

Maywood Public Schools

Art

Grades K-2

Art Grades K-2

I. Introduction/Overview/Philosophy

The Maywood Grades K-2 art curriculum is designed to cultivate within the student an appreciation of art, an active experience in creative development, a means of self-expression and the appreciation of art of other cultures. An environment is provided to foster creative and aesthetic growth within a program that allows for flexibility.

The art program recognizes art as a creative, individual discipline which is an integral part of any academic curriculum in the humanities. This program is also based on a process that focuses on art activities, appreciation, experimentation, motivation and art history that teaches the basic fundamentals of art.

Art is a universal expression of human behavior. The Maywood program offers a student the opportunity to express oneself creatively through a wide variety of art experiences. It serves as both balance and contrast to the more formal curriculum areas. Lessons will contain content drawn from the four foundational art disciplines: production, criticism, history and aesthetics. These build a body of cumulative knowledge and skills in art and can be appropriately evaluated.

II. Objectives

Course Outline:

- A. Painting Activities
 - a. Animals
 - 1. pets
 - 2. dinosaurs
 - 3. birds
 - b. Landscapes
 - 1. realistic-seasonal
 - 2. fantasy
 - c. Observations
 - 1. still life
 - 2. trees
 - 3. flowers, fruits, etc.
 - d. Self-Awareness
 - 1. home
 - 2. school
 - 3. activities
 - 4. community
- B. Drawing/Design
 - a. Figure Drawings
 - 1. human
 - 2. posed
 - 3. gesture
 - b. Portraits
 - 1. full face
 - 2. profile
 - 3. expressive
 - c. Elements of Composition
 - 1. focal point
 - 2. near/far
 - 3. background/foreground
 - 4. horizontal, vertical, diagonal
- C. Printing
 - a. Styrofoam
 - b. cardboard
 - c. glue and string
 - d. clay stamps
 - e. sandpaper
 - f. monoprinting
 - g. fabric
- D. 3-D/Sculpture
 - a. paper sculpture
 - b. puppets
 - c. weaving
 - d. found objects
 - e. wood

f. clay

E. General

- a. school community projects
- b. local community projects
- c. work on computers
- d. art displays of finished artwork
- e. Students will distinguish the subject matter and/or theme of a piece of art.
- f. Students will realize and appreciate the value of critique.

F. Art Safety & Appreciation

- a. Students will learn how to respect and safely use a variety of art tools and materials.
- b. Students will discover that art is all around us.
- c. Students will develop respect for their work and others.
- d. Students will develop personal feelings and opinions about various artworks.

Student Outcomes:

After successfully completing this course, the student will be able to:

- Drawing & Design
 - Students will learn and apply basic drawing skills and techniques.
 - Students will learn how to use a variety of drawing and coloring tools and materials.
 - Students will understand and apply the elements of art and the principles of design to drawings/designs.
- Painting & Printing
 - Students will learn and apply basic painting and printing skills along with techniques.
 - Students will learn how to use a variety of painting and printing tools and materials.
 - Students will understand and apply the elements of art and the principles of design to paintings and prints.
 - Students will learn the basics of color theory.
- 3-D/Sculpture
 - Students will learn and apply basic 3-D sculpture assembling skills and techniques.
 - Students will learn how to use a variety of 3-D tools and materials.
 - Students will understand and apply the elements of art and the principles of design to 3-D sculptures.
- Compose Artworks
 - Students will understand how to follow and apply multiple step directions in creating 2-D and 3-D artworks.
 - There will be an ongoing use of the basic elements of art and principles of design displayed in the student's projects.
 - Students will explore the use of different media and techniques in the creation of various artworks.
 - Students will create art in response to selected themes.
- Art History/Culture
 - Students will communicate and respond to various works of art from different cultures and time periods.
 - Students will create art based on different cultures/time periods.
 - Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
 - Students will be able to identify the community and family as a theme used to create art.
 - Students will examine the relationship between art and the society it comes from.
- Art Displays & Critique
 - Students will learn how to apply basic framing techniques to their artworks, which will be displayed throughout the school year.
 - Students will talk about all types of artwork.
 - Students will critique artwork through the use of the elements of art and principles of design in student and famous artworks.
 - Students will develop use of artistic vocabulary in relation to the world around them and when expressing one's opinion about art.

