Winslow Township School District
Grade 2 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 define space and create landscapes, cityscapes, and seascapes where they demonstrate foreground, middle ground and background. Students will begin to explore critiquing art from various perspectives and question the artists' intents.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 4 **Space**	• **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**	• The ways in which an artist chooses to depict space 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; mathematics becomes involved when an artist uses a horizon line to which all angles, points and/or sides of an object align with that point. • Space can be the given area an artist created his/her work within or space can be how that given area is utilized.	• How and why would an artist define space? • How would the artist design landscapes, cityscapes and seascapes with foreground,

Unit 4: Enduring Understandings	● Students will be able to define space and perspective. ● Students will be able to locate foreground, middle ground and background in works of art and describe what characteristics would be present within each space. ● Students will create landscapes, cityscapes and seascapes demonstrating ● foreground, middle ground and background. ● Students will critique works of art describing how they used space.	middle ground and background? ● How can artists draw conclusions on space?

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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	1	

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Unit 4 Grade 2		
Content Statement	**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, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	**1.5.2.Re7b**	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
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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Unit 4 Grade 2	
• **Assessment Plan**	
• Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks	• Using pencils, colored pencils, paper, oil-based paints and tempera paints students will create and develop landscapes, cityscapes and seascapes. • Review artwork they have created throughout the year and describe how they used space. • Original art projects
Resources	**Activities**
• Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • The Kindergarten Visual Art Classroom • https://artclasscurator.com/artworks-that-show-space/ • https://www.widewalls.ch/famous-nature-paintings/	• Artwork that Depicts Space: Students will define space and discuss how artists use space. • Defining & Identifying Foreground, Middle Ground, & Background: Students will view famous artwork and identify foreground, middle ground and background. • Torn Landscapes: Students will use torn paper, tape • resist medium to demonstrate foreground, middle ground and background. • Tape Resist Landscape: Students will demonstrate foreground, middle ground, background by working to place objects in the appropriate perspective.

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

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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 2 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

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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.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.
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.2.GMD.A. Measure and estimate lengths in standard units.
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.