



Visual & Performing Arts - Art Curriculum Grades K-2

Visual & Performing Arts - Art Curriculum Committee	
Name	Position
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Introduction

The River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.

Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Born On Date: August 2021

Revised & Readopted Date: August 2024

Visual Arts Pacing Guide - Grades K-6		
Unit 1: Foundations of Art	Unit 2: Art in Our World: Historical and Contemporary Art	Unit 3: Collaboration, Communication and Presentation in Art
September - December	December - March	March - June
Anchor Standard 1: Generating and conceptualizing ideas Anchor Standard 2: Organizing and developing ideas Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 7: Perceiving and analyzing products Anchor Standard 8: Interpreting intent and meaning Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	Anchor Standard 4: Selecting, analyzing, and interpreting work Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 6: Conveying meaning through art Anchor Standard 7: Perceiving and analyzing products Anchor Standard 8: Interpreting intent and meaning Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	Anchor Standard 2: Organizing and developing ideas Anchor Standard 3: Refining and completing products Anchor Standard 4: Selecting, analyzing, and interpreting work Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 8: Interpreting intent and meaning Anchor Standard 9: Applying criteria to evaluate products Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

***Refer to objectives located in each Unit for specific grade level expectations.**

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

Visual Arts: K-2

Anchor Standard 1	Generating and conceptualizing ideas.		
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.		
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?		
Practice	Explore		
Performance Expectations: 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.			
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	- Working Together - Experiment - Materials - Share - Overlap	- Working Together - Brainstorming - Experiment - Materials - Technique - Process	- Collaborate - Brainstorming - Experiment - Technique - Process
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be to: Explore various art materials	Students will be to: Explore various art materials	Students will be to: Explore various materials to

	to convey ideas for an art piece • Share ideas verbally (class & small group) about a subject matter • Understand that are can express ideas from everyday life and personal experiences	to convey ideas and techniques for an art piece • Share ideas verbally (class & small group) about a subject matter • Compare art pieces that show ideas from everyday life and connect to students' personal experiences	illustrate their understanding of the elements of art and principles of design • Share ideas verbally (class & small group) about a subject matter • Collaborate with others in order to incorporate ideas from everyday life and connect art to personal interests
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Cutting different shapes from paper • Tracing stencils of different shapes • Free drawing of their own shapes • Creating patterns • Rinsing brushes • Painting • Gluing • Sharing materials with others • Asking questions to help generate ideas • Discussing time management • Discussing and practicing safe and proper use of materials/tools • Discussing routines and procedures in the Art Room	• Cutting different shapes from paper • Tracing stencils of different shapes • Free drawing of their own shapes • Creating patterns • Sharing materials with others • Asking questions to help generate ideas • Looking at others' work (peer observation) • Sharing ideas and techniques with others • Discussing time management • Discussing and practicing safe and proper use of materials/tools • Following routines and procedures in the Art Room	• Cutting different shapes from paper • Using proper art terms • Tracing stencils of different shapes • Free drawing of their own shapes • Creating patterns • Sharing materials with others • Identifying how the elements and principles of design are used in artwork • Asking questions to help generate ideas • Looking at others' work (peer observation) • Observing professional and historical pieces of art • Sharing ideas and techniques with others

			• Discussing time management • Discussing and practicing safe and proper use of materials/tools • Following routines and procedures in the Art Room
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our everyday world	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • Ability to express their own interests within the art concept that is assigned
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts • How to draw art practice pages	• Elements of art and principles of design charts • How to draw art practice pages	• Elements of art and principles of design charts • How to draw art practice pages

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

	• Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Google Apps	• Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Google Apps	• Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Google Apps
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Speaking & Listening</u> • SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	<u>English Language Arts Speaking & Listening</u> • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<u>English Language Arts Reading</u> • RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) . • RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

	B. Continue a conversation through multiple exchanges. • SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.	
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. • 9.4.2.CI.2 Demonstrate originality and inventiveness in work. • 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A	8.1.2.AP.1: Model daily processes by creating and following algorithms to

		sequence of steps can be expressed as an algorithm that a computer can process.	complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Engineering Design	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers		

	● Relationship Skills: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

	show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts		• Demonstration of more advanced techniques for crafting	
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Visual Arts: K-2	
Anchor Standard 2	Organizing and developing ideas.
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
Practice	Investigate
Performance Expectations	• 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. • 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. • 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
Key Vocabulary	