- Students will distinguish the subject matter and/or theme of a piece of art.
- Students will realize and appreciate the value of critique.

- Art Safety & Appreciation
 - Students will learn how to respect and safely use a variety of art tools and materials.
 - Students will discover that art is all around us.
 - Students will develop respect for their work and others.
 - Students will develop personal feelings and opinions about various artworks.

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Visual Art

1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Strand A. History of the Arts and Culture

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.

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.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Visual Art

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.

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.

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.

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.

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.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

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.).

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.

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).

1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Strand B. Critique Methodologies

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.

1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

8.1.2.A.7 - Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 - Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.2 - Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 - Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 - Debug an algorithm (i.e., correct an error).

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.
- 9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III. Proficiency Levels

The student builds upon previous knowledge of basic art concepts each year. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect.

The grade level skills continue to develop with the manipulation of materials and an understanding of art techniques.

IV. Methods of Assessment

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Critique

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Art is part of the standard curriculum for all students in grades K-2 in the Maywood School District.

VI. Articulation/Scope & Sequence/Time Frame

All students receive instruction in art during grades K-3.

VII. Resources

Texts/Supplemental Reading/References

- References:
 - Art reference posters, art project reference books, art magazines, art prints, art inspired story books, art history books, computers, photographs
- Supplies/Materials:
 - Various weights & textures of paper, construction paper, scissors, glue, rulers, tape, paper punch, stapler, cardboard, pencils, paste, wallpaper, newspaper, felt, burlap, fabric, muslin, scraps, feathers, glitter, yarn, thread, large eyed needles, straws, wooden sticks, dowels, buttons, beads, trim, fabric crayons, cotton, pipe cleaners, craft sticks, crayons, pastels, scratch art sticks, colored markers, oil pastels, sponge, string, watercolors, art paste, ceramic tiles, modeling clay, Model Magic clay, water containers, palettes, tempera paint, brushes, sandpaper, brayers, acrylic paint
- Scrap materials:
 - Cardboard tubes, wood scraps, Styrofoam trays, corrugated cardboard
- Special papers:
 - Corrugated paper, watercolor paper, scratch boards, tissue, cellophane, florescent, metallic, oak tag, cardboard

VIII. Suggested Activities

- Introduction, including resources, upcoming projects and materials to be used.
- Discussion of artists, techniques, and materials used.
- Teacher demonstration of various techniques.
- Student procedure for completing various art projects.
- Critiquing previous students' projects for positive effects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X. Interdisciplinary Connections

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access any of the following areas: social studies/history, music, science, mathematics, business, and/or technology.

This art course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide - Kindergarten

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>1. Rules and Regulations of the Art Room</p> <ul style="list-style-type: none"> ● Art classroom safety ● Art materials safety ● Art is all around us ● Develop respect for all created artwork <p>2. Introduction to Drawing Skills</p> <ul style="list-style-type: none"> ● Step-by-step drawing activities ● Community projects ● Art elements line & shape in drawings <p>3. Introduction to Coloring Skills</p> <ul style="list-style-type: none"> ● How to use coloring tools ● Realistic coloring ● Abstract coloring style <p>4. Seasonal/Holiday Themed Projects</p> <ul style="list-style-type: none"> ● Multicultural arts focused projects ● Realistic color theory <p>5. Famous Artist Inspiration</p> <ul style="list-style-type: none"> ● Art history experience ● Learn and apply knowledge about different artistic styles <p>6. Tracing, Cutting & Gluing Skills</p> <ul style="list-style-type: none"> ● Focus on fine motor skills ● organizing/using art materials 	<p>12 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art 	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 CRP1 CRP3 8.2.5.A.1 8.2.5.B.2 8.2.5.D.3 9.2.4.A.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback.

