



# **Grades K-2 Elementary Art Curriculum**

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# Visual Arts Curriculum Elementary School



**Wayne**  
Township Public Schools

**Kindergarten - 2nd Grade  
Fine Arts & Media Arts**





## Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

## Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

## Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

## Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy\* through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

## Artistic Process: Creating

- Anchor Standard 1 Conceptualizing and generating ideas.
- Anchor Standard 2 Organizing and developing ideas.
- Anchor Standard 3 Refining and completing products.

## Artistic Process: Performing/Presenting/Producing

- Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5 Selecting, analyzing and interpreting work.
- Anchor Standard 6 Conveying meaning through art.

## Artistic Process: Responding

- Anchor Standard 7 Perceiving and analyzing products.
- Anchor Standard 8 Applying criteria to evaluate products.
- Anchor Standard 9 Interpreting intent and meaning.

## Artistic Process: Connecting

- Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential questions and enduring understandings in each of the five arts disciplines were used to create the performance indicators that describe what students should be able to do by the end of grade 2, grade 5, grade 8, and grade 12. As illustrated in the example below, the performance indicators translate the anchor standards into specific, measurable learning goals.

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. The practices are indicated in the chart below. (Note: there are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.)

CREATING	PERFORMING	RESPONDING	CONNECTING
<ul style="list-style-type: none"><li>• Explore</li><li>• Investigate</li><li>• Reflect, Refine, Continue</li></ul>	<ul style="list-style-type: none"><li>• Select</li><li>• Analyze</li><li>• Share</li></ul>	<ul style="list-style-type: none"><li>• Perceive</li><li>• Analyze</li><li>• Interpret</li></ul>	<ul style="list-style-type: none"><li>• Synthesize</li><li>• Relate</li></ul>

## New Jersey Student Learning Standards - Visual Arts & Media Arts

### Additional Standards

- [Computer Science and Design Thinking Standards](#)
- [Career Readiness, Life Literacies and Key Skills](#)
- [Computer Science and Design Thinking](#)
- [NJSLS ELA Standards](#)
- [NJSLS Social Studies Standards](#)
- [WIDA Standards](#)

## Arts Education and SEL Framework

The Arts Education and Social and Emotional Learning Framework (Arts & SEL Framework) is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education. Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self awareness, self-management, social awareness, relationship skills, and responsible decision making). In some cases, these competencies are being addressed in a tacit way, without making explicit connections to the visual and performing arts standards.

This Framework is the result of careful consideration of the synergistic connections between the five SEL competencies and the eleven anchor standards in the visual and performing arts. The Arts & SEL Framework Essential Questions and Enduring Understandings (Framework EUs and EQs) that resulted from a detailed crosswalk provide a clear understanding of these connections. The Framework provides Arts Educators a greater understanding of how SEL connects to and influences the artistic process. The Arts Education and Social and Emotional Learning Framework is designed to empower Arts Educators to intentionally embed social-emotional learning.

Inspired by a meeting of the SEL4NJ leadership in January 2019, Arts Ed NJ began wrestling with the question, “How do arts educators intentionally connect SEL to their work in the arts classrooms?” Since New Jersey was in the process of revising the state’s visual and performing arts standards (based on the National Core Arts Standards and the Artistic Processes of Creating, Performing, Responding and Connecting) and, since the New Jersey State Department of Education had already adopted competencies for SEL (including the five CASEL competencies and 19 sub-competencies divided among them) in 2017, the SEL and Arts Education Taskforce’s approach would be to crosswalk the two documents to develop a blended way to consider both the SEL competencies and the New Jersey’s Student Learning Standards in the Visual and Performing Arts to coincide with the curricular revision and adoption created by the release of the new standards.

The resulting Framework was designed by the SEL and Arts Education Taskforce, comprised of experts in SEL and Arts Education and led by Bob Morrison for Arts Ed NJ and Dr. Maurice Elias for SEL4NJ. Over an 18-month period, the Taskforce explored all of the intersections between SEL and Arts Education through the lens of the arts education standards. This approach maintained the focus on the primary goal of teaching the arts while making a clear connection to SEL to inform the instructional approach. This allowed the team to illuminate the inherent nature of SEL within arts education and how this can be activated in students intentionally.