	Kindergarten	Grade 1	Grade 2
	• Primary Colors • Rules • Procedures • Drawing • Cutting • Gluing • Nature • Elements of Art	• Color Wheel • Color Mixing • Horizon Line • Elements of Art • Genres of Art (Landscape, Portrait, Still Life) • Horizontal • Vertical	• Color Theory (i.e. cool/warm) • Geometric Shapes • Organic Shapes • Horizon Line • Abstract • Realistic • Elements of Art • Principles of Design
Student Learning Objectives	Kindergarten Students will be to: • Explore and show understanding of appropriate use of art materials and tools to make art • Show understanding of safety and cleaning in Art Room • Show understanding of the natural world and human-made environment	Grade 1 Students will be to: • Demonstrate appropriate use of art materials and tools to make a variety of art pieces. • Follow the safety and cleaning routines and procedures in the Art Room • Identify the difference between the natural and human-made, geometric and organic shapes, decorative and functional objects.	Grade 2 Students will be to: • Utilize various art materials and tools to create a variety of effects in an art piece • Follow the safety and cleaning routines and procedures for art tools equipment, and rooms • Distinguish between natural and human-made, geometric and organic shapes, and decorative and functional objects.
Suggested Tasks & Activities	Kindergarten • Following classroom rules and procedures	Grade 1 • Following classroom rules and procedures	Grade 2 • Following classroom rules and procedures

	• Experimenting with various art materials and techniques to create different textures • Creating artwork that represents both natural and human-made worlds • Drawing landscapes • Drawing animals • Drawing seasonal pictures	• Working with various art materials and techniques to create different textures and effects • Creating artwork that represents both natural and human-made worlds • Creating a collage using geometric and organic shapes • Drawing portraits (self and peer) • Drawing cityscapes, machineries, and modes of transportation	• Utilizing various art materials and techniques to create different styles of artwork • Creating artwork that includes components of natural and human-made worlds, geometric and organic shapes, abstract and realistic art, and decorative and functional objects • Drawing cityscapes, machineries, and modes of transportation • Drawing still lifes
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to differentiate between natural and human-made worlds	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our everyday world • Ability to differentiate between natural and human-made objects and landscapes	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • Ability to express their own interests within the art concept that is assigned • Ability to differentiate between abstract and

			- realistic art • Apply understanding of the concepts of abstract and realistic to personal art pieces
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps

Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Speaking & Listening</u> • SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. <u>Science</u> • K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<u>English Language Arts Speaking & Listening</u> • SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <u>Science</u> • 1-LS3-1 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	<u>English Language Arts Reading</u> • RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. . <u>Mathematics</u> • 2.M.A.3 Estimate lengths using units of inches, feet, centimeters, and meters • 2.M.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job.		

	● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. ● 9.4.2.CI.2 Demonstrate originality and inventiveness in work. ● 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. ● 9.4.2.CT.3 Use a variety of types of thinking to solve problems. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Effects of Technology on the Natural World	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. 8.2.2.ETW.2: Identify the natural resources needed to create a product.

Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines
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	■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to show student how to draw a line or shape ● 1:1 assistance when noted in IEP ● Positive reinforcement ● Restated directions ● Preferential seating ● Table-size visual charts	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment ● Demonstration of more advanced techniques for crafting	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

Visual Arts: K-2

Anchor Standard 3	Refining and completing products.
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Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

Enduring Understanding	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time		
Essential Questions	What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?		
Practice	Reflect, Refine, Continue		
Performance Expectations	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.		
Key Vocabulary			
	Kindergarten • Painting • Sculpting • Drawing • Tracing • Cutting • Forming • Mixing • Overlapping • Gluing	Grade 1 • Painting • Sculpting • Drawing • Tracing • Cutting • Forming • Mixing • Overlapping • Gluing	Grade 2 • Painting • Sculpting • Drawing • Tracing • Cutting • Forming • Blending • Overlapping • Gluing • Experimenting • Similarities • Differences • Process
Student Learning Objectives			
	Kindergarten Students will be to: • Identify different elements of the artistic process • Develop drawing skills by practicing specific techniques (i.e. tracing a stencil)	Grade 1 Students will be to: • Identify different elements of the artistic process • Develop drawing skills by practicing specific techniques	Grade 2 Students will be to: • Discuss and reflect on the use of different elements of the artistic process • Develop drawing skills by practicing specific techniques

Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Tracing stencils • Cutting shapes for collage • Overlapping shapes to create space (i.e. above/below) • Following steps in the art process (correct sequence)	• Tracing stencils • Cutting shapes for collage • Overlapping shapes to create space (i.e. above/below) • Following steps in the art process (correct sequence)	• Tracing stencils/Refining drawing of shapes and forms • Cutting shapes for collage • Overlapping shapes to create space (i.e. above/below) • Following steps in the art process (correct sequence) • Explaining/expressing verbally what the process should be • Comparing and contrasting the process of creating artwork • Identifying color relationships
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology, • Students can describe the chronological steps they took to make a work of art.	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our everyday world • Students can describe the techniques they used to make a work of art.	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • Students can describe the techniques they used to make a work of art and the concept or theme they were focusing on.

