

**Belvidere Cluster Wide
Art Curriculum
Grades K-2
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

English Language Arts
Science and Scientific Inquiry (Next Generation)
Social Studies
Music
Physical Education
Technology
Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Health Science
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

Global Awareness
Health Literacy
Environmental Literacy
Creativity and Innovation

Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

Printed copy of board work/notes provided
Additional time for skill mastery
Assistive technology
Behavior management plan
Center-Based Instruction
Check work frequently for understanding
Computer or electronic device utilization
Extended time on tests/ quizzes
Have student repeat directions to check for understanding
Highlighted text visual presentation
Modified assignment format
Modified test content
Modified test format
Modified test length
Multiple test sessions
Multi-sensory presentation
Preferential seating
Preview of content, concepts, and vocabulary
Reduced/shortened written assignments
Secure attention before giving instruction/directions
Shortened assignments
Student working with an assigned partner
Teacher initiated weekly assignment sheet
Use open book, study guides, test prototypes
Cubing activities
Exploration by interest
Flexible grouping
Goal setting with students
Jigsaw
Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

ELL

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic
Eliminate nonessential information
Using videos, illustrations, pictures,

and drawings to explain or clarify
allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
Allowing students to correct errors (looking for understanding)
Allowing the use of note cards or open-book during testing
Decreasing the amount of work presented or required
Having peers take notes or providing a copy of the teacher's notes
Modifying tests to reflect selected objectives
Providing study guides
Reducing the number of answer choices on a multiple choice test
Tutoring by peers
Explain/clarify key vocabulary terms

At Risk

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
Allowing students to select from given choices .
Allowing the use of note cards or open-book during testing
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
decreasing the amount of work presented or required .
Having peers take notes or providing a copy of the teacher's notes
Marking students' correct and acceptable work, not the mistakes
Modifying tests to reflect selected objectives
Providing study guides
Reducing the number of answer choices on a multiple choice test
Tutoring by peers
Using authentic assessments with real-life problem-solving
Using true/false, matching, or fill in the blank tests in lieu of essay tests
using videos, illustrations, pictures, and drawings to explain or clarify
Flexible grouping
Goal setting with students
Jigsaw
Mini workshops to re-teach or extend skills Open-ended activities
Think-Pair-Share
Varied supplemental materials

Gifted and Talented

Alternative formative and summative assessments
Choice boards
Games and tournaments
Group investigations
Independent research and projects Interest groups for real world application
Learning contracts
Leveled rubrics
Multiple intelligence options
Personal agendas
Project-based learning
Problem-based learning
Stations/centers
Think-Tac-Toes
Tiered activities/assignments
Tiered products

504

Printed copy of board work/notes provided
Additional time for skill mastery
Assistive technology
Behavior management plan
Center-Based Instruction
Check work frequently for understanding
Computer or electronic device utilization
Extended time on tests/ quizzes
Have student repeat directions to check for understanding
Highlighted text visual presentation
Modified assignment format
Modified test content
Modified test format
Modified test length
Multiple test sessions
Multi-sensory presentation
Preferential seating
Preview of content, concepts, and vocabulary
Reduced/shortened written assignments
Secure attention before giving instruction/directions
Shortened assignments
Student working with an assigned partner
Teacher initiated weekly assignment sheet
Use open book, study guides, test prototype
Exploration by interest
Flexible grouping
Goal setting with students
Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

K-2 Unit 1, Art, Elements of Art

Content Area: **Art**
Course(s): **Art**
Time Period: **September**
Length: **50 days**
Status: **Published**

Enduring Understanding

Students will recognize, identify, and create works of art by understanding the elements and principles.

Essential Questions

What is art?

What makes art?

What are the elements of art and how are they used?

How do you create art?

New Jersey Student Learning Standards

VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.w2.D.CS2	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.

Student Learning Objectives

ELEMENTS

Color- Identify primary colors (K), identify and mix secondary colors (1), identify, mix, and apply complementary, warm, and cool colors (2)

Line-Identify and demonstrate a variety of lines (K-2)

Shape- Identify and demonstrate geometric, natural/free form shape (K-2)

Texture- Identify and demonstrate implied and real texture (K-2)

Space- Identify and demonstrate organized elements in a composition (K)

Form-Identify and demonstrate 3 dimensional form (K-2)

Value- Identify and demonstrate tints and shades, highlights and shadows (K-2)

PRINCIPLES

Pattern- Demonstrate the use of creating patterns in making art (2)

Emphasis- Understand how to use emphasis when making art (2)

- | | |
|---|---|
| •Color- Identify primary colors (K), identify and mix secondary colors (1), identify, mix, and apply complementary, warm, and cool colors (2) | • |
| •Emphasis- Understand how to use emphasis when making art (2) | • |
| •Form-Identify and demonstrate 3 dimensional form (K-2) | • |
| •Line-Identify and demonstrate a variety of lines (K-2) | • |
| •Pattern- Demonstrate the use of creating patterns in making art (2) | • |
| •Shape- Identify and demonstrate geometric, natural/free form shape (K-2) | • |
| •Space- Identify and demonstrate organized elements in a composition (K) | • |
| •Texture- Identify and demonstrate implied and real texture (K-2) | • |
| •Value- Identify and demonstrate tints and shades, highlights and shadows (K-2) | • |
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Instructional Activities