**SEL Goals are listed throughout the K-5th Grade suggested unit plans. Art Teachers will also accomplish SEL Goals with SEL Table Talks. Throughout the grade level pacing guides SEL Goals are listed under “SEL Table Talks”. Teachers will lead class discussions during the art class work periods. Teachers should encourage small group discussion and sharing time. Students can ask questions throughout the class to encourage an open discussion on all SEL topics.**

## [Social and Emotional Learning Competencies](#)

# KINDERGARTEN ART

## About the Kindergarten Artist

K

### Characteristics of Kindergarteners:

- Able to verbalize needs
- Unable to sustain any activity for terribly long
- Tend to leave out things that they feel are not important
- Feel no need to make colors relate to reality and have little sense of scale

### What Kindergarteners Can Do with Materials:

- Art Equipment: Learn to take care of brushes and put them back in proper containers
- Clay: Manipulate to form in a ball, make a coil, flatten, squeeze, make a pinch pot or a coil pot
- Drawing and Painting Materials: Learn to use large markers, crayons, large and small brushes
- Paper: Cut, glue, tear, bend, curl, pleat, fringe, fold in half and match edges
- Print: make stamp designs with fingers and styrofoam
- Scissors: used to cut curved or straight lines
- Sculpture: create sculpture from found objects

### Kindergarteners' Understanding of Concepts

- Identify and draw differences in line thick, thin, zig zag, curves, straight, interrupted.
- Recognize and draw geometric and freeform shapes.
- Identify and use light and dark colors.
- Identify red, yellow, blue, green, Violet, and orange but not whether they are primary or secondary.
- Make large shapes by combining geometric and freeform shapes.
- Create patterns by repetition of designs.
- Perceive things that are alike and different.
- Learn about the use of art tools in a safe and responsible manner.
- Recognize differences in art media after introduction and use of various media.
- Talk about their own art and that of other artists.
- Communicate ideas that are personally important.

### Suggestions for Teaching Kindergarteners

1. Allow Kindergarten students to experiment with materials.
2. Let them draw about personal experiences and themselves.
3. Give skills and media lessons step by step.
4. Allow each student to make an individual portion of an all class project.

# Kindergarten - Fine Arts Learning Targets and Suggested Pacing Calendar

K

September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	DRAWING 2	PAINTING	ART HISTORY MEDIA ARTS	PRINT/COLLAGES	SCULPTURE	ART EXHIBIT
<p>KD.1 I can draw straight and curved lines to make basic shapes.</p> <p>KD.2 I can draw basic shapes to create a recognizable object.</p> <p>KD.3 I can identify different lines and shapes.</p> <p>KD.4 I can talk about what an artist does.</p>	<p>KD.5 I can create art that tells a story.</p> <p>KD.6 I can make art to tell people about my life.</p> <p>KD.7 I can draw objects to represent people, places and things.</p>	<p>KP.1 I can experiment with primary paint colors to make secondary colors</p> <p>KP.2 I can use paint materials and tools properly and safely to paint inside a shape</p> <p>KP.3 I have good art studio habits and am respectful to the supplies I share with my classmates</p>	<p>KAH.1 I can talk about a famous work of art using art vocabulary</p> <p>KAH.2 I can put artwork into categories according to genre and/or mood.</p> <p>KAH.3 I can tell you what mood the artist is expressing when I look at a painting</p> <p>KAH.4 I can manipulate facial features on a Google Slideshow to show emotions.</p> <p><b>SEL TABLE TALK -</b> Recognize and name different types of positive and negative emotions.</p> <p><b>SEL TABLE TALK -</b> Match emotions with examples of positive and negative actions (e.g., happy = smiling, laughing) Match situations with the appropriate emotional reactions. Identify possible causes for emotions (i.e. losing your dog may make you "sad", your birthday may make you "happy").</p>	<p>KPC.1 I can choose between many different objects and colors to create my artwork.</p> <p>KPC.2 I can make changes to improve my artwork after discussing my work with classmates.</p> <p>KPC.3 I can explain how I made my artwork using art vocabulary.</p> <p>KPC.4 I can manipulate art tools correctly using proper safety.</p> <p><b>SEL TABLE TALK -</b> Identify ways to self soothe. Demonstrate control of impulsive behavior Express one's needs and emotions verbally.</p>	<p>KS.1 I can tell you why I like a certain piece of artwork.</p> <p>KS.2 I can help create a list of requirements needed to make a great work of art.</p> <p>KS.3 I can look at my classmates' artwork and explain what I like about their work and what they can improve on.</p> <p>KS.4 I can create a 3-dimensional work of art that is balanced</p> <p><b>SEL TABLE TALK</b> Identify one's likes and dislikes. Identify challenges or situations where one may need help. Identify tasks one is more drawn to. Recognize things that make one feel good about who they are.</p>	<p>KAE.1 I can tell you what an art museum is and what the people that work there do.</p> <p>KAE.2 I can tell you why it is important to take care of artifacts and artworks.</p> <p>KAE.3 I can tell you why we hang our artwork up to share it with people in our school building.</p> <p><b>SEL TABLE TALK -</b> Describe the difference between a positive and negative attitude. Describe why having an 'I can' attitude is important to being successful.</p>