			Students will participate in a verbal or written critique of other peers artwork
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	- Elements of art and principles of design charts - How to draw art practice pages - Digital presentations on specific artists and time periods in art history - Paint - Brushes - Pencils - Sketch paper - Markers - Clay - Clay tools - Oil pastels - Construction paper - Scissors - Glue - Glue sticks - Stencils - Tangrams - Rulers - Google Apps	- Elements of art and principles of design charts - How to draw art practice pages - Digital presentations on specific artists and time periods in art history - Paint - Brushes - Pencils - Sketch paper - Markers - Clay - Clay tools - Oil pastels - Construction paper - Scissors - Glue - Glue sticks - Stencils - Tangrams - Rulers - Google Apps	- Elements of art and principles of design charts - How to draw art practice pages - Digital presentations on specific artists and time periods in art history - Paint - Brushes - Pencils - Sketch paper - Markers - Clay - Clay tools - Oil pastels - Construction paper - Scissors - Glue - Glue sticks - Stencils - Tangrams - Rulers - Google Apps
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2

	<u>English Language Arts Speaking & Listening</u> • SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.. • SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<u>English Language Arts Reading</u> • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. <u>Mathematics</u> • 1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<u>English Language Arts Writing</u> • W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. <u>Science</u> • 2-PS1-1 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
Career Readiness, Life Literacies & Key Skills	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.4 List the potential rewards and risks to starting a business. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems. • 9.4.2.IML.2 Represent data in a visual format to tell a story about the data. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking (NJSLS)			
	Domain	Core Idea	Performance Expectation

	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Nature of Technology	Innovation and the improvement of existing technology involves creative thinking.	8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
Social-Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections:		

	■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences
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Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

language	- demonstrations • Use of tracing paper or tracing finger to show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts		• Allow for a more advanced solution to a creative assignment • Demonstration of more advanced techniques for crafting	
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Visual Arts: K-2			
Anchor Standard 4	Selecting, analyzing, and interpreting work.		
Enduring Understanding	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.		
Essential Questions	How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?		
Practice	Analyze		
Performance Expectations 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.			
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	- Art Show - Exhibit - Collect - Museum - Gallery - Design - Everyday Objects	- Art Show - Exhibit - Collect - Museum - Gallery - Design - Everyday Objects	- Art Show - Exhibit - Collect - Museum - Gallery - Curator - Design - Everyday Objects

			• Masterpiece
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be able to: • Understand that some fine artwork and utilitarian objects are valued more because the mastery of skill and technique as well as materials used is very advanced • Understand that valuable works of art are collected and exhibited in museums around the world • Choose their own pieces for our annual art shows	Students will be to: • Label some fine artwork and utilitarian objects that are valued more because the mastery of skill and technique as well as materials used is very advanced • Understand, view and discuss valuable works of art that are collected and exhibited in museums around the world • Choose their own pieces for our annual art show	Students will be to: • Understand that some fine artwork and utilitarian objects are valued more because the mastery of skill and technique as well as materials used is very advanced • Understand,view and discuss valuable works of art that are collected and exhibited in museums around the world . • Choose their own pieces for our annual art shows • Participate in the presentation and display of the annual art show
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Choosing their own artwork for the art shows	• Choosing their own artwork for the art shows	• Choosing their own artwork for the art shows
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2

	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Understand the difference when they are giving their best effort and when they aren't	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Understand the difference when they are giving their best effort and when they aren't and comparing that to the effort famous artists use to make their work	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Understand the difference when they are giving their best effort and when they aren't and comparing that to the effort famous artists use to make their work
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Google Apps • Museum websites • Posters of famous artwork	• Google Apps • Museum websites • Posters of famous artwork	• Google Apps • Museum websites • Posters of famous artwork
Interdisciplinary Connection			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Writing</u> • W.IW.K.2. Use a combination of drawing, dictating, and writing to compose	<u>English Language Arts Reading</u> • RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information	<u>English Language Arts Reading</u> • RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital

	informative/explanatory texts to convey ideas. A. Introduce a topic. B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures. <u>Science</u> • K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	provided by the words in a text. • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. <u>Speaking and Listening</u> • SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. • SL.II.1.2. Ask and answer questions about key details in a text read aloud or	text to demonstrate understanding of its characters, setting, or plot. <u>Speaking and Listening</u> • SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <u>Science</u> • 2-PS1-2 Analyze data from tests of an object or tool to determine if it works as intended.
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		information presented orally or through other media. Mathematics • 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2. Explain why employers are willing to pay individuals to work. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems • 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals • 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation

	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers		

● Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences				
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

	show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual chart		• Demonstration of more advanced techniques for crafting	
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Visual Arts: K-2			
Anchor Standard 5	Developing and refining techniques and models or steps needed to create products.		
Enduring Understanding	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.		
Essential Questions	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Practice	Select		
Performance Expectations 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.			
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	- Art show - Improve (e.g. Good and bad) - Neatness - Steps - Completion - Museum	- Art show - Improve (e.g. Good and bad) - Neatness - Steps - Completion - Craftsmanship - Composition - museum	- Art show - Improve (e.g. Good and bad) - Neatness - Steps - Completion - Craftsmanship - Composition - Decoration - Portfolio

