

Winslow Township School District

Grade 1 Art

Unit 4: Space

Overview: In this unit of study, students will learn and use 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 with an emphasis on space. They will view works of art that demonstrate use of positive and negative space. Students will create two- and three-dimensional works of art using the basic elements of color, line, shape, form, and space, as well as a variety of art mediums and application methods

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 4 Space	<ul style="list-style-type: none">• 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• 1.5.2.Re7b• 1.5.2.Cr3a• WIDA 1	<ul style="list-style-type: none">• The ways in which an artist chooses to depict a place depends on the message or theme they are trying to convey.• Perspective is generated by an object's size in relation to its' place/space: foreground, middle-ground and background.• Space can be created within his/her work to demonstrate relationships to one another.	<ul style="list-style-type: none">• What is perspective? • What is the difference between negative and positive space?

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<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will be able to create two- and three dimensional works of art using the basic elements of color, line, shape, form, and space, as well as a variety of art mediums and application methods.• Students will be able to critique works of art that they view and create and represent a theme.• Students will be able to view works of art that demonstrate the use of space (positive and negative).• Students will be able to describe the qualities of a work of art that demonstrates depth.• Students will be able to use art vocabulary to explain how artists use the elements of art.	<ul style="list-style-type: none">• How can students understand and define the space around them?• What is space, in relation to visual art?
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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Space	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.	1	
	1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.	1	
	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.		
	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	
	Assessment, Re-teach and Extension			

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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.
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.
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self,	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.

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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.

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• Assessment Plan

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

- Cityscape using negative: Students will take a virtual tour to look at different types of architecture. Then with cut out basic shapes such as squares, rectangles, and triangles they will remake the structure.
- Space and shapes: Students will create simple structures, massive monuments, and palaces using different shapes.

Resources

- 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/kindergarten-art-lessons/>
- <https://www.tate.org.uk/whats-on/tate-modern/exhibition/henri-matisse-cut-outs>
- Henri Matisse: The Cut-Outs
- https://www.goodreads.com/book/show/224948.Henri_Matisse

Activities

- Shape Collage Pizzas Students will make shape collage pizza art out of pieces of construction paper.
- Using scissors, students will cut and paste various shapes seen in everyday life and make connections
- Basic Collage with Positive and Negative Shapes: Students will draw, cut, glue, paint or color different types of shapes demonstrating positive and negative space. They will complete their composition by drawing details in the background.
- Students will view various works by artists who demonstrate negative and positive space. Students will discuss how the artists use space (positive/negative) and describe why it appeals to them (or not).

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
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.

NJSLSA.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). **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.

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.