		<p>techniques</p> <ul style="list-style-type: none"> ● Challenge students creatively 		
<p>7. Art Elements: Line, Shape & Color</p> <ul style="list-style-type: none"> ● Recognize a variety of lines, shapes & colors ● Create artworks focusing on line, shape & color ● Follow multiple step directions ● School community project ● Drawing & coloring skills applied <p>8. Tracing, Cutting & Gluing Skills</p> <ul style="list-style-type: none"> ● Focus on fine motor skills ● organizing/using art materials <p>9. 2-D & 3-D Art Differences</p> <ul style="list-style-type: none"> ● Introduction to assembling techniques ● Appreciation for different styles of art all around us <p>10. Painting/Printing Skills</p> <ul style="list-style-type: none"> ● Discuss tools used for painting ● Discuss tools used for printing ● Cross-curricular projects created with paints <p>11. Seasonal Themed Projects</p> <ul style="list-style-type: none"> ● Kindergarten classroom collaboration ● Realistic color theory 	13 weeks	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 8.2.5.A.1 8.2.5.B.2 8.2.5.D.3 9.2.4.A.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback.
<p>12. Introduction to Critique</p> <ul style="list-style-type: none"> ● In groups, critique in a positive manner 	13 weeks	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p>	<p>New Jersey Student Learning</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress.

<ul style="list-style-type: none"> ● Focus on respectful vocabulary ● Critique famous artworks and artworks created by students ● Usage of basic art vocabulary <p>13. Introduction to Framing Techniques</p> <ul style="list-style-type: none"> ● Display care for completed artworks ● Discuss appreciation for all artworks <p>14. Famous Artist Inspiration</p> <ul style="list-style-type: none"> ● Art history experience ● Learn and apply knowledge about different artistic styles <p>15. Seasonal Themed Projects</p> <ul style="list-style-type: none"> ● Kindergarten classroom collaboration ● Realistic color theory <p>16. Tracing, Cutting & Gluing Skills</p> <ul style="list-style-type: none"> ● Focus on fine motor skills ● organizing/using art materials <p>17. Year End Review</p> <ul style="list-style-type: none"> ● Experience drawing, coloring and painting ● Create collage inspired designs ● Discuss artworks using art vocabulary 		<ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 	<p>Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	<ul style="list-style-type: none"> ● Oral participation in activities (class discussion). ● Student feedback.
--	--	--	--	---

Curriculum Map/Pacing Guide - Grade 1

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>1. Rules and Regulations of the Art Room</p> <ul style="list-style-type: none"> ● Art classroom safety ● Art materials safety ● Art is all around us ● Develop respect for all created artwork <p>2. Review of Drawing Skills</p> <ul style="list-style-type: none"> ● Step-by-step drawing activities ● Community projects ● Art elements line, shape & color in drawings <p>3. Review of Coloring Skills</p> <ul style="list-style-type: none"> ● How to use coloring tools ● Realistic coloring ● Abstract coloring style <p>4. Introduction to Color Theory</p> <ul style="list-style-type: none"> ● Primary & secondary colors ● Warm & cool colors ● The color wheel <p>5. Seasonal/Holiday Themed Projects</p> <ul style="list-style-type: none"> ● Multicultural arts focused projects ● Cross-curricular art connections <p>6. Tracing, Cutting & Gluing Skills</p> <ul style="list-style-type: none"> ● Focus on fine motor skills ● organizing/using art materials <p>7. Review of Critique</p> <ul style="list-style-type: none"> ● In groups, critique in a positive manner ● Focus on respectful vocabulary 	<p>12 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art 	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 CRP6 CRP11 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Color theory worksheets