			• Series • Contrast • Concepts • Museum
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be to: • Understand the purpose of an art show	Students will be to: • Analyze and differentiate what types of artwork is needed for presentation	Students will be to: • Participate in the selection and preparation of artwork for the annual art show
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Reviewing and selecting artworks for the art show • Discussion of artwork of peers and/or famous works of art	• Reviewing and selecting artworks for the art show • Describing works of art that meet criteria of lesson for the art show	• Reviewing and selecting artworks for the art show • Interpreting works of art that are famous and discussing why
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture)	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the

	- rubric) - Oral assessment/discussion (ie. use of proper art terminology) - Ability to identify the elements of art in our everyday world	everyday world	elements of art in our everyday world and incorporate it into their own artwork Ability to express their own interests within the art concept that is assigned
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	- Google Apps - Museum websites - Posters of famous artworks	- Google Apps - Museum websites - Posters of famous artworks	- Google Apps - Museum websites - Posters of famous artwork - Tape - Matte boards
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts</u> <i>Speaking & Listening</i> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <u>Science</u> K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object	<u>English Language Arts</u> <i>Reading</i> RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <u>Science</u> 1-ESS1-2 Make observations (firsthand or from media) to collect data that can be used to	<u>English Language Arts</u> <i>Writing</i> W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>Science</u> 2-PS1-3 Make observations (firsthand or from media) to construct an evidence-based

	helps it function as needed to solve a given problem.	make comparisons.	account for natural phenomena.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. ● 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. ● 9.4.2.CT.3 Use a variety of types of thinking to solve problems ● 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults <u>Practices</u> ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

	Effects of Technology on the Natural World	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.
Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop		

meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences				
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to show student how to	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment ● Demonstration of	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

	draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts		more advanced techniques for crafting	
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Visual Arts: K-2			
Anchor Standard 6	Conveying meaning through art.		
Enduring Understanding	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.		
Essential Questions	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?		
Practice	Share		
Performance Expectations	• 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.		
Key Vocabulary			
	Kindergarten • Museum • Security guards • Alarms • Museum teachers and guides • Artwork	Grade 1 • Museum • Security guards • Alarms • Museum teachers and guides • Artwork • Artifacts	Grade 2 • Culture • Curator • Museum Educator • Security • Alarms • Audience • Community engagement • Diversity • Guide

			• Exhibit • Preservation • Membership
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be able to: • Understand that art is exhibited in public spaces and museums where people can visit.	Students will be to: • Understand that art is exhibited in public spaces and museums where people can visit and learn about who made the art, when and with what materials.	Students will be to: • Understand that art is exhibited in public spaces and museums where people can visit and learn about who made the art, when and with what materials. • Understand that a museum's role in the community is to educate viewers on the history of art.
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Visiting museums through virtual field trips • Discussing artwork and artists' work that is exhibited • Playing art educational games on art museum websites	• Visiting museums through virtual field trips • Discussing artwork and artists' work that is exhibited • Playing art educational games on art museum websites	• Visiting museums through virtual field trips • Discussing artwork and artists' work that is exhibited • Playing art educational games on art museum websites • Applying the experience of the "field trip" to a personal art piece

Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Oral assessment/discussion (ie. use of proper art terminology) • Understand that a museum is a place to go view great art. • Identify the different jobs people have in a museum.	• Skill Demonstration (individual & group) • Teacher Observation • Understand that a museum is a place to go to view great art. • Identify the different roles of a museum and the different jobs people have in a museum.	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept. Understand that a museum is a place to go to view great art and learn about the history and culture of the artists there. • Identify the different roles of a museum and the different jobs people have in a museum.
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Museum Guides and map • Museum websites • Videos • Museum Lesson Plans	• Museum Guides and map • Museum websites • Videos • Museum Lesson Plans	• Museum Guides and map • Museum websites • Videos • Museum Lesson Plans
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Speaking & Listening</u> • SL.PE.K.1. Participate in collaborative conversations	<u>English Language Arts Speaking & Listening</u> • SL.UM.1.5. Add drawings or other visual displays to	<u>English Language Arts Writing</u> • W.WP.2.4. With guidance and support from adults and

	with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. • SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	descriptions when appropriate to clarify ideas, thoughts, and feelings.	peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2. Explain why employers are willing to pay individuals to work. • 9.2.2.CAP.3. Define entrepreneurship and social entrepreneurship.		