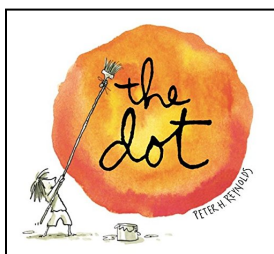


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Creating</u></p> <p>1.5.2.Cr1a - Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p>
<b>K Learning Targets</b>	<p>KD.1 I can draw straight and curved lines to make basic shapes.</p> <p>KD.2 I can draw basic shapes to create a recognizable object.</p> <p>KD.3 I can identify different lines and shapes.</p> <p>KD.4 I can talk about what an artist does.</p>
<b>Assessment</b>	<p><a href="#">Art Room Assessments</a></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Using lines connects students to learning how to write their letters and numbers.</p> <ul style="list-style-type: none"> <li>• RF.K1. Demonstrate understanding of the organization and basic features of print.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Cr1a

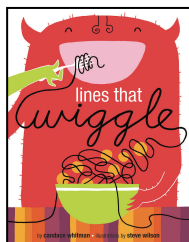
### COLLABORATIVE LINE & SHAPE DRAWING

<b>Activity Summary</b>	Students will experiment with a variety of drawing supplies as they create a variety of shapes and lines collaboratively on a large piece of paper. Students will learn that artists create things for others to look at. Artists can work together to make things that are beautiful. Many artists use only colors and shapes when they make their art. Collaboration helps us to be more creative. Experimenting with art supplies can have interesting results.
<b>Suggested Art Materials</b>	markers, crayons, oil pastels, chalk pastels, white or light colored roll paper
<b><a href="#">Suggested Resources</a></b>	The Dot by Peter Reynolds
<b>Learning Targets</b>	KD.4 I can talk about what an artist does. KD.1 I can draw straight and curved lines to make basic shapes.
<b>Art Elements &amp; Principles</b>	Line, shape
<b>Vocabulary Words</b>	Circle, square, triangle, rectangle, straight line, curved lines, overlapping shapes
<b>SEL Goal 8 Social Awareness</b>	Recognize and identify the thoughts, feelings and perspectives of others.
<b>SEL Goal 17</b>	Develop, implement and model effective problem solving and critical thinking skills



### LINE MONSTERS

<b>Activity Summary</b>	Students will create a directed drawing of a monster using basic shapes, then they will use lines to create hair, fur and other details on their monster. Students will learn that they can become more creative and their artwork will improve the more they practice and create art. Sharing our artwork with others to hear their opinions can improve our artwork.
<b>Suggested Art Materials</b>	markers, white paper, crayons
<b><a href="#">Suggested Resources</a></b>	Lines that Wiggle by Candace Whitman
<b>Learning Targets</b>	KD.2 I can draw basic shapes to create a recognizable object. KD.3 I can identify different lines and shapes.
<b>Art Elements &amp; Principles</b>	Line, shape, movement
<b>Vocabulary Words</b>	Zig zag, diagonal, curved, curvy, straight, angle, pattern

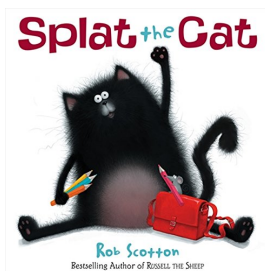


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Connecting</u></p> <p>1.5.2.Cn10a - Create art that tells a story or describes life events in home, school and community.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p><b>Diversity and Inclusion Mandate</b></p>
<b>Enduring Understanding</b>	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
<b>Essential Questions</b>	<p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>
<b>K Learning Targets</b>	<p>KD.5 I can create art that tells a story.</p> <p>KD.6 I can make art to tell people about my life.</p> <p>KD.7 I can draw objects to represent people, places and things.</p>
<b>Assessment</b>	<p><u><a href="#">Art Room Assessments</a></u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <u><a href="#">Art Specific Strategies for Differentiation</a></u></li> <li>• <u><a href="#">Differentiation Strategies for Special Education Students</a></u></li> <li>• <u><a href="#">Differentiation Strategies for Gifted and Talented Students</a></u></li> <li>• <u><a href="#">Differentiation Strategies for ELL Students</a></u></li> <li>• <u><a href="#">Differentiation Strategies for At Risk Students</a></u></li> <li>• <u><a href="#">Differentiation Strategies for Students with a 504</a></u></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Create a story using pictures.</p> <ul style="list-style-type: none"> <li>• RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> <li>• K.G.B.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Cn10a

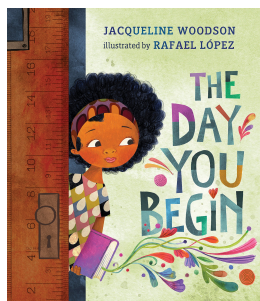
### WHAT HAPPENS NEXT?

