

Winslow Township School District

Grade K Art

Unit 1: Color

Overview: In this unit of study, students will learn the rules and procedures of the art room, including cleaning and caring for art supplies and materials. Students will also begin to see art as a form of visual communication as they will be encouraged to think about what they are trying to express before creating a work of art. Students will learn to intentionally mix the secondary colors and use them in a unique work of art.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 1 <p style="text-align: center;">Color</p>	<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"> • Color is an element of art and is part of the art vocabulary needed to know about in order to discuss the world of art. • Artists explore with the element of color to create works of art. • Artists throughout history have used colors to create art. • Colors can be used to express emotions and communicate ideas. • How artists express emotions and communicate ideas through color • Primary and secondary colors 	<ul style="list-style-type: none"> • What do I want to express with my art? • How can I mix green, orange and violet? • How can I use primary and secondary colors in a painting to express my ideas? • What is a palette and how is it used?

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<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will create pieces of art that have some meaning to them.• Students will use a palette to mix the secondary colors.• Students will use black and white to darken and lighten colors.• Students will use appropriate vocabulary words when discussing color and color mixing.	<ul style="list-style-type: none">• 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?
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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Color	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.		
	1.5.2.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		1	

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Unit 1 Grade K		
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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Assessment Plan	
<ul style="list-style-type: none"> • Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks 	<ul style="list-style-type: none"> • Play-Doh Colorwheel Activity: Students will learn the color wheel by using Play-Doh.
Resources	Activities
<ul style="list-style-type: none"> • 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/ 	<ul style="list-style-type: none"> • A Box of Crayons- Students explore the idea that when we all work together, the results are much more interesting and colorful. • Georgia O’Keeffe Lesson Plan & Complimentary Colors: Students will create a drawing of a flower using Georgia O’Keeffe as their inspiration. They will work together to identify complimentary colors and use new techniques of shading, creating highlights and shadows. • Art Masterpiece: Broadway Boogie Woogie: Students will listen to Jazz music while recreating their over version of a Geometric Shapes Collage. • Watercolor Process Lesson: Students will use watercolor to experiment with color, pattern, water, gravity and splatter. • Primary Colors • Secondary Colors • Mixing Colors

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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 K 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:

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Science Standards:

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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.