	● 9.2.2.CAP.4. List the potential rewards and risks to supporting a business. ● 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. ● 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. ● 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content. Practices ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Engineering Design	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	8.2.2.ED.1: Communicate the function of a product or device.
Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)		

	■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences
Differentiation	

Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
• Visual cues and modeling • Partners • Small Groups, Positive reinforcement • Restated directions • Positive hand signals (thumbs up) • Preferential seating, Use of cue words • Use consistent terms • Use of iPad for translation between English and another language	• Visual cues and modeling • Partners • Small Groups • More room to move(i.e. moving chairs) • Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) • Templates • Stencils • Hand over hand demonstrations • Use of tracing paper or tracing finger to show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts	• Preferential seating • Behavior chart to increase focus • Positive verbal feedback	• Assign role as Peer Leader • Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) • Engage in higher-level questioning related to different types of observation skills • Allow for a more advanced solution to a creative assignment • Demonstration of more advanced techniques for crafting	• Check for understanding • Extended Time • Use short, simple directions • Give time for breaks • Preferential Seating

Visual Arts: K-2	
Anchor Standard 7	Perceiving and analyzing products.
Enduring Understanding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
Essential Questions	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

	What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?		
Practice	Perceive		
Performance Expectations			
1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.			
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	- Natural landscapes - Human made landscapes - Inside - Outside - Types - Match	- Natural landscapes - Human made landscapes - Inside - Outside - Categories - Genre - Organic and Geometric	- Natural landscapes - Human made landscapes - Inside - Outside - Categories - Genre - Personal preferences - Expression - Artist intent - Inspiration - Perception - Organic and Geometric
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be to: - Relate personal experiences to the art lesson - Discuss artwork shown and organize artworks into categories(e.g landscapes, people doing a sport)	Students will be to: - Relate personal experiences to the art lesson - Discuss artwork shown and match artworks into categories(e.g landscapes, people doing an sport)	Students will be to: - Relate personal experiences to the art lesson - Discuss artwork shown and match artworks into categories(e.g landscapes, people doing an sport)

		Describe and share an experience of artwork and discuss possible meanings of work.	- Describe and share an experience of artwork and discuss possible meanings of work. - Interpret the artists intent and how well they conveyed the message
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	- Discussing personal experiences related to theme or subject matter (such as characteristics of Spring landscape) - Matching art games for learning about different genres in art	- Discussing personal experiences related to theme or subject matter (such as characteristics of Spring landscape) - Creating self portraits - Matching art games for learning about different genres in art - Relating Milestone celebrations in life in students personal culture and family experiences as inspiration for an artwork	- Discussing personal experiences related to theme or subject matter (such as characteristics of Spring landscape) - Creating self portraits that express personal style. - Matching art games for learning about different genres in art - Relating Milestone celebrations in life in students personal culture and family experiences as inspiration for an artwork - Create collage of an interior using geometric shapes - Create a painting of a landscape using organic shapes
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2

	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world • Ability to create their own artwork based on the topic without copying a teacher or standard sample. (Independent)	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our everyday world • Ability to express their own experiences in their artwork in a given assignment.	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • Ability to express their own interests within the art concept that is assigned • Ability to express their personal style and preferences in their artwork in a given assignment.
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers	• Elements of art and principles of design charts • How to draw art practice pages • Digital presentations on specific artists and time periods in art history • Paint • Brushes • Pencils • Sketch paper • Markers

	• Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps • Museum Lesson Plans	• Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps • Museum Lesson Plans	• Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers • Google Apps • Museum Lesson Plans
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts</u> <i>Speaking & Listening</i> • SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. <u>Science</u> • K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	<u>Mathematics</u> • 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. <u>Science</u> • 1-LS3-1 Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	<u>English Language Arts</u> <i>Reading</i> • RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections. <u>Science</u> • 2-ESS1-1 Make observations from several sources to construct an evidence-based account for natural phenomena. • 2-PS1-2 Analyze data from tests of an object or tool to

			determine if it works as intended.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> ● 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. ● 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. ● 9.4.2.CT.3 Use a variety of types of thinking to solve problems. ● 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts. <u>Practices</u> ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Ethics and Culture	The availability of technology for essential	8.2.2.EC.1: Identify and compare

		tasks varies in different parts of the world.	technology used in different schools, communities, regions, and parts of the world.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers • <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance		

	● Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to show student how to draw a line or shape ● 1:1 assistance when noted in IEP ● Positive reinforcement ● Restated directions ● Preferential seating	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment ● Demonstration of more advanced techniques for crafting	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

	Table-size visual charts			
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Visual Arts: K-2			
Anchor Standard 8	Interpreting intent and meaning.		
Enduring Understanding	People gain insights into meanings of artworks by engaging in the process of art criticism.		
Essential Questions	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?		
Practice	Interpret		
Performance Expectations	1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.		
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	- Same - Different - Describe - Meaning	- Describe - Meaning - Compare - Contrast - Mood - Emotion & Feeling	- Compare - Contrast - Mood - Emotion & Feeling - Describe - Meaning - Interpret - Genre
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be able to: Describe what is in the artwork and what it is about	Students will be able to: - Describe what is in the artwork - Discuss what the mood of the artwork is	Students will be able to: - Describe what is in the artwork - Discuss what the artwork means - Categorize the artwork into

			genres
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Practicing oral critique • Being art detectives	• Practicing oral critique • Being art detectives	• Practicing oral and written critique • Being art detectives
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Ability to identify the elements of art in our everyday world • critique	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • critique • Ability to express their own interests within the art concept that is assigned
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts	• Elements of art and principles of design charts	• Elements of art and principles of design charts