<b>Activity Summary</b>	Students will listen to a children's book without hearing the ending, they will draw a picture to tell their version of how the story ends. Students will learn about what an illustrator does and discuss how illustrators need to tell the story with pictures. Teachers can begin this drawing with a directed drawing of the main character allowing students to draw the action, objects and/or other characters around the main character. Students will learn that much like words, artwork can tell a story. Students will also be given a chance to be creative and imaginative as they create the ending to the book. This is a great opportunity to introduce lines as texture.
<b>Suggested Art Materials</b>	white or colored drawing paper, oil pastels, crayons, markers, colored pencils
<b><a href="#">Suggested Resources</a></b>	Splat the Cat by Rob Scotton
<b>Learning Targets</b>	KD.5 I can create art that tells a story.
<b>Art Elements &amp; Principles</b>	Line, texture
<b>Vocabulary Words</b>	illustrator, narrative, creativity, imagination



### PERSONAL NARRATIVES

<b>Activity Summary</b>	Students will create a work of art that tells a story about a personal life event. Teachers are encouraged to discuss family traditions, holidays, special events and vacations with students. Students can use symbols to represent their experiences or draw a realistic scene. Filling the paper's space to create a balanced work of art will be introduced and encouraged.
<b>Suggested Art Materials</b>	markers, crayons, oil pastels, chalk pastels, white or light colored roll paper
<b><a href="#">Suggested Resources</a></b>	The Day You Begin by Jacqueline Woodson
<b>Learning Targets</b>	KD.6 I can make art to tell people about my life. KD.7 I can draw objects to represent people, places and things.
<b>Art Elements &amp; Principles</b>	Balance, space
<b>Vocabulary Words</b>	narrative, traditions, personal narrative, symbols



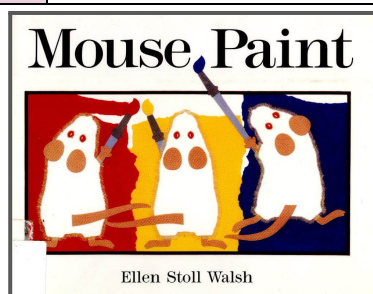
<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Creating</u></p> <p>1.5.2.Cr2a - Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking 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.
<b>Essential Questions</b>	<p>How do artists work?</p> <p>How do artists determine whether a particular direction in their work is effective?</p> <p>How do artists learn from trial and error?</p>
<b>K Learning Targets</b>	<p>KP.1 I can experiment with primary paint colors to make secondary colors</p> <p>KP.2 I can use paint materials and tools properly and safely to paint inside a shape</p> <p>KP.3 I have good art studio habits and am respectful to the supplies I share with my classmates</p>
<b>Assessment</b>	<p><u><a href="#">Art Room Assessments</a></u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
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<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Explain the emotion the secondary colors represent.</p> <ul style="list-style-type: none"> <li>• SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>• K.G.B.6: Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</li> </ul>



## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Cr2a

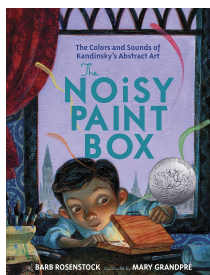
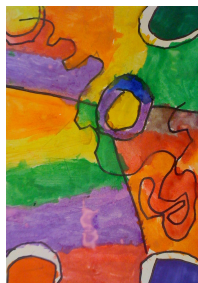
### PRIMARY & SECONDARY COLOR MIXING

<b>Activity Summary</b>	Students will create an experimental painting using the primary colors to create secondary colors. It is recommended that teachers guide them through this experimental process. Students should start with lighter colors and build to the darker colors to avoid contaminating paints. Students will learn what happens when colors are mixed together as they experiment. This process will help them to gain experience with the materials and tools.
<b>Suggested Art Materials</b>	tempera paint, white paper, paintbrushes, water pots
<b><a href="#">Suggested Resources</a></b>	"Mouse Paint" by Ellen Walsh, Color Chart and Color Wheel
<b>Learning Targets</b>	KP.1 I can experiment with primary paint colors to make secondary colors KP.3 I have good art studio habits and am respectful to the supplies I use with my classmates
<b>Art Elements &amp; Principles</b>	color
<b>Vocabulary Words</b>	primary colors, secondary colors



