

Grade 1 Scope and Sequence for Visual Arts**Grade 1 Scope and Sequence for Visual Arts**

Visual Arts	Number of Instructional Days
<u>The Creative Process</u> <i>This unit is designed to allow students to explore a variety of art materials. Because children have a natural curiosity and creative instinct, they should be encouraged to draw, arrange, put together, take apart, build and handle.</i>	10
<u>History of Arts and Culture</u> <i>This unit is designed for the study of the artists that have changed the popular culture and left an impression on society.</i>	10
<u>Performance</u> <i>This unit is designed to make students familiar with the explanation and process of creating art.</i>	10
<u>Aesthetic Responses and Critique Methods</u> <i>In a world that is culturally and historically diverse, works of art evoke emotion that communicates meaning. It is imperative that students learn to use their imaginations to tell the stories, and communicate emotion through visual arts.</i>	10

Visual Arts	Grade: 1
Unit 1: The Creative Process Unit Overview: In this unit students will learn how to establish a relationship with the world through art. Children will approach art in a playful way. Use of imagination and pretending is essential in the creative process. Children will experiment with art through drawing, painting and modeling with clay. They will use different materials such as cloth and tissue to create collages, and images that have a connection to the world they know.	
New Jersey Student Learning Standards 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. 1.1.2.D.1 - The basic elements of art and principles of design govern art creation and composition. 1.1.2.D.2 - 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. Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. Standard 8 Computer Science 8.1.2.DA.3: Identify and describe patterns in data visualizations. Standard 9 Career Readiness, Life Literacy, and Key Skills 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	
Enduring Understandings <ul style="list-style-type: none"> Basic elements of art include line, color, shape, form, texture and space. Principles of design include balance, proportion, rhythm, emphasis, and unity. Elements and principles are used in drawing, painting, modeling with clay, collages, use of cloth and how art is designed. 	Essential Questions <ul style="list-style-type: none"> What are the basic elements of art and principles of design in diverse types of artwork? How are elements of art and principles of design used?
Unit Goals	Teaching Points

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Session 1 - (Drawing and Painting)	<ul style="list-style-type: none"> ● Today I want to teach you that artists understand that there is a proper way to use and handle different drawing media. They spend time practicing with different media so that they don't damage tools. <ul style="list-style-type: none"> ○ Artists do this by:.. <ol style="list-style-type: none"> 1. practicing coloring with crayons, colored pencils, chalk, felt tip pens, and pastels 2. holding a paintbrush 3. painting with water to learn about how much paint to use, how to make different brush strokes, and when to refill the brush with paint 4. cleaning brushes after using them 5. using scissors to cut paper into smaller pieces 6. using glue in small amounts to attach pieces of paper to each other 7. naming simple shapes and colors 8. defining the terms 'materials' and 'techniques'
Session 2 - (Clay and Modeling)	<ul style="list-style-type: none"> ● Today I want to teach you that painters use tempera, watercolors, and finger paint, as well as brushes, when they are creating art. They experiment with each until they understand the texture so that they are able to adjust their technique as needed. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. practicing working with each kind of paint. 2. holding and using different sized brushes 3. practicing different brush strokes 4. making different shapes with paint brushes
Session 3 - (Textures and Collages)	<ul style="list-style-type: none"> ● Today I want to teach you that artists develop a relationship with the world around them so that they can paint what they see. They spend time looking closely at different people, places, and things, and then they practice painting what they see. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. looking out the window and noticing everything that they see 2. examining objects closely and noticing their shape, color and size 3. noticing how the colors of nature change as the seasons change
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Continue to grow in the use of familiar art material such as drawing materials, paints and clay ● Further develop manual coordination and eye-hand coordination ● Use a variety of lines in their drawings such as straight, curved and jagged ● Recognize a variety of shapes such as squares, rectangles, circles, ovals, triangles and diamonds ● Continue to grow in the use of familiar art material such as drawing materials, paints and clay ● Further develop manual coordination and eye-hand coordination ● Use a variety of lines in their drawings such as straight, curved and jagged ● Recognize a variety of shapes such as squares, rectangles, circles, ovals, triangles and diamonds. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Repeat verbal directions back ● Rough draft drawings <p>Summative Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text

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<ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clipping activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • New Jersey Visual Arts State Standards • Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p>	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • ArtSedge: https://artsedge.kennedy-center.org/educators.aspx • www.nga.gov/kids • www.crayola.com • Googleartproject.com • Scholastic Art Magazine • Google Classroom

