

Unit Plan Explanatory Document
Art: Grade 2

Grade Level: 2	Content Area: ART Unit 1 Theme/Topic: Line Duration: ~ 4 Weeks
Unit Summary (Enduring Understandings)	<i>Line: A moving Point through space; it can be long, short, thick, thin, or curved.</i> <i>Students will understand that...</i> <i>The elements of art and principles of design pilot art creation and composition.</i> <i>Using different types of lines, artists can portray different moods, ideas, experiences or stories.</i> <i>Different kinds of lines occupy space differently in creations and compositions.</i> <i>Lines have been utilized throughout the art eras and present day.</i>
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of line when creating or composing a work of art?</i> <i>How can a line portray moods, ideas, experiences or stories?</i> <i>How can you use lines to create depth in a work of art?</i> <i>How can lines generate an interesting composition?</i> <i>How did the use of line in the past influence present day artwork?</i>
Misconceptions	<i>Students may think that...</i> ● A line is always straight ● A line has a fixed length ● A line is stagnant, does not show movement
Transfer	<i>Students will be able to use what they learn to...</i> ● Identify, define and create various types of line ● Produce artwork using various types of line using variety of media ● Observe line used in multi-cultural artwork and create art using multicultural aspects
Important Facts and Key Concepts	<i>Students will know...</i> <i>A combination of lines creates a pattern.</i> <i>There are various types of lines (wavy, straight, thick, thin, curvy, zigzag)</i> <i>Different types of lines can be created through various art mediums such as painting, printmaking and drawing.</i> <i>Cultures use lines to depict their way of life.</i>
Standards	
NJSLS Content Specific Student Learning Standards 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. 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?

- 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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?

- 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.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 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?

- 1.5.2.Cr3a Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. 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?

- 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.

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. " 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?

- 1.5.2.Pr5a Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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. 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?

- 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.

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. 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?

- 1.5.2.Re7a Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b Describe, compare and categorize visual artworks based on subject matter and expressive properties.

People gain insights into meanings of artworks by engaging in the process of art criticism. 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?

- 1.5.2.Re8a Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

People evaluate art based on various criteria. 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?

- 1.5.2.R3a Use art vocabulary to explain preferences in selecting and classifying artwork.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 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?

- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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?

- 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.

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c Explore form ideas for media art production with support.
- 1.2.2.Cr1d Connect and apply ideas for media art production.
- 1.2.2.Cr1e Choose ideas to create plans for media art production.

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b Identify and describe the effects of altering, refining and completing media artworks.

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.2.Pr4a With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b Practice combining varied academic, arts and media content to form media artworks.

Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.2.Re7a Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b Interact appropriately with media arts tools and environments considering safety, rules and fairness.

WIDA Standards for Multilingual Learners

- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

Computer Science and Design Thinking

People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

- 8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

- 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.

- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).

Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Digital tools can be used to display data in various ways.

- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)). Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the

development of creativity and innovation skills.

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). "
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Summative Assessment: Create a work of art that integrates a line pattern

Formative Assessment: Identify, define and create various types of line

Alternative Assessment: Produce artwork using various types of line and shapes using variety of media

Benchmark Assessment: Verbalize lines observed in multicultural artwork and create art using multicultural aspects

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

VA:Cn11.1.2a

Compare art from various cultures. • Social Studies: Mapping out how different cultures use space and patterns (line/shape repetition) in textiles.

VA:[Cn10.1.Ka](#)

Create art that tells a story about a familiar place. • ELA & Social Studies Integration: Using lines and colors to represent feelings in a story or mapping a neighborhood.

Accommodations and Modifications

Special Education	
504	● Follow specific interventions outlined in the student's 504 plan. ● Additional accommodations may include, but are not limited to: ○ Preferential seating ○ Modified assignments (Ex. templates, step-by-step guides) ○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
ML	Level 1- Entering (1.0 - 1.9): ● Use visuals, gestures, and realia ● Provide key vocab with pictures ● Use yes/no and either/or questions ● Allow drawing or pointing ● Use one- or two word sentence frames. ● Provide multi-lingual and picture word walls ● Use turn and talks prior to sharing aloud Level 2 - Emerging (2.0 - 2.9): ● Provide word banks and sentence starters in discussion ● Use visuals and hands-on activities

	● Encourage oral responses ● Allow translation tools ● Model and repeat directions ● Provide word walls ● Use turn and talks prior to sharing aloud Level 3- Developing (3.0 - 3.9): ● Use graphic organizers ● Scaffold academic vocabulary ● Ask for oral/ explanations ● Provide word walls ● Assess with matching, short responses ● Use turn and talks prior to sharing aloud Level 4- Expanding (4.0 - 4.9): ● Emphasize and encourage using academic vocabulary ● Emphasize and encourage complete sentences ● Provide writing opportunities ● Support oral presentations ● Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): ● Provide critical thinking tasks ● Emphasize using academic vocabulary Level 6 - Reaching (6.0) ● Monitor and emphasize using academic vocabulary ● Support nuances and idioms ● Encourage advanced and enrichment tasks ● Check comprehension of abstract content
Gifted	● Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. ● Extend project by utilizing additional materials and techniques. ● Utilize Visual Thinking Strategies asking the questions: "What is going on in this picture?", "What do you SEE that makes you say that?", "What else could you add to express your idea?"
Resources	
Standards: https://docs.google.com/spreadsheets/d/1rNLC4DRk9tvglIAzVTGzrlQqLzc4rX1akQeSoeWV3rw/edit?gid=637641187#gid=637641187 NJ Arts Standards (NJSLS-VPA) NJ Arts Standards Portal Edutopia Arts Integration Guide Art With Trista Value Resource Hub	