	- Digital presentations on specific artists and time periods in art history - Google Apps - Museum Lesson Plans	- Digital presentations on specific artists and time periods in art history - Google Apps - Museum Lesson Plans	- Digital presentations on specific artists and time periods in art history - Google Apps - Museum Lesson Plans
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts</u> <i>Writing</i> W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). B. Provide limited details of experiences, events, or characters. C. Provide a reaction to the experiences or events. <i>Speaking & Listening</i> SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <u>Mathematics</u>	<u>English Language Arts</u> <i>Reading</i> RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <u>Mathematics</u> 1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<u>English Language Arts</u> <i>Reading</i> RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>Speaking & Listening</i> SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. . <u>Science</u> 2-ESS2-3 Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries,

	• K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.		electronic menus, icons), and other media that will be useful in answering a scientific question.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. • 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems. • 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks • <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers • <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections:		

	■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up) ● Preferential seating, Use of cue words ● Use consistent terms ● Use of iPad for translation between English and another language	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) ● Templates ● Stencils ● Hand over hand demonstrations ● Use of tracing paper or tracing finger to show student how to draw a line or shape ● 1:1 assistance when noted in IEP	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) ● Engage in higher-level questioning related to different types of observation skills ● Allow for a more advanced solution to a creative assignment ● Demonstration of more advanced techniques for crafting	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

	• Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts			
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Visual Arts: K-2			
Anchor Standard 9	Applying criteria to evaluate products.		
Enduring Understanding	People evaluate art based on various criteria.		
Essential Questions	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?		
Practice	Analyze		
Performance Expectations	• 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.		
Key Vocabulary			
	Kindergarten • Likes and dislikes • Value • Well-made • Quality • Idea • Effort • Categories/Genre • Thick/thin • Horizontal • Vertical • Bold • Contrast • Shadow • Light • Dramatic • Organic • Geometric	Grade 1 • Likes and dislikes • Value • Well-made • Quality • Idea • Effort • Thick/thin • Horizontal • Vertical • Bold • Contrast • Shadow • Light • Dramatic • Organic • Geometric • Dynamic	Grade 2 • Likes and dislikes • Value • Well-made • Quality • Idea • Effort • Categories/Genre • Thick/thin • Horizontal • Vertical • Bold • Contrast • Shadow • Light • Dramatic • Organic • Geometric

	• Dynamic • Warm • Cool	• Warm • Cool	• Dynamic • Warm • Cool
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be able to: • Judge artwork based on personal preferences • Understand the different levels of quality in artwork	Students will be able to: • Judge artwork based on personal preferences and explain their reasons • Understand the different levels of quality in artwork	Students will be able to: • Judge artwork based on personal preferences and explain their reasons • Understand the different levels of quality in artwork
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Oral critique • Rubrics to judge levels of effort	• Oral critique • Rubrics to judge levels of effort	• Oral and written critique • Rubrics to judge levels of effort
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the

	elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world • Ability to judge the level of quality in a work of art.	elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world • Ability to judge the level of quality in a work of art.	elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Ability to identify the elements of art in our everyday world • critique • Ability to express their own interests within the art concept that is assigned • Ability to judge the level of quality in a work of art
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Visual rubric levels	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Visual rubric levels	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Visual rubric levels
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Writing</u> • W.K.5 With guidance and	<u>Mathematics</u> • 1.G.1 Distinguish between defining attributes (e.g.,	<u>English Language Arts Reading</u> • RL.2.1 Refer to details and

	support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). <i>Speaking & Listening</i> • SL.K.4 Describe familiar people, places, things and events, and with prompting and support, provide additional detail. <u>Science</u> • K-ESS2-1 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Writing</i> • W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2 <u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2. Explain why employers are willing to pay individuals to work. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. • 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems. • 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation.		

	● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Interaction of Technology and Humans	Human needs and desires determine which new tools are developed.	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
Social Emotional Learning Competencies	● <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed		

■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences				
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up)	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

• Preferential seating, Use of cue words • Use consistent terms • Use of iPad for translation between English and another language	(i.e. different sizes of scissors, brushes and crayons) • Templates • Stencils • Hand over hand demonstrations • Use of tracing paper or tracing finger to show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts		room) • Engage in higher-level questioning related to different types of observation skills • Allow for a more advanced solution to a creative assignment • Demonstration of more advanced techniques for crafting	
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Visual Arts: K-2

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.		
Enduring Understanding	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.		
Essential Questions	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?		
Practice	Synthesize		
Performance Expectations	• 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.		
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	• Story-telling • Expression	• Story-telling • Expression	• Story-telling • Expression

