the book, Mouse Paint. • Primary and Secondary Colors: Color Rainbow: Students will be able to see how colors transform when different combinations are mixed together. They will also learn about making colors lighter by adding white. • How Are Colors Created? Students will use resources to identify primary/secondary colors as well as warm/cool colors and their relationship to each other. Students will also explore how black and white can be added to colors to create shades and tints, and analyze how color can be used to express feelings and convey ideas in art.

Instructional Best Practices and Exemplars	
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/

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

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

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 ☐ Grade 1 WIDA Can Do Descriptors:
     ☐ Listening ☐ Speaking
     ☐ Reading ☐ Writing
     ☐ Oral Language
 Students will be provided with accommodations and modifications that may include:
 • 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
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	 • 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
	 Additional Strategies may be located at the links:
	 ❖ Gifted Programming Standards
	 ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	 ❖ REVISED Bloom's Taxonomy Action Verbs

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.
Social Studies Standards:
6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs
Math Standards:
M.1.GMD.C. Represent and interpret data.
M.1.G.A. Reason with shapes and their attributes.
M.1.OA.A. Represent and solve problems involving addition and subtraction.
M.1.G.A.1 . Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining 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.