

Winslow Township School District

Grade K Art

Unit 4: Shape and Form

Overview: In this unit of study, students will explore and learn the elements of shape, form and space, as well as the principles of perspective and proportion. Students will observe and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these elements when creating art. They will also be exposed to the vast variety of professions in the art world and see the strong correlation between art and math.

Overview	Standards for Art	Unit Focus	Essential Questions
<p>Unit 4</p> <p>Shape and Form</p>	<ul style="list-style-type: none"> • 1.5.2.Cr1a • 1.5.2.Cr1b • 1.5.2.Cr2a • 1.5.2.Cr2b • 1.5.2.Cr2c • 1.5.2.Cn10a • 1.5.2.Cn11a • 1.5.2.Re7a • 1.5.2.Re7b • 1.5.2.Re8a • WIDA 1 	<ul style="list-style-type: none"> • Works of art have meaning to them. • Shapes can be used to represent images. • Patterns can be created using shapes. • There is a direct relationship between perspective and proportion. • There is a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. • Exploration of art careers and how they connect to other content areas. 	<ul style="list-style-type: none"> • How do shapes and forms differ? • How does math influence perspective in art? • How does proportion change with perspective? • What art careers that encompass the use of other content areas?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Students will create works of art that have meaning to them. • Students will be able to use shapes to represent images from imagination. • Students will be able to use shapes to represent observed images. • Students will observe and identify shapes in various works of art. • Students will observe and create patterns using shapes. • Students will be able to recognize each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. • Students will understand each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. 		<ul style="list-style-type: none"> • Where in our world do we see shapes? • How can we create art with shapes?

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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Shape and Form	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	9
	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.Cn10a	Create art that tells a story or describes life events in home, school and community.	1	
	1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.	1	
	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	
	1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.		
	1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.		
Assessment, Re-teach and Extension			1	

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Enduring Understanding	Indicator #	Indicator
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.
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
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.
People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

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• Assessment Plan

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

- [Shape Cards](#): Students will practice matching shapes to their names.
- Students discuss with peers shapes they see in artworks.
- Completed original artwork.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://kinderart.com/>

Activities

- [My Pet House](#): Students will create a house for their pet using construction paper and photographs.
- [Overlapping Shapes](#): Students will learn about line, shape and color as they create colorful works of art.
- Students will identify various shapes seen in everyday life and make connections.
- Work in small groups with precut shapes and name each shape in front of them.
- View artworks and identify various 2 and 3 dimensional shapes.
- Pair with a partner to talk about the shapes they see in artwork, using art vocabulary.
- Students will draw, cut and glue different types of geometric shapes to make other images, based on what they see in the world around them.

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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/>

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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.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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.

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.