<ul style="list-style-type: none"> ● Critique famous artworks and artworks created by students ● Usage of basic art vocabulary <p>8. Painting/Printing Skills</p> <ul style="list-style-type: none"> ● Discuss tools used for painting ● Discuss tools used for printing ● Cross-curricular projects created with paints <p>9. Review of Framing Techniques</p> <ul style="list-style-type: none"> ● Display care for completed artworks ● Discuss appreciation for all artworks 		<p>supplies for enhancement</p> <ul style="list-style-type: none"> ● Explain higher level art techniques ● Challenge students creatively 		
<p>10. Art Elements: Line, Shape & Color</p> <ul style="list-style-type: none"> ● Recognize a variety of lines, shapes & colors ● Create artworks focusing on line, shape & color ● Follow multiple step directions ● Drawing & coloring skills applied <p>11. Famous Artist Inspiration</p> <ul style="list-style-type: none"> ● Art history experience ● Learn and apply knowledge about different artistic styles <p>12. 2-D & 3-D Art Differences</p> <ul style="list-style-type: none"> ● Review and apply variety of assembling techniques ● Appreciation for different styles of art all around us ● Cross-curricular connections <p>13. Seasonal Themed Projects</p> <ul style="list-style-type: none"> ● Apply color theory knowledge ● Apply art elements ● Work as teams creating art <p>14. School Community Project</p> <ul style="list-style-type: none"> ● Focus on school character traits ● Gain understanding and value of 	<p>13 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p>	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 CRP6 CRP11 CRP12 8.2.2.A.1 8.2.2.A.2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Color theory worksheets

<p>community projects</p> <ul style="list-style-type: none"> ● Apply a variety of art skills <p>15. Drawing & Coloring Skills</p> <ul style="list-style-type: none"> ● Realistic/Abstract drawing skills ● Experience with a variety of drawing tools ● Focus on coloring styles 		<p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 	<p>8.2.2.B.1 9.2.4.A.1</p>	
<p>16. Art Elements: Line, Shape & Color</p> <ul style="list-style-type: none"> ● Recognize a variety of lines, shapes & colors ● Create artworks focusing on line, shape & color ● Follow multiple step directions ● Drawing & coloring skills applied <p>17. Famous Artist Inspiration</p> <ul style="list-style-type: none"> ● Art history experience ● Learn and apply knowledge about different artistic styles <p>18. Seasonal Themed Projects</p> <ul style="list-style-type: none"> ● Apply color theory knowledge ● Apply art elements ● Apply individual Creative style <p>19. Art Show Preparation</p> <ul style="list-style-type: none"> ● Framing techniques applied ● Organizing artwork ● Art Show Night experience with community <p>20. Year End Review</p> <ul style="list-style-type: none"> ● Experience drawing, coloring and painting ● Create collage inspired designs ● Discuss artworks using art vocabulary 	<p>13 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p>	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 CRP6 CRP11 CRP12 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Color theory worksheets

<ul style="list-style-type: none"> ● Critique individual and famous artworks ● Review “Art is All Around Us” 		<ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 		
--	--	---	--	--

Curriculum Map/Pacing Guide - Grade 2

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>1. Rules and Regulations of the Art Room</p> <ul style="list-style-type: none"> ● Art classroom safety ● Art materials safety ● Art is all around us ● Develop respect for all created artwork ● Developing usage of art vocabulary <p>2. Review of Drawing Skills</p> <ul style="list-style-type: none"> ● Multiple step drawing activities ● Community projects <p>3. Review of Coloring Skills</p> <ul style="list-style-type: none"> ● How to use coloring tools correctly and artistically ● Realistic coloring ● Abstract coloring style <p>4. Seasonal/Holiday Themed Projects</p> <ul style="list-style-type: none"> ● Multicultural arts focused projects ● Apply realistic & abstract color theory ● Seasonal inspired art designs <p>5. Famous Artist Inspiration</p>	<p>12 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group 	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback.