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<ul style="list-style-type: none"> theartofeducation.org - The Art of Education www.nga.gov - National Gallery of Art artsandculture.google.com - Google Arts and Culture 	<ul style="list-style-type: none"> Google forms Youtube.com Newsela Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Getting to Know the World's Greatest Artists Adventures in Art Books Demonstration step by step Visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes Visual examples of completed projects Light-boxes Tracing paper and graphite transfer paper Tracing templates Manipulatives Stencils
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Students identify and create patterns. (Math) Students use lines to create shapes, color in areas (math concepts and vocabulary ELA). Discuss principles and the elements in works of art. Touch on math skills proportion and scale. 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> Ask students to view videos to teach about specific artists, such as "Dropping in on...(the artist)" series. Learn about different cultures by viewing art from around the world. Project print materials onto the whiteboard or with a document camera to support lessons.
<p>Integration of 21st Century Themes</p> <p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy Business Initiative and Self Direction Manage Goals and Time Work Independently Be Self-directed Learners 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspectives</p>

Visual Arts	Grade: 1
Unit 2: History of Arts and Culture	
Unit Overview: Just as the production of art can lead to various creative avenues, so can the study of artists. Art making changes over generations and reflects on societal values and beliefs.	
New Jersey Student Learning Standards	
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. 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. 9.1.4.B.1 - Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.D.2 - Express needs, wants, and feelings appropriately in various situations. 9.1.4.D.3 - Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. 9.1.4.F.3 - Explain the importance of understanding and following rules in family, classroom, and community setting.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Artwork includes common themes such as family and community from various time periods in history and the world. Art reflects and is affected by past and present cultures 	<ul style="list-style-type: none"> What are some distinct characteristics and common themes that are revealed by contextual clues within works of art? How does art making across cultures reflect on societal values and beliefs?
Unit Goals	Teaching Points
Session 1 - (<i>Cultural Art</i>)	<ul style="list-style-type: none"> Today I want to teach you that masks are a form of art that have been used by cultures all over the world throughout history. They are made and worn by people to represent what they admire, what they wish for, and what they are afraid of. <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> studying photos of people from other cultures wearing masks naming the materials used to make masks learning about different holidays and traditions when people use masks making a mask for a celebration making a mask to represent something they admire
Session 2 - (<i>Clothing as Art</i>)	<ul style="list-style-type: none"> Today I want to teach you that the clothing people wear can be a form of art. Artists use materials such as feathers, buttons, sparkles, fancy fabric, stitching, and other materials to decorate it for special occasions or traditional dances. <ul style="list-style-type: none"> Artists do this by: <ol style="list-style-type: none"> looking at pictures of boys' and girls' traditional clothing from all over the world

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<p><i>Session 3 - (Maps as Art)</i></p>	<ol style="list-style-type: none"> 2. comparing boys' and girls' clothing from today with clothing from different times in history 3. looking at clothing designed for different celebrations from around the world and throughout time 4. designing a special outfit for a special celebration of their own <ul style="list-style-type: none"> • Today I want to teach you that maps are useful, but they can also be a form of art. Maps are used to show where different places are, but they can also be beautiful. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. examining different examples of maps from different times in history 2. naming what makes a map useful 3. naming what makes a map beautiful, or art 4. creating a map of their neighborhood 5. creating a map that shows the route from home to school 6. adding details to make their map art
<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> • Progress towards understanding of other styles and movements in art history. • Compare different styles and media. • Critique prints of individual work and that of fellow classmates using the four-step method to art criticism. • Learn about career opportunities related to print design associated with interests, abilities, and skills • Explore and experience the art of pottery and sculpture through viewing work by famous artists Cordero, and McVey. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student portfolio • Rubric based projects • Verbal Discussions • Teacher observations • Repeat verbal directions back • Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric based final projects for each unit • Observation of student application of skills • Completion of individual assignments and projects • Participation in activities • Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critique 	<p>Special Education</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <i>Curricular Modifications and Guidance for Students Educated in Special Class Settings</i> <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Unit 1: Curriculum for ELL</u>

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	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