### PAINTING SHAPES

<b>Activity Summary</b>	Students will draw a variety of large shapes or objects on paper and will use their best painting habits to paint inside of the shapes or objects. Outlining the shape or object and then painting inside will be demonstrated. Students will learn that their classmates are valuable resources and will be encouraged to seek advice from their peers that they think are doing a good job painting. Students will gain an understanding that the more practice they have painting the better they will become at manipulating the material and tools.
<b>Suggested Art Materials</b>	white paper, secondary and primary tempera or watercolor paint, water pots, paintbrushes
<b><a href="#">Suggested Resources</a></b>	The Noisy Paint Box by Barb Rosenstock
<b>Learning Targets</b>	KP.2 I can use paint materials and tools properly and safely to paint inside a shape
<b>Art Elements &amp; Principles</b>	color
<b>Vocabulary Words</b>	paintbrush bristles, applying paint, outlining

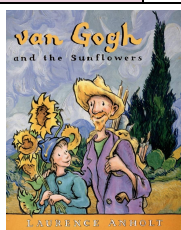


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Responding</u></p> <p>1.5.2.Re8a - Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p><u>Media Arts:</u></p> <p>1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production</p> <p>1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	People gain insights into meanings of artworks by engaging in the process of art criticism.
<b>Essential Questions</b>	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?
<b>K Learning Targets</b>	<p>KAH.1 I can talk about a famous work of art using art vocabulary</p> <p>KAH.2 I can put artwork into categories according to genre and/or mood.</p> <p>KAH.3 I can tell you what mood the artist is expressing when I look at a painting</p> <p>KMA.1 I can drag and drop facial features on a Google Slideshow to change a person's emotions.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice, use digital platform to manipulate a slide</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Use domain specific vocabulary to explain a piece of art.</p> <ul style="list-style-type: none"> <li>• SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Re8a

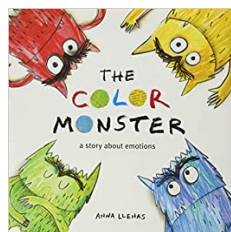
### LET'S LEARN ABOUT FAMOUS ART

<b>Activity Summary</b>	Students will learn about 3 genres of art and will categorize famous works of art by looking at images and placing them into groups. They will create 3 categories, portraits, landscapes and still lifes. This can be done as a game or a group activity. They can then select their favorite work of art and their least favorite and describe why they picked these works using art vocabulary. Students will learn that artwork can have different subject matter and details. They will also know that they can have opinions regarding the artwork they see and that it is beneficial to look at the work of other artists.
<b>Suggested Art Materials</b>	famous works of art printed out, a slide show or book to introduce what the different genres are, boxes, folders or signs to categorize the artwork
<b><a href="#">Suggested Resources</a></b>	Van Gogh and the Sunflowers by Laurence Anholt
<b>Learning Targets</b>	KAH.1 I can talk about a famous work of art using art vocabulary KAH.2 I can put artwork into categories according to genre and/or mood.
<b>Art Elements &amp; Principles</b>	Review all elements and principles introduced so far so students use art vocabulary.
<b>Vocabulary Words</b>	art history, portrait, landscape, still life, critique



### WHAT WAS THE ARTIST EXPRESSING?

<b>Activity Summary</b>	Students will look at a variety of artwork by famous artists, (portraits work well for this lesson). They will categorize these works by moods, (happy, sad, excited, scared, fearful, peaceful, etc.). Students will learn that artists can convey mood by using color, line, symbols and expression. Students will learn how to read a work of art by looking for visual clues and characteristics.
<b>Suggested Art Materials</b>	printouts of famous self portraits, folders or signs to categorize the artwork
<b><a href="#">Suggested Resources</a></b>	The Color Monster by Anna Llenas
<b>Learning Targets</b>	KAH.3 I can tell you what mood the artist is expressing when I look at a painting KAH.4 I can manipulate facial features on a Google Slideshow to show emotions.
<b>Art Elements &amp; Principles</b>	Color, emphasis
<b>Vocabulary Words</b>	mood, symbols, reading a work of art, visual clues
<b>SEL Goal 1 Self-Awareness</b>	Recognize one's feelings and thoughts.



