

Winslow Township School District

Grade K Art

Unit 2: Elements of Art

Overview: In this unit of study, students will have an opportunity to explore and experiment with a wide variety of two-dimensional and three-dimensional materials as well as being introduced to a selection of artists and their styles.

Overview	Standards for Science	Unit Focus	Essential Questions
<p>Unit 2</p> <p style="text-align: center;">Elements of Art</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"> • There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. • There are seven elements of art: line, shape, color, value, form, texture and space. • Elements of art are encompassed with art created by artists through themes or styles. • There are many ways that artists use the elements of art to communicate ideas and express emotion. • Knowledge of art vocabulary is an essential tool for creating and discussing art. • We can find the elements of art in nature and in our environment. • Some artists and cultures focus on expressing. 	<ul style="list-style-type: none"> • How are the elements of art different? • How can we identify characteristics of the elements of art? • How are the different elements of art utilized in the creation of original artwork? • How do artists communicate with the elements of art?

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<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none">● Students will be able to review the elements of art and begin to understand the three first Principles of Design (balance, emphasis, proportion).● Students will be able to use symbols to create personal works of art based on age-appropriate stories that tell a visual story.● Students will be able to use vocabulary to describe various art forms.● Students will be able to begin to demonstrate a growing ability to represent experiences, thoughts, and ideas through art.● Students will be able to demonstrate the safe and appropriate use and care of art materials and tools.● Students will be able to practice drawing more recognizable representations as eye-hand coordination and fine motor skills develop.	<ul style="list-style-type: none">● How do various cultures use the elements of art to convey a story or express ideas?● How can learning about the elements of art make you a better artist?
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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Elements of Art	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	
	1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over	1	

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		others. Categorize artwork based on a theme or concept for an exhibit.		
	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.	2	
	1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.		
	1.5.2.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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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.
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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<p>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.</p>	<p>1.5.2.Re7a 1.5.2.Re7b</p>	<p>Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p>	<p>1.5.2.Pr4a</p>	<p>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.</p>
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p>	<p>1.5.2.Cr3a</p>	<p>Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>
<p>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.</p>	<p>1.5.2.Pr5a</p>	<p>Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p>

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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"> • Van Gogh’s Sunflowers: Students will create expressionistic sunflowers in the style of Vincent Van Gogh. • Match the color words to colors students are using in their art (paint, playdough, etc.). • Students will create works of art based on what they see in nature.
Resources	Activities
<ul style="list-style-type: none"> • Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • 7 Elements of Art • How To Look at Art – The Elements of Art • https://kinderart.com/ 	<ul style="list-style-type: none"> • Cool Curvy Lines and Warm Angular Lines: Students will learn the difference between warm and cool colors and distinguish between curvy and angular lines by doing a drawing. • Color Word Cards: Students will work together to identify the colors on the card and match them to objects in the room. • The Ultimate Collection of Color in Art: Students will be exposed to a list of examples of color in art. They will contain the following elements of color: warm and cool colors in art, primary color art, complementary colors in art, analogous colors examples, neutral colors in art, and color intensity in art. • Water Color Butterflies: Students will create a tye-dyed or water color butterfly to show how colors mix. • Students will bring in pictures of different symbols that they see every day, comparing the use of color, shape and line. Then they will paint and draw pictures.

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Instructional Best Practices and Exemplars

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| 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/>

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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:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.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.

Math Standards:

NJSLS K.MD.A Describe and compare measurable attributes.

NJSLS K.MD.B Classify objects and count the number of objects in each category.

NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

NJSLS K.G.B. Analyze, compare, create, and compose shapes.

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.