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<div data-bbox="134 247 891 575"> <p>Core Professional Resources:</p> <ul style="list-style-type: none"> New Jersey Visual Arts State Standards Art Educators of New Jersey Association <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> theartofeducation.org - The Art of Education www.nga.gov - National Gallery of Art artsandculture.google.com - Google Arts and Culture </div>	<div data-bbox="914 247 1567 1268"> <p>Core Instructional Resources:</p> <ul style="list-style-type: none"> ArtSedge: https://artsedge.kennedy-center.org/educators.aspx www.nga.gov/kids www.crayola.com Googleartproject.com Scholastic Art Magazine Google Classroom Google forms Youtube.com Newsela Drawing tools and papers (graphite, colored pencils, crayons, charcoal, oil and chalk pastels) Painting tools and painting surfaces (tempera, watercolor, acrylic, watercolor paper, canvas, sponges, paintbrushes) Ceramic tools and materials (clay, glaze) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Getting to Know the World's Greatest Artists Adventures in Art Books Demonstration step by step Visual examples <p>Intervention Resources:</p> <ul style="list-style-type: none"> Resource manual for Intervention and Referral Services Hand grips Various sized drawing tools Various sized paintbrushes Visual examples of completed projects Light-boxes Tracing paper and graphite transfer paper Tracing templates Manipulatives Stencils </div>
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Math - form 3d shape, depth, areas, patterns, proportion, scale Science - balance ELA - vocabulary World Culture - art history SEL - social and emotional 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> Ask students to view videos to teach about specific artists, such as "Dropping in on...(the artist)" series. Learn about different cultures by viewing art from around the world. Project print materials onto the whiteboard or with a document camera to support lessons.
<p>Integration of 21st Century Themes</p> <p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy 	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills

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<ul style="list-style-type: none"> • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts		Grade: 1
Unit 3: Performance		
Unit Overview: In this unit students will focus on art elements and explanation of their creations. Students will manipulate the basic elements of art and principles of design for personal expression that will result in a visual communication that will be relevant in a variety of settings. Students will explore solutions to creative problems. They will be exposed to a variety of traditional and non traditional tools, applications, possibilities and limitations.		
New Jersey Student Learning Standards		
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.		
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> • The elements of art include line, color, shape, texture, and form • Themes can include outdoors, school, home, and body. • Symbols can be representative of holidays and country. • Students should use art vocabulary to be able to describe their creations. • Exploration of the outdoors, home, and self can be used in art creation. 		<ul style="list-style-type: none"> • How do you use the basic elements of design and drawing to create a piece of art? • What kind of symbols/themes can be used in art creation? • How do you create stories to explain your art? • What observations of the physical world can you use to create art?
Unit Goals	Teaching Points	
Session 1 - (Drawing)	<ul style="list-style-type: none"> • Today I want to teach you that artists use different kinds of lines to create drawings. They use straight, zigzag, curvy, wavy, and spiral lines to create different kinds of images in drawings. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. learning how to move the pencil in different ways 2. moving their hands in circles, back and forth, and in straight motions 3. adjusting pressure to make lines thicker or thinner 	

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	<ul style="list-style-type: none"> ● Today I want to teach you that artists use shapes to create art. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. drawing circles, squares, rectangles, and triangles 2. drawing free-form shapes 3. creating pictures by combining different shapes ● Today I want to teach you that artists create art with paper, scissors, glue, and string. <ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. cutting shapes out of paper 2. creating 3-D models with papier mache 3. creating paper mobiles 4. weaving paper strips to make table mats or baskets
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Create a sculpture either functional or non-functional. ● Consider size, scale, form, proportion in creating a sculpture. ● Create a form 3-D shape, problem solve. ● Solve visual art problems using/applying basic elements of art ● Utilize terms such as: blue, yellow, red, green, orange, black, white, brown, purple, dark, light, shape, pattern, rough, smooth, ● Mix primary colors to create a secondary color ● Discuss the mood in art as experienced in everyday life 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Repeat verbal directions back ● Rough draft drawings <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric based final projects for each unit ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities ● Time on task <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Homework - extended drawing at home ● Presentations ● Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text ● Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Alternative formative and summative assessments ● Guided Reading ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations/centers ● Tiered activities/assignments ● Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Clubbing activities ● Exploration by interest ● Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Unit 1: Curriculum for ELL ● Subgroup Accommodations and Modifications

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Grade 1 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> • Various sized drawing tools • Various sized paintbrushes • Visual examples of completed projects • Light-boxes • Tracing paper and graphite transfer paper • Tracing templates • Manipulatives • Stencils
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Math - shape, areas, patterns, proportion, scale • Science - balance, radial balance, color mixing • ELA - vocabulary • World Culture - art history • SEL social and emotional 	<ul style="list-style-type: none"> • Ask students to view videos to teach about specific artists, such as “Dropping in on...(the artist)” series. • Learn about different cultures by viewing art from around the world. • Project print materials onto the whiteboard or with a document camera to support lessons
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Visual Arts	Grade: 1
Unit 4: Aesthetic Responses and Critique Methods	

Grade 1 Scope and Sequence for Visual Arts**Unit Overview:**

This unit offers distinct opportunities to interpret, appreciate, and respond to works of art and beauty in the everyday world. Active focus, intent and understanding is an important component to have a full appreciation of the arts and foundation for language development.