<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Creating</u> 1.5.2.Cr3a - Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.  <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
<b>Enduring Understanding</b>	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<b>Essential Questions</b>	What role does persistence play in revising, refining, and developing work?
<b>K Learning Targets</b>	KPC.1 I can choose between many different objects and colors to create my artwork. KPC.2 I can make changes to improve my artwork after discussing my work with classmates. KPC.3 I can explain how I made my artwork using art vocabulary. KPC.4 I can manipulate art tools correctly using proper safety.
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: ELA</b> Share ideas and opinions about art pieces with others. <ul style="list-style-type: none"> <li>• SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> <li>• K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>• K.G.B.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Cr3a

### PRINTS AND COLLAGES THAT FLY

<b>Unit Summary</b>	Students will create a series of printed papers that they can use to make a collage of an insect.. Found objects such as legos, bubble wrap, sponges, toy cars, stampers, etc will be used with tempers paint to stamp onto sheets of paper. Students will learn from watching their peers and will be encouraged to ask peers what they can do to improve their artwork. Revisions will be encouraged as students explore printmaking. Students will use the papers they have created to assemble a collage inspired by The Very Lonely Firefly.
<b>Suggested Art Materials</b>	tempera paint, stampers, bubble wrap, sponges, legos, toy cars, white and colored paper
<b><a href="#">Suggested Resources</a></b>	The Very Lonely Firefly by Eric Carle
<b>Learning Targets</b>	KPC.1 I can choose between many different objects and colors to create my artwork. KPC.2 I can make changes to improve my artwork after discussing my work with classmates. KPC.3 I can explain how I made my artwork using art vocabulary KPC.4 I can manipulate art tools correctly using proper safety.
<b>Art Elements &amp; Principles</b>	Pattern, rhythm
<b>Vocabulary Words</b>	printmaking, stamping, found objects, brayer
<b>SEL Goal 17 &amp; 18 Responsible Decision-Making</b>	Develop, implement and model effective problem solving and critical thinking skills Identify the consequences associated with one's actions in order to make constructive choices





<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Responding</u> 1.5.2.Re9a - Use art vocabulary to explain preferences in selecting and classifying artwork. <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
<b>Enduring Understanding</b>	People evaluate art based on various criteria.
<b>Essential Questions</b>	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?
<b>K Learning Targets</b>	KS.1 I can tell you why I like a certain piece of artwork. KS.2 I can help create a list of requirements needed to make a great work of art. KS.3 I can look at my classmates' artwork and explain what I like about their work and what they can improve on. KS.4 I can create a 3-dimensional work of art that is balanced
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: ELA</b> Participate in a discussion about the artwork of others. <ul style="list-style-type: none"> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.</li> </ul> <b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> <li>• K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>• K.G.B.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Re9a

### WORKING ON SCULPTURE

<b>Activity Summary</b>	Students will create a sculpture out of clay, paper or found materials. They will work with their teacher to develop a list of criteria or a rubric that describes the required elements for their 3-dimensional work of art. Example: 1. Our sculpture must be able to balance or stand on its own. 2. Our sculpture needs to have 2 different colors. 3. Our sculpture needs to have a job or a function. Students will learn how to create a 3-dimensional work of art using specific criteria to guide their success. Students will participate in a peer critique at the end of the unit.
<b>Suggested Art Materials</b>	clay, paper, cardboard, etc.
<b><a href="#">Suggested Resources</a></b>	Play With Clay by Jenny Pinkerton
<b>Learning Targets</b>	KS.1 I can tell you why I like a certain piece of artwork. KS.2 I can help create a list of requirements needed to make a great work of art. KS.3 I can look at my classmates' artwork and explain what I like about their work and what they can improve on. KS.4 I can create a 3-dimensional work of art that is balanced
<b>Art Elements &amp; Principles</b>	Form, Balance
<b>Vocabulary Words</b>	sculpture, balance, 3-dimensional,



<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Present</u> 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. <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	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?
<b>K Learning Targets</b>	KAE.1 I can tell you what an art museum is and what the people that work there do. KAE.2 I can tell you why it is important to take care of artifacts and artworks. KAE.3 I can tell you why we hang our artwork up to share it with people in our school building.
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: ELA</b> Verbally explain the importance of museums and why artists show their work. <ul style="list-style-type: none"> <li>• SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• K.G.A.2: Correctly name shapes regardless of their orientations or overall size.</li> <li>• K.G.A.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> <li>• K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>• K.G.B.6: Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</li> </ul>