Painting and mixing colors

Line drawing and using a variety of lines within a project

Draw geometric and free form shapes

Texts and Resources

Color wheel

Prints of famous artists, such as Van Gogh, Georgia O'Keefe, and Claude Monet

Philadelphia Museum of art: artstore.org

<http://www.theartgallery.com.au/index.html>

<http://www.nga.gov/kids/kids.htm>

<http://www.metmuseum.org/metmedia>

Assessment

Formative assessments

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

Summative assessments

Performance Task

Written Product

Oral product

Standardized Test

Rubric

Benchmark assessments

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Logs

Journal

Field observation

Peer review

Rubric

K-2 Unit 2, Art, Cultural and Community Themes

Content Area: **Art**
Course(s): **Art**
Time Period: **November**
Length: **50 days**
Status: **Published**

Enduring Understanding

Works of art are created from diverse cultures and historical periods using a variety of materials with family and community themes.

Essential Questions

When did art begin?

Are there different kinds of art?

New Jersey Student Learning Standards

VPA.1.2.2.A.CS1	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.CS2	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Student Learning Objectives

Students will identify works of art from diverse cultures and various historical periods.

Students will identify family and community themes in art.

Students will understand that art has a history.

Instructional Activities

Construction of cultural items such as, ethnic paintings, cave painting, masks, bowls, weaving

Texts and Resources

<http://www.moma.org/interactives/artsafari/>

<http://www.metmuseum.org/metmedia>

Assessment

Formative assessments

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

Oral comparison of cultural items

Student observation and discussion of art in the community

Summative assessments

Performance Task

Written Product

Oral product

Standardized Test

Rubric

Benchmark assessments

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Successful completion of culturally inspired projects

Logs

Journal

Field observation

Peer review

Rubric

K-2 Unit 3, Art, Art Media and Art Techniques

Content Area: **Art**

Course(s): **Art**

Time Period: **January**

Length: **50 days**
Status: **Published**

Enduring Understanding

Art is created using a variety of media and new techniques.

Essential Questions

- What can you use to make art?
- What are different ways you can make art?
- What are special words used in art?
- Do symbols have a meaning in art?

New Jersey Student Learning Standards

VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.CS1	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 application methods for exploring solutions to creative problems.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.CS2	Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
VPA.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.CS5	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Student Learning Objectives

- Students will explore a variety of art media.
- Students will demonstrate proper use of tools.
- Students will apply new techniques when creating art.
- Students will understand how symbols create meaning in art.
- Students will build an art vocabulary based on materials, visuals, and techniques.
- Students will create works of art based on observation of everyday life using a variety of media.

Instructional Activities

- Print making
- Collage
- Mixed media
- Clay

Texts and Resources

- www.youtube.com instructional videos
- united streaming
- <http://www.nga.gov/kids/zone/collagemachine.htm>

Assessment

Formative assessments

Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Student discussion of symbols in art
Teacher observation of correct use of art materials

Summative assessments

Performance Task
Written Product
Oral product
Standardized Test
Rubric
Vocabulary tests oral and/or paper

Benchmark assessments

Teacher created standards-based assessment
Portfolio
Proficiency assessment
Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Logs
Journal
Field observation
Peer review
Rubric

K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art

Content Area: **Art**
Course(s): **Art**
Time Period: **April**

Length: **50 days**
Status: **Published**

Enduring Understanding

Works of art are created in a variety of styles/movements and stories.

Essential Questions

How does a painting or work of art tell a story?

How do you identify an artist or an art movement?

Do you get different emotions looking at art?

Can you be inspired by art?

Can criticism be good?

New Jersey Student Learning Standards

VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.CS2	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

Students will be able to identify characteristics of artists and art movements.

Students will be able to compare and contrast the historical and cultural significance of art.

Students will be able to tell a story using art as a visual prompt.

Students will be able to distinguish qualities and merits of works of art through observation.

Students will be able to understand that criticism is a positive tool.

Students will be able to recognize clues in works of art for artistic intent.

Instructional Activities

Discussions of art work and art history

Verbal discussion to compare and contrast works of art.

Create inspired pieces of art work

Texts and Resources

Text series and videos: Getting to Know World Famous Artists by Michael Venezia

<http://www.metmuseum.org/metmedia>

Assessment

Formative assessments

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

A reflective statement about famous art work

Compare and contrast famous works of art

Student open discussions of emotions and reactions to famous art work

Teacher observation of students' understanding of art movements and artists

Summative assessments

Performance Task

Written Product

Oral product

Standardized Test

Rubric

Successful completion of projects

Benchmark assessments

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Logs

Journal

Field observation

Peer review

Rubric