

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

Overview: In this unit of study, students will be introduced to lines and shapes. They will also explore and experiment with a wide variety of two and three-dimensional materials as well as being introduced to a selection of artists. The use of different types of lines to create representational and symbolic images in their works of art will be practiced. A variety of media will be used to create works of art that has meaning to the student.

Overview	Standards for Art	Unit Focus	Essential Questions
<p>Unit 3</p> <p style="text-align: center;">Lines and Shapes</p>	<ul style="list-style-type: none"> • 1.5.2.R3a • 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.Cr3a • WIDA 1 	<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition. • The elements of art and principles of design are universal. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical applications. 	<ul style="list-style-type: none"> • Where in our world do we see lines? • How can lines be used to create shapes? • How can we use line to create pattern and movement? • How do we define shape? • How can we use geometric shapes in art? • Where in our world do we see shapes?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Students will be able to identify and name specific geometric shapes. • Students will be able to utilize shapes to create forms. • Students will be exposed to basic types of line and be exposed to the direction of lines. • Students will develop a strong understanding of geometric shapes, types of lines, and how they are the building blocks in creating art. 		

Winslow Township School District
Grade K Art
Unit 3: Lines and Shapes

Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Lines and Shapes	1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.	1	9
	1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.	1	
	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.	2	
	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.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			

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

Unit 3 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.
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11a 1.5.2.Cn11b	Compare, contrast and describe why people from different places and times make art. Describe why people from different places and times make art about different issues, including climate change
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 1.5.2.Cr1b	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 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 1.5.2.Cr2b 1.5.2.Cr2c	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. 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.
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.

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

Unit 3 Grade K

• Assessment Plan

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

- Students use observations to describe shapes in the natural world.
- Students can cut up and paste shapes to create an object.
- Students use their bodies to create various types of lines and shapes as a group.
- Students label various lines and shapes on a paper to pencil assessment.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- [The Lines Song](#)
- [Kindergarten Lines](#)
- [Lines and Shapes](#)
- [Shapes for kids](#)
- [The Kindergarten Visual Art Classroom](#)

Activities

- [Shape Pictures](#): Using the book, Harold and the Purple Crayon as inspiration, students will use paper shapes to stimulate their imaginations to create a unique image.
- [Tangrams](#): Students will listen to “[Grandfather Tang’s Tangrams](#)” and complete a tangram template.
- How lines are made and used in works of art.
- Introduction to different art media and how to properly use them.
- Different types of shapes and how shapes are made.
- Differences between organic and geometric shapes.
- [Overlapping Shapes](#): Students will learn about line, shape and color as they create colorful works of art.

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

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/>

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

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

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

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

Winslow Township School District
Grade K Art
Unit 3: Lines and Shapes

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

Winslow Township School District

Grade K Art

Unit 3: Lines and Shapes

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

Math Standards:

NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles).

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

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.