[A Space to Create K–5 Value Projects](#)

[4 Ways to Integrate Art Into Math](#)

[5 Fun Classroom Projects for Art Elements](#)

[The Kennedy Center Classroom Resources Portal](#)

[The National Gallery of Art Educational Resources Unit](#)

[Harvard Project Zero: Artful Thinking Program](#)

[The Institute for Arts Integration and STEAM Resource Bundle](#)

[ArtsNOW Integrated Lesson Database](#)

[Ms. Artastic Cross-Curricular Themes Guide](#)

[Studio Sprout Elements of Art Guide](#)

Unit Plan Explanatory Document

Art: Grade 2

Grade Level: 2	Content Area: ART	Unit 2	Theme/Topic: Shape
	Duration: ~ 4 Weeks		
Unit Summary (Enduring Understandings)	<i>Shape: A flat, enclosed area that has two dimensions (height and width).</i> <i>Students will understand that...</i> <i>The elements of art and principles of design pilot art creation and composition.</i> <i>Using different types of shapes, artists can portray different moods, ideas, experiences or stories.</i> <i>Different kinds of shapes occupy space differently in creations and compositions.</i> <i>Shapes have been utilized throughout the art eras and present day.</i>		
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of shape when creating or composing a work of art?</i> <i>How can you use shape to create symmetrical compositions?</i> <i>How can you use shapes to create depth in a work of art?</i> <i>How can shape generate an interesting composition?</i> <i>How did the use of shape in the past influence present day artwork?</i>		
Misconceptions	<i>Students may think that...</i> • All shapes have “names”. Only geometric shapes are true shapes. • Shapes are always flat, or 2D. These “flat” shapes can be used to create form through shading. • Shapes are separate from pictorial artwork, when in fact shapes are the building blocks of images and patterns.		
Transfer	<i>Students will be able to use what they learn to...</i>		

	● Identify the difference between geometric and organic shapes ● Verbalize the different geometric and organic shapes ● Experiment with various geometric and organic shapes ● Create a work of art that integrates pattern ● Identify, define and create various types of line ● Produce artwork using various types of line and shapes using variety of media ● Observe line and shape used in multicultural artwork and create art using multi-cultural aspects
Important Facts and Key Concepts	<i>Students will know...</i> <i>Identify, define and create various types of shapes</i> <i>Produce artwork using various types of shapes using variety of media</i> <i>Observe shapes used in multicultural artwork and create art using multicultural aspects</i> <i>Create a work of art that integrates patterns with shapes</i>
Standards	
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. 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? ● 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. ● 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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? ● 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.	

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Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.2.Re7a Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b Interact appropriately with media arts tools and environments considering safety, rules and fairness.

WIDA Standards for Multilingual Learners

- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

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People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

- 8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

- 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using

appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.

- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).

Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Digital tools can be used to display data in various ways.

- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)).

Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the

development of creativity and innovation skills.

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g.,

2.1.5.CHSS.1, 4-ESS3-1). "

- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Identifying the difference between geometric and organic shapes

Benchmark Assessment: Verbalizing the different geometric and organic shapes

Summative Assessment: Experimenting with creating various geometric and organic shapes

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6: Compose simple shapes to form larger shapes (e.g., combining a triangle and rectangle to sketch a house or an animal).

1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles) or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

2.G.A.1: Recognize and **draw shapes** having specified attributes, such as a given number of angles or faces (identifying triangles, quadrilaterals, pentagons, hexagons, and cubes in art)

VA:Cr2.3.2a

Create art that represents natural environments. • Science: Using varying values (lightness/darkness) and organic shapes to draw life cycles, landscapes, or habitats.

Accommodations and Modifications

Special Education

504

- Follow specific interventions outlined in the student's 504 plan.
- Additional accommodations may include, but are not limited to:
 - Preferential seating
 - Modified assignments (Ex. templates, step-by-step guides)

	○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
ML	Level 1- Entering (1.0 - 1.9): ● Use visuals, gestures, and realia ● Provide key vocab with pictures ● Use yes/no and either/or questions ● Allow drawing or pointing ● Use one- or two word sentence frames. ● Provide multi-lingual and picture word walls ● Use turn and talks prior to sharing aloud Level 2 - Emerging (2.0 - 2.9): ● Provide word banks and sentence starters in discussion ● Use visuals and hands-on activities ● Encourage oral responses ● Allow translation tools ● Model and repeat directions ● Provide word walls ● Use turn and talks prior to sharing aloud Level 3- Developing (3.0 - 3.9): ● Use graphic organizers ● Scaffold academic vocabulary ● Ask for oral/ explanations ● Provide word walls ● Assess with matching, short responses ● Use turn and talks prior to sharing aloud Level 4- Expanding (4.0 - 4.9): ● Emphasize and encourage using academic vocabulary ● Emphasize and encourage complete sentences ● Provide writing opportunities ● Support oral presentations ● Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): ● Provide critical thinking tasks ● Emphasize using academic vocabulary

