

Winslow Township School District

Grade K Art

Unit 2: Color and Value

Overview: In this unit of study, students will think will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on color and value. They will identify primary colors and mix primary colors to make secondary colors with a range of media. Students will explore complimentary colors and create tints and shades within a specific color. Cool and warm colors will be defined to show how they vary within their relationships. Students will demonstrate the use of varying shades of color (value scale) and use color in their own artwork and explain how it is used.

| Overview | Standards for Art | Unit Focus | Essential Questions |
|---|---|---|--|
| Unit 2 Color and Value | <ul style="list-style-type: none"> • 1.5.2.R3a • 1.5.2.Pr6a • 1.5.2.Cn11b • 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.Pr5a • 1.5.2.Pr4a • 1.5.2.Cr3a • 1.5.2.Re7a • 1.5.2.Re7b • WIDA 1 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • How do we define the difference between primary and secondary colors? • How can we determine if colors are complimentary to one another? • How can we apply the concepts of grayscale to demonstrate lightness and darkness? |

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| <p><i>Unit 2: Enduring Understandings</i></p> | <ul style="list-style-type: none">• Students will be able to identify primary and secondary colors and understand the relationships between color that is further defined by warm and cool colors.• Students will be able to identify which primary colors create secondary colors.• Students will be able to explain where complimentary colors are found on the color wheel, why they compliment each other, and how the color wheel assists with the color mixing theory.• Students will explore how to create value using color and understand that moods and emotions are often associated with colors and used in everyday living.• Students will understand that limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed. | <ul style="list-style-type: none">• How can we identify/define shades and tints to create composition to prove understanding?• How can we create various value of any specific color? |
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| Curriculum Unit 2 | Standards | | Pacing | |
|------------------------------|--------------------|--|---------------|-----------------------|
| | | | Weeks | Unit Weeks |
| | 1.5.2.Re3a | Use art vocabulary to explain preferences in selecting and classifying artwork. | 1 | 9 |
| | 1.5.2.Pr6a | Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. | 1 | |
| | 1.5.2.Cn11b | Describe why people from different places and times make art about different issues, including climate change. | | |
| | 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. | | |
| | 1.5.2.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. | | |
| | 1.5.2.Cr2c | Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. | | |
| | 1.5.2.Cn11a | Compare, contrast and describe why people from different places and times make art. | 1 | |

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| | 1.5.2.Pr4a | Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. | 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. | | |
| | 1.5.2.Re7a | Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. | 1 | |
| | Assessment, Re-teach and Extension | | | |

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| Unit 2 Grade 2 | | |
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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. |
| Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. | 1.5.2.Pr6a | Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| 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. |

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| 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, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. | 1.5.2.Re7a | Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. |
| | 1.5.2.Re7b | Describe, compare and categorize visual artworks based on subject matter and expressive properties. |
| Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. | 1.5.2.Pr4a | Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 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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| Unit 2 Grade 2 | |
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| • Assessment Plan | |
| Resources | Activities |
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• Color mixing activity• Artwork color identification• Original art projects• Students label colors on a color wheel.• Primary and Secondary Colors Art Lesson: Students will use paint, watercolor, oils, pastels, crayons, colored pencils to create works of art that demonstrate the use of color theory: cool/warm colors, complimentary colors and value.• Warm and Cool Flowers: Students will use paint, watercolor, oils, pastels, crayons, colored pencils to create works of art that demonstrate the use of color theory: cool/warm colors, complimentary colors and value. |
| <ul style="list-style-type: none">• Chromebooks• Group discussions• Manipulatives• SMARTboard / Mimio Technology• Google Applications (Documents, Forms, Spreadsheets, Presentation)• https://artclasscurator.com/color-in-art-examples/• https://kinderart.com/ | <ul style="list-style-type: none">• The Color Wheel: Students will label colors on color wheel and identify primary and secondary colors.• Color Wheel Project: Students will identify what colors make up secondary colors and mix colors to create different colors and tints and shades.• Andy Goldsworthy and Georgia O’Keefe: Students will critique famous works of art from different genres and time periods, describing how color is being used.• Value Study, Part 1 Making a Shape into a Form: The student will make a gray scale and use it as a reference to make shapes look like forms.• Elements of Art: Value: Students will watch a video about value. |

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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 |
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| <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 2 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.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases enough 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.

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.