## SUGGESTED KINDERGARTEN ACTIVITIES FOR 1.5.2.Pr6a

### OUR ART EXHIBIT

<b>Activity Summary</b>  <b>*SEL - Self Awareness</b> <b>SEL.K.SA.1.</b>	Students will help to determine which works of their own art should be displayed in their school's art exhibit. They will look at multiple works they have created and through peer discussion select a work of art for display. They can also help mount and label the work they select. Students will learn that artists created works of art to share with other people.
<b>Suggested Art Materials</b>	Art mats, construction paper, glue sticks, labels
<b><u>Suggested Resources</u></b>	The Museum by Susan Verde
<b>Learning Targets</b>	KAE.1 I can tell you what an art museum is and what the people that work there do. KAE.2 I can tell you why it is important to take care of artifacts and artworks. KAE.3 I can tell you why we hang our artwork up to share it with people in our school building.
<b>Art Elements &amp; Principles</b>	All introduced elements and principles of art can be reviewed here.
<b>Vocabulary Words</b>	Art Show / Art Exhibit, community



# 1st GRADE ART

## About the 1st Grade Artist

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### Characteristics of 1st Graders:

- have difficulty with more than one idea at a time
- can draw a complete figure but exaggerate the more “important” parts
- love lessons that are full of activity and fun; imaginative stories, fantasy, plays, games, and dances
- can work enthusiastically and be absorbed in creating art
- show satisfaction with their artwork and desire approval of the teacher and classmates
- interested in mechanical devices and moving parts
- draw what they know, not what they see
- have a great range of maturity that results in wide differences among ability to listen, comprehend, and follow directions

### What 1st Graders Can Do with Materials:

- Brush: Learn to make controlled Strokes with the brush
- Clay: make pinch pots or form a piece of a pinched or sculpture from clay; make simple coil pots and apply glazes; simple slab Construction
- Equipment: Use safe practices with art tools
- Markers: Use markers effectively without scribbling
- Paint: mix primary colors to make secondary colors; can make colors lighter or darker; watercolor; understand and use crayon resist
- Weaving: Weave paper into a simple pattern

### 1st Graders’ Understanding of Concepts:

- Recognize and describe the use of line and historical art works.
- Appreciate rhythm in a work of art such as Van Gogh's Starry Night.
- Understand that Form and Function go together, example; a clay pot must be strong.
- Know that artists have designed clothing, buildings, and furniture.
- See the difference between two-dimensional and three-dimensional work
- Discuss subject matter in art; understand differences in still life, portrait, landscape.
- Understand careers: police officer, doctor, firefighter, barber.
- Understand how to show space, with reminders): overlapping, figures becoming smaller in the background.
- Recognize texture and pattern in clothing or in nature and are able to describe it.

### Suggestions for Teaching 1st Graders:

1. Teach students one step at a time.
2. Encourage them to talk about their own work and not about others.
3. Introduce the vocabulary of line, Rhythm, shape, space
4. Have them identify lines and shapes in the room or on their clothing.
5. Ask them to bring something from home or where something that is decorated with line or shape.



# 1st Grade - Learning Targets and Suggested Pacing Calendar

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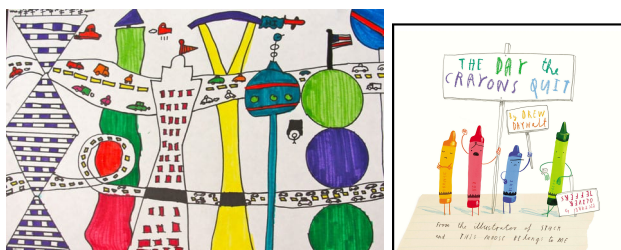
September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	DRAWING 2	PAINTING	ART HISTORY MEDIA ARTS	PRINT/COLLAGES	SCULPTURE	ART EXHIBIT
<p>1D.1 I can use my creativity to create an imaginary place.</p> <p>1D.2 I can use color creatively in a way that is different from real life.</p> <p>1D.3 I can use lines to create a sense of space.</p> <p><b>SEL TABLE TALK</b> Identify a goal, wish or dream Identify simple steps needed to perform a routine task or accomplish a goal. Describe something he/she has accomplished.</p>	<p>1.D.4 I can look at an object and draw what I see.</p> <p>1.D.5 I can learn about an artist to gain inspiration and knowledge.</p>	<p>1P.1 I can use paints and paint supplies neatly.</p> <p>1P.2 I can take care of art materials and respect my art studio space</p> <p>1P.3 I can reuse materials to help the environment and create art.</p> <p><b>SEL TABLE TALK</b> With support from adults, identify a range of emotions in others when demonstrated through physical and auditory cues, using simple terms (i.e. "sad" by facial expression, "mad" by tone of voice). Identify emotional expressions following certain behaviors (i.e. sharing candy may make your classmate smile; taking a pencil may make your classmate upset).</p>	<p>1AH.1 I can "read" a work of art as a text.</p> <p>1AH.2 I can tell you about all the things I see in a work of art and describe how the work makes me feel.</p> <p>1.MA.1 I can drag and drop images into a composition to make a work of art that tells a story.</p> <p><b>SEL TABLE TALK</b> With adult support, be able to articulate the importance of respecting personal space (i.e. hands to oneself). With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker, sharing) Be able to play and interact appropriately with others (i.e. introduce self, ask permission, join in, and invite others to join in).</p>	<p>1PC.1 I can create a work of art with my peers while discussing and reflecting on our choices.</p> <p>1PC.2 I can explain the process of creating art using art vocabulary.</p> <p>1PC.3 I can work with my classmates to create a collaborative work of art.</p> <p><b>SEL TABLE TALK</b> With adult support, describe how working through tough challenges can lead to positive emotions. With adult encouragement, make multiple attempts to meet a goal.</p>	<p>1S.1 I can create a work of art that is inspired by the work of other people and other cultures.</p> <p>1S.2 I can learn about the lives of other people by looking at examples of their artwork.</p> <p><b>SEL TABLE TALK</b> Develop a definition and an understanding of culture. With adult support, students will understand that there are many cultures in the world and in our communities. Recognize that people are alike and different.</p>	<p>1.AE.1 I can take one of my works of art and improve it so it is ready to be displayed for others to see.</p> <p>1.AE.2 I can look at the artwork I have created and select the work that I want others to see in an exhibit.</p> <p>1.AE.3 I can talk about my art portfolio and tell you all about the work I have created.</p> <p><b>SEL TABLE TALK</b> Begin to recognize that others have different points of view With adult support, be able to articulate one's perspective and compare it to another's. With adult support, be able to identify a variety of social rules used in different situations.</p>