	Level 6 - Reaching (6.0) • Monitor and emphasize using academic vocabulary • Support nuances and idioms • Encourage advanced and enrichment tasks • Check comprehension of abstract content
Gifted	• Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. • Extend the project by utilizing additional materials and techniques. • Utilize Visual Thinking Strategies asking the questions: “What is going on in this picture?”, “What do you SEE that makes you say that?”, “What else could you add to express your idea?”.
Resources	
Standards: https://docs.google.com/spreadsheets/d/1rNLC4DRk9tvgLIAzVTGzrlQqLzc4rX1akQeSoeWV3rw/edit?gid=637641187#gid=637641187 NJ Arts Standards (NJSLS-VPA) <i>NJ Arts Standards Portal</i> Edutopia Arts Integration Guide <i>Art With Trista Value Resource Hub</i> A Space to Create K–5 Value Projects <i>4 Ways to Integrate Art Into Math</i> <i>5 Fun Classroom Projects for Art Elements</i> <i>The Kennedy Center Classroom Resources Portal</i> <i>The National Gallery of Art Educational Resources Unit</i> <i>Harvard Project Zero: Artful Thinking Program</i> <i>The Institute for Arts Integration and STEAM Resource Bundle</i> <i>ArtsNOW Integrated Lesson Database</i> <i>Ms. Artastic Cross-Curricular Themes Guide</i> <i>Studio Sprout Elements of Art Guide</i>	

Unit Plan Explanatory Document
Art: Grade 2

Grade Level: 2	Content Area: ART Unit 3 Theme/Topic: Form Duration: ~ 4 Weeks
Unit Summary (Enduring Understandings)	<i>Form: A three-dimensional object that has volume, depth, height, and width. Students will understand that...</i> <i>The elements of art and principles of design pilot art creation and composition.</i> <i>Forms can inhabit spaces differently depending on their size and formation.</i>

	<i>Form can be two-dimensional or three-dimensional.</i> <i>Forms have been utilized throughout the art eras and present day.</i>
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of form when creating or composing a work of art?</i> <i>How can an artist use a form to take up space within an area?</i> <i>How can an artist create a three-dimensional form on a two-dimensional surface?</i> <i>How did the use of form in the past influence present day artwork?</i>
Misconceptions	<i>Students may think that...</i> • Form can only exist in 3D objects. • Form and shape are the same thing.
Transfer	<i>Students will be able to use what they learn to...</i> • Identify three-dimensional forms such as a cube, sphere, pyramid, etc. • Experiment with different materials to create 3-dimensional artworks. • Distinguish differences between 2-dimensional and 3-dimensional forms. • Manipulate various media utilizing a variety of techniques to create a form. • Create artwork that achieves three-dimensional form.
Important Facts and Key Concepts	<i>Students will know...</i> <i>A three-dimensional form is an object that has height, width and depth. A two-dimensional form is a shape drawn or painted on a flat plane that has height and width.</i> <i>Different types and sizes of forms can be created with various art media such as paper, model magic or clay.</i> <i>The size of drawn objects directly correlates to how they look in real life.</i> <i>2D shapes correlate to 3D shapes such as a circle becomes a sphere, square a cube, rectangle a cylinder and triangle a pyramid</i>

Standards

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. 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?

- 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while

developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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?

- 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.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 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?

- 1.5.2.Cr3a Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. 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?

- 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.

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. " 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?

- 1.5.2.Pr5a Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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. 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?

- 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.

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. 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?

- 1.5.2.Re7a Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b Describe, compare and categorize visual artworks based on subject matter and expressive properties.

People gain insights into meanings of artworks by engaging in the process of art criticism. 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?

- 1.5.2.Re8a Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

People evaluate art based on various criteria. 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?

- 1.5.2.R3a Use art vocabulary to explain preferences in selecting and classifying artwork.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 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?

- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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?

- 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.

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c Explore form ideas for media art production with support.
- 1.2.2.Cr1d Connect and apply ideas for media art production.
- 1.2.2.Cr1e Choose ideas to create plans for media art production.

The forming, integration and refinement of aesthetic components, principles and processes creates

purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b Identify and describe the effects of altering, refining and completing media artworks.

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.2.Pr4a With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b Practice combining varied academic, arts and media content to form media artworks.

Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

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- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
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Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.

- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).
- Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Digital tools can be used to display data in various ways.

- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)).
- Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.Cl.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.Cl.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). "
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Identify three-dimensional forms such as a cube, sphere, pyramid, etc.

Summative Assessment: Experiment with different materials to create 3-dimensional artworks.

Manipulate various media utilizing a variety of techniques to create a form.

Create artwork that achieves three-dimensional form.

Benchmark Assessment: Distinguish differences between 2-dimensional and 3-dimensional forms.

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

1.5.2.Cr1a (Visual Arts - Generating & Conceptualizing Ideas)Art Focus: Engaging in exploration and imaginative play with artistic materials.