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

	• Similar • Different • Way of life • Traditions • Customs • Community • Life Events	• Similar • Different • Way of life • Traditions • Customs • Community • Life Events	• Similar • Different • Way of life • Traditions • Customs • Community • Life Events • Subject
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be to: • Create artwork that describes a visual narrative of the world around them or personal experience or event	Students will be to: • Create artwork that describes a visual narrative of the world around them or personal experience or event	Students will be to: • Create artwork that describes a visual narrative of the world around them or personal experience or event
Suggested Tasks & Activities			
	Kindergarten	Grade 1	Grade 2
	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art. • Learning traditional techniques from around the world and then copying them in their own works of art.	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art. • Learning traditional techniques from around the world and then applying them in their own way in their	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art. • Learning traditional techniques from around the world and then applying them in their own way in their

	• Create works of art that focus on their community jobs, places, and events.	• own art. • Compare and contrast their own personal experiences to that of the work being studied. • Creating a visual narrative about their community or personal event.	• own art. • Compare and contrast their own personal experiences to that of the work being studied. • Creating a visual narrative about their community or personal event
Evidence of Learning (Assessment)			
	Kindergarten	Grade 1	Grade 2
	• Skill Demonstration (individual & group) • Teacher Observation • Two dimensional and three dimensional rubric for the elements of art. (ie. Painting and drawing rubric, sculpture rubric) • Oral assessment/discussion (ie. use of proper art terminology) • Observe artwork from different time periods and cultures • Ability to create artwork that tells a story	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work • Recognize artwork from different time periods and cultures • Ability to create artwork about the customs or events in their own community	• Skill Demonstration (individual & group) • Teacher Observation • Peer oral critique of student work and how well it conveys the concept • Identify artwork from different time periods and cultures • Identify narrative as a genre in visual art • Ability to create artwork about the customs, traditions and events in their own community and how they relate to others around the world
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts	• Elements of art and principles of design charts	• Elements of art and principles of design charts

	• Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers	• Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers	• Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams • Rulers
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Speaking & Listening</u> • SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <u>Science</u> • K-LS1-1 Scientists look for patterns and order when	<u>English Language Arts Writing</u> • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. A. Using words and pictures, establish a situation and/or introduce	<u>English Language Arts Writing</u> • W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

	making observations about the world.	characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events. <i>Speaking & Listening</i> • SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2 <u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.1.2.FP.3 Identify the factors that influence people to spend or save. • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2. Explain why employers are willing to pay individuals to work. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. • 9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.		

	• CLKSP9 Work productively in teams while using cultural/global competence.		
Computer Science & Design Thinking			
	Domain	Core Idea	Performance Expectation
	Data & Analysis	Data can be used to make predictions about the world	8.1.2.DA.3: Identify and describe patterns in data visualizations
	Algorithms & Programming	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Interaction of Technology and Humans	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
Social Emotional Learning Competencies			
	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections: ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed		

■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences				
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
● Visual cues and modeling ● Partners ● Small Groups, Positive reinforcement ● Restated directions ● Positive hand signals (thumbs up)	● Visual cues and modeling ● Partners ● Small Groups ● More room to move(i.e. moving chairs) ● Varying sizes and shapes of materials	● Preferential seating ● Behavior chart to increase focus ● Positive verbal feedback	● Assign role as Peer Leader ● Allow students to demonstrate certain skills during instruction or activity (i.e. making a pattern, identifying types of lines around the	● Check for understanding ● Extended Time ● Use short, simple directions ● Give time for breaks ● Preferential Seating

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

• Preferential seating, Use of cue words • Use consistent terms • Use of iPad for translation between English and another language	(i.e. different sizes of scissors, brushes and crayons) • Templates • Stencils • Hand over hand demonstrations • Use of tracing paper or tracing finger to show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts		room) • Engage in higher-level questioning related to different types of observation skills • Allow for a more advanced solution to a creative assignment • Demonstration of more advanced techniques for crafting	
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Visual Arts: K-2

Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.		
Enduring Understanding	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.		
Essential Questions	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?		
Practice	Relate		
Performance Expectations	• 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. • 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.		
Key Vocabulary			
	Kindergarten	Grade 1	Grade 2
	• Diversity • Worldwide	• Diversity • Worldwide	• Diversity • Worldwide

Art Curriculum

Grades K-2

River Edge BOE Approved August 28, 2024

	• Art • Science • Music • Fashion • History • Practice • Tradition • Upbringing • Kindness • Culture • Schooling • Training • Weather • Seasons	• Art • Science • Music • Fashion • History • Practice • Tradition • Upbringing • Kindness • Culture • Schooling • Training • Weather • Seasons	• Art • Science • Music • Fashion • History • Practice • Tradition • Upbringing • Kindness • Culture • Schooling • Training • Weather • Seasons
Student Learning Objectives			
	Kindergarten	Grade 1	Grade 2
	Students will be able to: • Observe, discuss and learn to appreciate how and why art from across the world, from different times, looks similar or different from one another. • Understand that artwork across time and cultures can express social and environmental issues.	Students will be able to: • Identify, discuss and learn to appreciate how and why art from across the world, from different times, looks different from one another • Identify that artwork across time and cultures can express social and environmental issues.	Students will be to: • Recognize, discuss and learn to appreciate how and why art from across the world, from different times, looks different from one another • Discuss how someone's life and what they experience, can affect the creation of personal artwork. • Express their own view on social and environmental issues in their artwork.
Suggested Tasks & Activities			