<ul style="list-style-type: none"> • Art history experience • Learn and apply knowledge about different artistic styles <p>6. Painting/Printing Skills</p> <ul style="list-style-type: none"> • Discuss tools used for painting • Discuss tools used for printing • Cross-curricular projects created with paints <p>7. Review of Critique</p> <ul style="list-style-type: none"> • In groups, critique in a positive manner • Focus on respectful vocabulary • Critique famous artworks and artworks created by students • Usage of basic art vocabulary <p>8. Review of Framing Techniques</p> <ul style="list-style-type: none"> • Display care for completed artworks • Discuss appreciation for all artworks <p>9. The 7 Elements of Art</p> <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements 		<p>experiences on SMARTBoard art activities</p> <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> • Provide additional art supplies for enhancement • Explain higher level art techniques • Challenge students creatively 	<p>CRP4 CRP6 CRP11 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	
<p>10. The 7 Elements of Art</p> <ul style="list-style-type: none"> • Recognize art elements in artworks • Create art designs using the art elements <p>11. 2-D & 3-D Art Differences</p> <ul style="list-style-type: none"> • Review assembling techniques • Appreciation for different styles of art all around us <p>12. Drawing Portraits</p> <ul style="list-style-type: none"> • Realistic Drawing • Realistic coloring <p>13. Critique</p>	<p>13 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> • Giving spoken and written instruction • Providing hands-on direction following • Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p>	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Teacher observation of student progress. • Oral participation in activities (class discussion). • Student feedback.

<ul style="list-style-type: none"> ● Personal responses to artworks ● Integrate cross-curricular vocabulary in critique ● expand on art vocabulary usage <p>14. Famous Artist Inspiration</p> <ul style="list-style-type: none"> ● Art history experience ● Learn and apply knowledge about different artistic styles <p>15. School Community Project</p> <ul style="list-style-type: none"> ● Focus on school character traits ● Gain understanding and value of community projects ● Apply a variety of art skills 		<p>Computer-Based Instruction</p> <ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 	<p>1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 CRP1 CRP3 CRP4 CRP6 CRP11 CRP12 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	
<p>16. Seasonal Themed Projects</p> <ul style="list-style-type: none"> ● Apply color theory knowledge ● Apply art elements ● Apply individual Creative style <p>17. The 7 Elements of Art</p> <ul style="list-style-type: none"> ● Recognize art elements in artworks ● Create art designs using the art elements <p>18. Introduction to 7 Art Principles</p> <ul style="list-style-type: none"> ● Class discussion on principles ● Critique on how they are already used in student’s artwork ● Recognize in professional artworks 	<p>13 weeks</p>	<p><i>For Support:</i></p> <p>Targeting Different Learning Styles:</p> <ul style="list-style-type: none"> ● Giving spoken and written instruction ● Providing hands-on direction following ● Provide completed examples <p>Group ELL and students with disabilities with higher-level students</p> <p>Computer-Based Instruction</p>	<p>New Jersey Student Learning Standards:</p> <p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Teacher observation of student progress. ● Oral participation in activities (class discussion). ● Student feedback. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Art elements rubric to assess student created projects

<p>19. Art Show Preparation</p> <ul style="list-style-type: none"> ● Framing techniques applied ● Organizing artwork ● Art Show Night experience with community <p>20. Year End Review</p> <ul style="list-style-type: none"> ● Experience drawing, coloring and painting ● Create collage inspired designs ● Discuss artworks using art vocabulary ● Critique individual and famous artworks ● Review “Art is All Around Us” 		<ul style="list-style-type: none"> ● Using SMARTBoard to show examples, tutorials and art history ● Independent & group experiences on SMARTBoard art activities <p><i>For Enhancement:</i></p> <p>Provide opportunity for individual student creativity</p> <ul style="list-style-type: none"> ● Provide additional art supplies for enhancement ● Explain higher level art techniques ● Challenge students creatively 	<p>1.4.2.B.2 CRP1 CRP3 CRP4 CRP6 CRP11 CRP12 8.2.2.A.1 8.2.2.A.2 8.2.2.B.1 9.2.4.A.1</p>	
---	--	---	--	--