Math Connection: NJSLS.2.G.A.1 (Reason with shapes and their attributes). Students use geometric attributes (angles, faces) to build 3D clay structures or geometric collages.

1.5.2.Cr2a (Visual Arts - Organizing & Developing Ideas)Art Focus: Experimenting with various materials and tools to create a work of art or design.

Math Connection: NJSL.S.K.CC.B (Counting to tell number of objects). Students structurally arrange precise numbers of tessellations, repeated block-printed patterns, or symmetry lines.

1.5.2.Cr2b (Visual Arts - Organizing & Developing Ideas) Art Focus: Demonstrating safe and proper procedures for utilizing art tools, materials, and studio spaces.

Math Connection: NJSL.S.2.MD.A (Measuring lengths in standard units). Students must physically measure and partition paper or materials to formulate exact balances or grid alignments.

Accommodations and Modifications

Special Education	
504	● Follow specific interventions outlined in the student's 504 plan. ● Additional accommodations may include, but are not limited to: ○ Preferential seating ○ Modified assignments (Ex. templates, step-by-step guides) ○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
ML	Level 1- Entering (1.0 - 1.9): ● Use visuals, gestures, and realia ● Provide key vocab with pictures ● Use yes/no and either/or questions ● Allow drawing or pointing ● Use one- or two word sentence frames. ● Provide multi-lingual and picture word walls ● Use turn and talks prior to sharing aloud Level 2 - Emerging (2.0 - 2.9): ● Provide word banks and sentence starters in discussion ● Use visuals and hands-on activities ● Encourage oral responses ● Allow translation tools ● Model and repeat directions ● Provide word walls ● Use turn and talks prior to sharing aloud

	Level 3- Developing (3.0 - 3.9): ● Use graphic organizers ● Scaffold academic vocabulary ● Ask for oral/ explanations ● Provide word walls ● Assess with matching, short responses ● Use turn and talks prior to sharing aloud Level 4- Expanding (4.0 - 4.9): ● Emphasize and encourage using academic vocabulary ● Emphasize and encourage complete sentences ● Provide writing opportunities ● Support oral presentations ● Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): ● Provide critical thinking tasks ● Emphasize using academic vocabulary Level 6 - Reaching (6.0) ● Monitor and emphasize using academic vocabulary ● Support nuances and idioms ● Encourage advanced and enrichment tasks ● Check comprehension of abstract content
Gifted	● Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. ● Extend project by utilizing additional materials and techniques. ● Utilize Visual Thinking Strategies asking the questions: "What is going on in this picture?", "What do you SEE that makes you say that?", "What else could you add to express your idea?".
Resources	
Standards: https://docs.google.com/spreadsheets/d/1rNLC4DRk9tvglIAzVTGzrlQqLzc4rX1akQeSoeWV3rw/edit?gid=637641187#gid=637641187 NJ Arts Standards (NJSLS-VPA) <i>NJ Arts Standards Portal</i> Edutopia Arts Integration Guide <i>Art With Trista Value Resource Hub</i> A Space to Create K–5 Value Projects <i>4 Ways to Integrate Art Into Math</i> <i>5 Fun Classroom Projects for Art Elements</i> <i>The Kennedy Center Classroom Resources Portal</i> <i>The National Gallery of Art Educational Resources Unit</i>	

Harvard Project Zero: Artful Thinking Program
 The Institute for Arts Integration and STEAM Resource Bundle
 ArtsNOW Integrated Lesson Database
 Ms. Artastic Cross-Curricular Themes Guide
 Studio Sprout Elements of Art Guide

Unit Plan Explanatory Document
Art: Grade 2

Grade Level: 2	Content Area: ART Unit 4 Theme/Topic: Space Duration: ~ 4 Weeks
Unit Summary (Enduring Understandings)	<i>Space: The area around, within, or between objects, including positive and negative space.</i> <i>Students will understand that...</i> <i>The elements of art and principles of design pilot art creation and composition.</i> <i>The use of Space within an artwork involves the area around, between or inside objects.</i> <i>Space has been utilized throughout the art eras and present day.</i>
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of space when creating or composing a work of art?</i> <i>How can an artist create a three-dimensional form on a two-dimensional surface?</i> <i>How did the use of space in the past influence present day artwork?</i> <i>How can an artist use space within their artwork for a specific purpose?</i>
Misconceptions	<i>Students may think that...</i> ● Depicting space is “magic” when in fact there are specific formulas artists use to create space. ● The way a composition is arranged does not influence the viewer’s perception of space. ● Positive space and negative space are not equally important.
Transfer	<i>Students will be able to use what they learn to...</i> ● Demonstrate illusion of space in a 2-dimensional picture plane through their work of art. ● Explain that the size of objects is related to its position on the picture plane. e.g. Objects in the foreground are larger than objects in the background. ● Associate that each object has relative proportions in real life. ● Create artwork that represents foreground, middle ground and background. ● Experiment with various media to depict space in student’s artwork.

Important Facts and Key Concepts	<i>Students will know...</i> <i>The size of drawn objects directly correlates to how they look in real life and their position on the picture plane creates the illusion of depth.</i> <i>Objects that are drawn larger are going to represent the foreground in a picture plane and smaller objects will represent the background.</i> <i>The illusion of space can be created by using a variety of art materials including but not limited to pencil, crayons, paint, pastels, and clay.</i>
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Standards

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. 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?