	Kindergarten	Grade 1	Grade 2
	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art • Learning traditional techniques from around the world and then copying them in their own works of art • Creating works of art that focus on customs, culture and environment.	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art • Learning traditional techniques from around the world and then applying them to their own works of art • Create works of art that focus on customs, culture and relate it to art from the past • Creating works of art that focus on customs, culture and environment	• Creating art based on a personal event. • Learning about customs of other cultures to create works of art • Learning traditional techniques from around the world and then illustrating the similarities or differences in own works of art • Creating works of art that focus on customs, culture and relate it to art from the past • Creating works of art that focus on customs, culture and environment
Evidence of Learning (Assessment)	Kindergarten	Grade 1	Grade 2
	• Observe artwork from different time periods and cultures • Ability to create artwork that tells a story • Ability to identify the elements of art in our everyday world and environment.	• Skill Demonstration (individual & group) • Ability to identify the elements of art in our everyday world. • Recognize artwork from different time periods and cultures • Ability to create artwork about the customs or events in their own community	• Skill Demonstration (individual & group) • Peer oral critique of student work and how well it conveys the concept • Ability to identify the elements of art in our everyday world and incorporate it into their own artwork • Ability to express their own interests within the art

			concept that is assignedIdentify artwork from different time periods and cultures • Ability to create artwork about the customs, traditions and events in their own community and how they relate to others around the world.
Resources & Materials			
	Kindergarten	Grade 1	Grade 2
	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams	• Elements of art and principles of design charts • Digital presentations on specific artists and time periods in art history • Google Apps • Museum Lesson Plans • Paint • Brushes • Pencils • Sketch paper • Markers • Clay • Clay tools • Oil pastels • Construction paper • Scissors • Glue • Glue sticks • Stencils • Tangrams

	• Rulers	• Rulers	• Rulers
Interdisciplinary Connections			
	Kindergarten	Grade 1	Grade 2
	<u>English Language Arts Language</u> • L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	<u>Science</u> • 1-LS3-1 Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • 1-LS1-1 Use materials to design a device that solves a specific problem or a solution to a specific problem.	<u>English Language Arts Reading</u> • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
Career Readiness, Life Literacies & Key Skills			
	Grades K-2		
	<u>NJSLS Career Readiness, Life Literacies, and Key Skills</u> • 9.2.2.CAP.1. Make a list of different types of jobs and describe the skills associated with each job. • 9.2.2.CAP.2. Explain why employers are willing to pay individuals to work. • 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives. • 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems. • 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts. <u>Practices</u> • CLKSP4 Demonstrate creativity and innovation. • CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. • CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively. • CLKSP9 Work productively in teams while using cultural/global competence.		

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	Algorithms & Programming	Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	8.1.2.AP.4: Break down a task into a sequence of steps.
	Effects of Technology on the Natural World	The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.	8.2.2.ETW.3: Describe or model the system used for recycling technology. • 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.
Social Emotional Learning Competencies	• <u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations ○ Connections: ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.) ■ Use of journal writing to reflect on process or product • <u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations ○ Connections:		

	■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music - breathing, stretching ■ Use of breaks - walking if needed ■ Movement breaks ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others ○ Connections: ■ Students helping each other with art-making ■ Two stars and a wish with art critiques to peers ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts ○ Connections: ■ Class discussions ■ Incentives for small groups ■ Lessons that focus on teamwork and perseverance ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions ○ Connections: ■ Class rules and routines ■ Class discussions ■ Following directions ■ Reflecting on lessons and transferring them to personal art experiences			
Differentiation				
Multilingual Learners	Special Education	At-Risk	Gifted and Talented	504
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Positive reinforcement • Restated directions • Positive hand signals (thumbs up) • Preferential seating, Use of cue words • Use consistent terms • Use of iPad for translation between English and another language	• More room to move(i.e. moving chairs) • Varying sizes and shapes of materials (i.e. different sizes of scissors, brushes and crayons) • Templates • Stencils • Hand over hand demonstrations • Use of tracing paper or tracing finger to show student how to draw a line or shape • 1:1 assistance when noted in IEP • Positive reinforcement • Restated directions • Preferential seating • Table-size visual charts	feedback	skills during instruction or activity (i.e. making a pattern, identifying types of lines around the room) • Engage in higher-level questioning related to different types of observation skills • Allow for a more advanced solution to a creative assignment • Demonstration of more advanced techniques for crafting	directions • Give time for breaks • Preferential Seating
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