New Jersey Student Learning Standards

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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.

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.

Enduring Understandings

- Many feelings can be depicted through art
- Shape, color, lines, and texture all play a role in defining a piece of artwork
- Answers will vary depending on the piece of art chosen, but color and shapes play an important role in the mood of the piece you are creating.
- Students will critique paintings and drawings using art terminology.
- Time period can be expressed in art through the style the artist is using, i.e.; Pablo Picasso - shapism

Essential Questions

- How can artwork influence your feelings?
- In what ways can arts elements become the foundation of your own composition?
- What colors/shapes do you see in a work of art?
- What is your opinion about the use of colors in a painting?
- In what ways can an artist improve his/her works of art?
- How can the form of a piece place it in a particular period?
- How is the element of color expressed in various art areas?

Unit Goals

Session 1 - (Discussing Art)

Teaching Points

- **Today I want to teach you that artists study art and talk about art so that they can find ways to make their own art better.**
 - Artists do this by:
 1. comparing and contrasting two different pictures of the same subject, made by two different artists
 2. stating their preference for one work of art over another, and naming the specific qualities that make it better for them
 3. making suggestions for how to improve a work of art
- **Today I want to teach you that artists recognize that art elements are what help make some works of art better than others, and they consider those elements as they critique art.**
 - Artists do this by:
 1. making a chart of how different art elements are used in a well-known painting, drawing, or sculpture
 2. commenting on various art elements in works of art
 3. discussing geometric shapes that are observed in paintings and fabric designs
 4. discussing how various works of art have elicited a variety of feelings
 5. offering a different opinion of a work of art that a classmate has already critiqued
- **Today I want to teach you that artists sometimes work together on a work of art. To do this well, they talk about the art elements that they will include.**
 - Artists do this by:
 1. discussing how differing opinions can help the artists improve their work
 2. developing a project together, such as a group mural
- **Today I want to teach you that artists are often inspired to create by the emotions they are feeling or by something they have seen or read. They use their emotions to create something that will appeal to others who might be feeling the same way.**

Grade 1 Scope and Sequence for Visual Arts

	<ul style="list-style-type: none"> ○ Artists do this by: <ol style="list-style-type: none"> 1. expressing ideas important to their culture by creating a costume 2. creating pictures based on a story they have read 3. creating a booklet to demonstrate what feelings or moods might look like 4. listening to music and then creating a picture that demonstrates what they have felt as they listened 5. reading a poem that depicts a feeling ("Life Doesn't Frighten Me" by Maya Angelou, for example)
Skills (Students will be able to...) <ul style="list-style-type: none"> ● Create works using texture and or showing texture. ● Use shapes, color and other mixed medias to create a collage. ● Explore mixed medias ● Describe how artwork influences feelings ● Develop an opinion about a specific work of art ● Notice a style in art and be able to tell the time period ● Identify colors and shapes in a work of art 	

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments: <ul style="list-style-type: none"> ● Student portfolio ● Rubric based projects ● Verbal Discussions ● Teacher observations ● Repeat verbal directions back ● Rough draft drawings 	Special Education <ul style="list-style-type: none"> ● <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> ● <u>Subgroup Accommodations and Modifications</u> ● <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u> <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text ● Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Alternative formative and summative assessments ● Guided Reading ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations/centers ● Tiered activities/assignments ● Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Clubbing activities ● Exploration by interest ● Flexible groupings
Summative Assessments: <ul style="list-style-type: none"> ● Rubric based final projects for each unit ● Observation of student application of skills ● Completion of individual assignments and projects ● Participation in activities ● Time on task 	
Benchmark Assessments: <ul style="list-style-type: none"> ● rough drafts for each project ● Rubric based final project for each unit ● Student self-assessment 	
Alternative Assessments: <ul style="list-style-type: none"> ● Homework - extended drawing at home ● Presentations ● Verbal Critiques 	English Language Learners <ul style="list-style-type: none"> ● <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> ● Unit 1: Curriculum for ELL ● <u>Subgroup Accommodations and Modifications</u> ● Multi-language glossary ● Pupil edition in Spanish ● Vocabulary flash cards

Grade 1 Scope and Sequence for Visual Arts

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