- 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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?

- 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.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 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?

- 1.5.2.Cr3a Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing,

selecting and curating objects, artifacts and artworks for preservation and presentation. 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?

- 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.

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. " 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?

- 1.5.2.Pr5a Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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. 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?

- 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.

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. 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?

- 1.5.2.Re7a Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b Describe, compare and categorize visual artworks based on subject matter and expressive properties.

People gain insights into meanings of artworks by engaging in the process of art criticism. 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?

- 1.5.2.Re8a Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

People evaluate art based on various criteria. 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?

- 1.5.2.R3a Use art vocabulary to explain preferences in selecting and classifying artwork.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 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?

- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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?

- 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.

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c Explore form ideas for media art production with support.
- 1.2.2.Cr1d Connect and apply ideas for media art production.
- 1.2.2.Cr1e Choose ideas to create plans for media art production.

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b Identify and describe the effects of altering, refining and completing media artworks.

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.2.Pr4a With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b Practice combining varied academic, arts and media content to form media artworks.

Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.2.Re7a Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b Interact appropriately with media arts tools and environments considering safety, rules and fairness.

WIDA Standards for Multilingual Learners

- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

Computer Science and Design Thinking

People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

- 8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

- 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.
- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).
Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.
- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.
Digital tools can be used to display data in various ways.
- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)).
Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). "
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Summative Assessment: Demonstrate illusion of space in a 2-dimensional picture plane through their work of art.

Create artwork that represents foreground, middle ground and background.

Benchmark Assessment: Explain that the size of objects is related to its position on the picture plane. e.g. Objects in the foreground are larger than objects in the background.

Formative Assessment: Associate that each object has relative proportions in real life.

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

VA:Cn11.1.2a

Compare art from various cultures. • Social Studies: Mapping out how different cultures use space and patterns (line/shape repetition) in textiles.

Standard Code: 1.5.2.Cr2a

NJ SLS Performance Expectation: Build skills and knowledge of materials and tools through experimentation.

Applying Space & Interdisciplinary Connection: Practice structural techniques like overlapping and scaling to mimic distance, integrated with ELA spatial prepositions (e.g., *above*, *behind*).

Activities: Paint landscapes with large foreground elements or layer paper silhouettes.

Standard Code: 1.5.2.Cr2c

NJ SLS Performance Expectation: Create art representing natural and constructed environments using everyday objects.

Applying Space & Interdisciplinary Connection: Build 3D depth aligning with science/social studies habitats and geography.

Activities: Assemble shoebox dioramas or collaborative town templates using recycled materials to explore foreground, middle ground, and background

Accommodations and Modifications

Special Education	
504	● Follow specific interventions outlined in the student's 504 plan. ● Additional accommodations may include, but are not limited to: ○ Preferential seating ○ Modified assignments (Ex. templates, step-by-step guides) ○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
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	• Support oral presentations • Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): • Provide critical thinking tasks • Emphasize using academic vocabulary Level 6 - Reaching (6.0) • Monitor and emphasize using academic vocabulary • Support nuances and idioms • Encourage advanced and enrichment tasks • Check comprehension of abstract content
Gifted	• Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. • Extend project by utilizing additional materials and techniques. • Utilize Visual Thinking Strategies asking the questions: "What is going on in this picture?", "What do you SEE that makes you say that?", "What else could you add to express your idea?".

Resources

Standards: <https://docs.google.com/spreadsheets/d/1rNLC4DRk9tvqLIAzVTGzrIQgLzc4rX1akQeSoeWV3rw/edit?gid=637641187#gid=637641187>
[NJ Arts Standards \(NJSLS-VPA\)](#) *NJ Arts Standards Portal*
[Edutopia Arts Integration Guide](#)
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[A Space to Create K–5 Value Projects](#)
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Unit Plan Explanatory Document Art: Grade 2

Grade Level: 2	Content Area: ART	Unit 5	Theme/Topic: Color
	Duration: ~ 4 Weeks		
Unit Summary	<i>Color: Light reflected off objects, defined by its hue, value, and intensity.</i>		

(Enduring Understandings)	<i>Students will understand that...</i> <i>Primary colors are the building blocks of color, they cannot be mixed and are the basis of creating all other colors.</i> <i>Secondary colors are created by mixing pairs of the primary colors.</i> <i>Mixing colors works best when we start with the lighter color and add the darker color to it.</i> <i>The color wheel is a tool used to classify and categorize colors.</i> <i>Warm colors and cool colors can be used to express mood or temperature in artworks.</i> <i>Cultures may use color to depict their way of life.</i>
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of color when creating/composing artwork?</i> <i>How can an artist communicate with color?</i> <i>How did the use of color in the past influence color in present day artwork?</i>
Misconceptions	<i>Students may think that...</i> • Colors can only be bought, not made. • There are only basic colors, not a full spectrum of seen and unseen colors. • Different values of the same color serve the same artistic purpose or are always interchangeable.
Transfer	<i>Students will be able to use what they learn to...</i> • Identify/recognize the primary colors - red, yellow, blue. • Mix colors to create the secondary colors - orange, green, purple • Manipulate paint by mixing lighter colors with darker colors. • Use various art media and different techniques in applying color to their artwork. • Identify warm and cool colors. • Observe various colors used in multi-cultural artwork and produce a work of art using multi-cultural aspects. • Compare and contrast the use of color in different works of art throughout the art movements.
Important Facts and Key Concepts	<i>Students will know...</i> <i>Primary colors are the building blocks of color, they cannot be mixed and are the basis of creating all other colors.</i> <i>Secondary colors are created by mixing pairs of the primary colors.</i> <i>Mixing colors works best when we start with the lighter color and add the darker color to it.</i> <i>The color wheel is a tool used to classify and categorize colors.</i> <i>Warm colors and cool colors can be used to express mood or temperature in artworks.</i> <i>Cultures may use color to depict their way of life.</i>

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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. " 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?

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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. 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?

- 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.

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. 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?

- 1.5.2.Re7a Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b Describe, compare and categorize visual artworks based on subject matter and expressive properties.

People gain insights into meanings of artworks by engaging in the process of art criticism. 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?

- 1.5.2.Re8a Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

People evaluate art based on various criteria. 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?

- 1.5.2.R3a Use art vocabulary to explain preferences in selecting and classifying artwork.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 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?

- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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?

- 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.

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c Explore form ideas for media art production with support.
- 1.2.2.Cr1d Connect and apply ideas for media art production.
- 1.2.2.Cr1e Choose ideas to create plans for media art production.

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b Identify and describe the effects of altering, refining and completing media artworks.

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.2.Pr4a With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b Practice combining varied academic, arts and media content to form media artworks.

Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.2.Re7a Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b Interact appropriately with media arts tools and environments considering safety, rules and fairness.

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- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
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Computer Science and Design Thinking

People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

- 8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

- 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.

- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).
Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Digital tools can be used to display data in various ways.

- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)).
Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). "
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Identify/recognize the primary colors - red, yellow, blue.

Benchmark Assessment: Discussions about primary colors used in artwork from different cultures

Summative Assessment: Mix colors to create the secondary colors - orange, green, purple

Manipulate paint by mixing lighter colors with darker colors

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

1.5.2.Cr2cScience & Environment: Observing nature to select realistic colors for plants or weather .

1.5.2.Cr3aEnglish Language Arts (ELA): Using descriptive vocabulary for color choices during peer reviews .

1.5.2.Cr1aMathematics: Utilizing color patterns or geometric shapes to explore spatial structure.

VA: [Cn10.1.Ka](#)

Create art that tells a story about a familiar place. • ELA & Social Studies Integration: Using lines and colors to represent feelings in a story or mapping a neighborhood.

Accommodations and Modifications

Special Education	
504	● Follow specific interventions outlined in the student's 504 plan. ● Additional accommodations may include, but are not limited to: ○ Preferential seating ○ Modified assignments (Ex. templates, step-by-step guides) ○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
ML	Level 1- Entering (1.0 - 1.9): ● Use visuals, gestures, and realia ● Provide key vocab with pictures ● Use yes/no and either/or questions ● Allow drawing or pointing ● Use one- or two word sentence frames. ● Provide multi-lingual and picture word walls ● Use turn and talks prior to sharing aloud Level 2 - Emerging (2.0 - 2.9): ● Provide word banks and sentence starters in discussion ● Use visuals and hands-on activities ● Encourage oral responses

	● Allow translation tools ● Model and repeat directions ● Provide word walls ● Use turn and talks prior to sharing aloud Level 3- Developing (3.0 - 3.9): ● Use graphic organizers ● Scaffold academic vocabulary ● Ask for oral/ explanations ● Provide word walls ● Assess with matching, short responses ● Use turn and talks prior to sharing aloud Level 4- Expanding (4.0 - 4.9): ● Emphasize and encourage using academic vocabulary ● Emphasize and encourage complete sentences ● Provide writing opportunities ● Support oral presentations ● Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): ● Provide critical thinking tasks ● Emphasize using academic vocabulary Level 6 - Reaching (6.0) ● Monitor and emphasize using academic vocabulary ● Support nuances and idioms ● Encourage advanced and enrichment tasks ● Check comprehension of abstract content
Gifted	● Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. ● Extend project by utilizing additional materials and techniques. ● Utilize Visual Thinking Strategies asking the questions: "What is going on in this picture?", "What do you SEE that makes you say that?", "What else could you add to express your idea?".
Resources	
Standards: https://docs.google.com/spreadsheets/d/1rNLC4DRk9tvglIAzVTGzrlQqLzc4rX1akQeSoeWV3rw/edit?gid=637641187#gid=637641187 NJ Arts Standards (NJSLS-VPA) NJ Arts Standards Portal Edutopia Arts Integration Guide Art With Trista Value Resource Hub A Space to Create K–5 Value Projects	

[4 Ways to Integrate Art Into Math](#)
[5 Fun Classroom Projects for Art Elements](#)
[The Kennedy Center Classroom Resources Portal](#)
[The National Gallery of Art Educational Resources Unit](#)
[Harvard Project Zero: Artful Thinking Program](#)
[The Institute for Arts Integration and STEAM Resource Bundle](#)
[ArtsNOW Integrated Lesson Database](#)
[Ms. Artastic Cross-Curricular Themes Guide](#)
[Studio Sprout Elements of Art Guide](#)

Unit Plan Explanatory Document
Art: Grade 2

Grade Level: 2	Content Area: ART Unit 6 Theme/Topic: Value Duration: ~ 4 Weeks
Unit Summary (Enduring Understandings)	<i>Value: The lightness or darkness of a color or tone.</i> <i>Students will understand that...</i> <i>Light changes how we see an object.</i> <i>Light and dark contrasts show where a light source is coming from and makes flat objects look real and solid.</i> <i>Light and dark tones define form</i>
Essential Questions	<i>How can a value portray moods, ideas, experiences or stories?</i> <i>How can you use value to create depth in a work of art?</i> <i>How can value generate an interesting composition?</i> <i>How did the use of value influence present day artwork?</i>
Misconceptions	<i>Students may think that...</i> ● Value and color are the same. ● Value has no effect on form or space.
Transfer	<i>Students will be able to use what they learn to...</i> ● Identify different value and their characteristics. ● Apply different value to their artwork. ● Create a variety of implied value in two-dimensional artwork. ● Experiment with various art media using a variety of techniques to apply value. ● Show examples of value in everyday life.
Important Facts and Key Concepts	<i>Students will know...</i> <i>A value scale ranges from brightest white to the darkest black</i> <i>Tints are colors mixed with white to make them lighter.</i>

	<i>Shades are colors mixed with black to make them darker. A contrast in value is a big difference in light and dark.</i>
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Standards

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. 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?

- 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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?

- 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.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 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?

- 1.5.2.Cr3a Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. 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?

- 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.

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. "

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?

- 1.5.2.Pr5a Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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. 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?

- 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.

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- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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

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Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b,

8.2.2.ED.3).

- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.
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- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, [8.2.5.ED.6](#)).

Critical Thinking and Problem-solving - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
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- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Assessment Evidence

Students will demonstrate understanding by...

Formative Assessment: Identify different textures and their characteristics.

Summative Assessment: Apply different textures to their artwork.

Create a variety of implied textures in two-dimensional artwork.
 Experiment with various art media using a variety of techniques to apply texture.
 Benchmark Assessment: Show examples of textures in everyday life.

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

VA:Cr2.3.2a

Create art that represents natural environments. • Science: Using varying values (lightness/darkness) and organic shapes to draw life cycles, landscapes, or habitats.

Accommodations and Modifications

Special Education	
504	● Follow specific interventions outlined in the student's 504 plan. ● Additional accommodations may include, but are not limited to: ○ Preferential seating ○ Modified assignments (Ex. templates, step-by-step guides) ○ Use of assistive technology ○ Extended time to complete assignments
At Risk/ I&RS	● Provide repeated exposure using multi-sensory approach: aural, kinesthetic, visual ● Use visual posted steps or anchor charts with pictures tied to key lesson components. ● Examples looped throughout the lesson through video replay, slowed if necessary. ● Follow specific remediation plan as indicated in the student's personal I&RS goals.
ML	Level 1- Entering (1.0 - 1.9): ● Use visuals, gestures, and realia ● Provide key vocab with pictures ● Use yes/no and either/or questions ● Allow drawing or pointing ● Use one- or two word sentence frames. ● Provide multi-lingual and picture word walls ● Use turn and talks prior to sharing aloud Level 2 - Emerging (2.0 - 2.9): ● Provide word banks and sentence starters in discussion

	● Use visuals and hands-on activities ● Encourage oral responses ● Allow translation tools ● Model and repeat directions ● Provide word walls ● Use turn and talks prior to sharing aloud Level 3- Developing (3.0 - 3.9): ● Use graphic organizers ● Scaffold academic vocabulary ● Ask for oral/ explanations ● Provide word walls ● Assess with matching, short responses ● Use turn and talks prior to sharing aloud Level 4- Expanding (4.0 - 4.9): ● Emphasize and encourage using academic vocabulary ● Emphasize and encourage complete sentences ● Provide writing opportunities ● Support oral presentations ● Use turn and talks prior to sharing aloud Level 5- Bridging (5.0 - 5.9): ● Provide critical thinking tasks ● Emphasize using academic vocabulary Level 6 - Reaching (6.0) ● Monitor and emphasize using academic vocabulary ● Support nuances and idioms ● Encourage advanced and enrichment tasks ● Check comprehension of abstract content
Gifted	● Increase depth of learning, accelerated pace of instruction if applicable, extended scope of topic. ● Extend project by utilizing additional materials and techniques. ● Utilize Visual Thinking Strategies asking the questions: "What is going on in this picture?", "What do you SEE that makes you say that?", "What else could you add to express your idea?"
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[Studio Sprout Elements of Art Guide](#)

Unit Plan Explanatory Document
Art: Grade 2

Grade Level: 2	Content Area: ART Unit 7 Theme/Topic:Texture Duration: ~ 4 Weeks
Unit Summary (Enduring Understandings)	<i>Texture: How a surface feels to the touch or looks like it would feel.</i> <i>Students will understand that...</i> <i>The elements of art and principles of design pilot art creation and composition.</i> <i>Texture can be created or interpreted by using authentic or implied techniques on various surfaces.</i> <i>Texture has been utilized throughout the art eras and present day.</i>
Essential Questions	<i>Students will consider...</i> <i>What is the purpose of texture when creating or composing artworks?</i> <i>How can an artist use texture to enhance their artwork?</i> <i>How did the use of texture in the past influence present day artwork?</i>
Misconceptions	<i>Students may think that...</i> • Texture must be physical: Many think texture only exists if you can physically feel it. • Implied texture is fake: Visual texture is a highly skilled illusion, not a cheap trick. • Smooth art lacks texture: Perfectly smooth surfaces still convey a visual texture, like glass.

	• Texture is always messy: Artists use controlled, precise textures, not just chaotic splatters. • It is only for paintings: Sculpture, digital art, and photography rely heavily on texture. • Texture is just decorative: Artists use texture to communicate deep emotions and heavy themes.
Transfer	<i>Students will be able to use what they learn to...</i> • Identify different textures and their characteristics. • Apply different textures to their artwork. • Create a variety of implied textures in two-dimensional artwork. • Experiment with various art media using a variety of techniques to apply texture. • Show examples of textures in everyday life.
Important Facts and Key Concepts	<i>Students will know...</i> <i>Authentic texture is a texture that is felt and implied texture is a texture that is seen and/or replicated.</i> <i>Texture can be created using various two-dimensional and three-dimensional materials including but not limited to clay, pencils, crayons and paint.</i> <i>Textures can be smooth, soft, rough or sharp.</i>

Standards

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. 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?

- 1.5.2.Cr1a Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives." "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?

- 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.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 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?

- 1.5.2.Cr3a Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. 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?

- 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.

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. " 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?

- 1.5.2.Pr5a Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

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. 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?

- 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.

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. 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?

- 1.5.2.Re7a Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
- 1.5.2.Re7b Describe, compare and categorize visual artworks based on subject matter and

expressive properties.

People gain insights into meanings of artworks by engaging in the process of art criticism. 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?

- 1.5.2.Re8a Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

People evaluate art based on various criteria. 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?

- 1.5.2.R3a Use art vocabulary to explain preferences in selecting and classifying artwork.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 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?

- 1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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?

- 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.

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

- 1.2.2.Cr1a Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c Explore form ideas for media art production with support.
- 1.2.2.Cr1d Connect and apply ideas for media art production.
- 1.2.2.Cr1e Choose ideas to create plans for media art production.

The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?

- 1.2.2.Cr3a Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
- 1.2.2.Cr3b Identify and describe the effects of altering, refining and completing media artworks.

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

- 1.2.2.Pr4a With guidance and moving towards independence, combine art forms and media

content into media artworks such as an illustrated story or narrated animation.

- 1.2.2.Pr4b Practice combining varied academic, arts and media content to form media artworks.

Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

- 1.2.2.Pr5a Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
- 1.2.2.Pr5b Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- 1.2.2.Pr5c Discover, experiment with and demonstrate creative skills for media artworks.

Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

- 1.2.2.Re7a Identify, share and describe the components and messages in media artwork.
- 1.2.2.Re7b Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

- 1.2.2.Re8a Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Understanding connections to varied contexts and daily life enhances a media artist's work. 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 mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

- 1.2.2.Cn11a Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
- 1.2.2.Cn11b Interact appropriately with media arts tools and environments considering safety, rules and fairness.

WIDA Standards for Multilingual Learners

- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

Computer Science and Design Thinking

People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.

- 8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable

for a specific purpose.

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.

Often, several design solutions exist, each better in some way than the others.

- 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3 Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation Brainstorming can create new, innovative ideas:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).1.2.2.Re7b

Critical Thinking and Problem-solving-Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem:

- 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Global and Cultural Awareness - Individuals from different cultures may have different points of view and experiences.

- 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 (e.g., 1.5.2.C2a, [7.1.NL.IPERS.5](#), [7.1.NL.IPERS.6](#)).

Information and Media Literacy "Digital tools and media resources provide access to vast stores of information that can be searched.

- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Digital tools can be used to display data in various ways.

- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., [2.MD.D.10](#)).

Career Awareness and Planning-An individual's passions, aptitude and skills can affect his/her employment and earning potential.

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

- 1.5.2.Cn11b Describe why people from different places and times make art about different issues, including climate change.

Creativity and Innovation -Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the

development of creativity and innovation skills.

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Benchmark Assessment: Show examples of textures in everyday life.

Interdisciplinary Connections

Describe how one content area may connect to the core content area in this unit.

Standards for Cross-Content Areas

VA:[Cr2.3.Ka](#)

Identify uses of art within one's personal environment. • Science/Math Integration: Finding natural shapes and textures in nature vs. man-made objects.

Accommodations and Modifications

Special Education

504

- Follow specific interventions outlined in the student's 504 plan.
- Additional accommodations may include, but are not limited to:
 - Preferential seating
 - Modified assignments (Ex. templates, step-by-step guides)

	○ Use of assistive technology ○ Extended time to complete assignments
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Resources

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