<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Creating</u></p> <p>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.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b></p> <p><u>Creativity and Innovation</u></p> <p>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).</p> <p><b>WIDA Standards</b> - English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	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?
<b>1st Grade Learning Targets</b>	<p>1D.1 I can use my creativity to create an imaginary place.</p> <p>1D.2 I can use color creatively in a way that is different from real life.</p> <p>1D.3 I can use lines to create a sense of space.</p> <p>1.MA.1 I can drag and drop images into a composition to make a work of art that tells a story.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments, alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Share and discuss my drawings with my peers.</p> <ul style="list-style-type: none"> <li>• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Cr1b

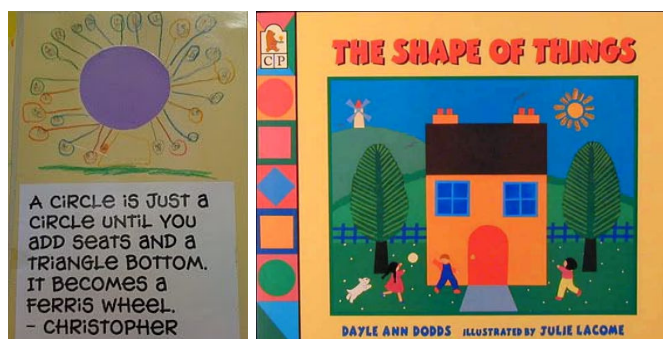
### COLORS IN MY IMAGINATION

<b>Activity Summary</b>	Students will create a drawing from their imagination of a place with many inventive objects. They will be encouraged to draw an interesting scene that will include lots of colors. When coloring students should be encouraged to use non-representational colors. Encourage a discussion about how as artists they can help break traditions to create innovative thinking.
<b>Suggested Art Materials</b>	white drawing paper, pencils, crayons, markers
<b><a href="#">Suggested Resources</a></b>	The Day the Crayons Quit by Drew Daywalt
<b>Learning Targets</b>	1D.1 I can use my creativity to create an imaginary place. 1D.2 I can use color creatively in a way that is different from real life. 1D.3 I can use lines to create a sense of space.
<b>Art Elements &amp; Principles</b>	Color
<b>Vocabulary Words</b>	Color, mixing color, imagination, creativity



### A SHAPE IS JUST A SHAPE UNTIL.....

<b>Activity Summary</b>	Students will create a drawing that shows basic shapes can be turned into many different things. Lines become shapes, shapes become objects, etc. Introduce students to contour lines, horizon line, foreground, middle ground and background. Encourage them to think about and draw things they may see on a walk or while visiting a special place.
<b>Suggested Art Materials</b>	white drawing paper, crayons, shapes cut out of construction paper
<b><a href="#">Suggested Resources</a></b>	The Shape of Things by Dayle Ann Dodds
<b>Learning Targets</b>	1D.1 I can use my creativity to create an imaginary place. 1D.2 I can use color creatively in a way that is different from real life. 1D.3 I can use lines to create a sense of space.
<b>Art Elements &amp; Principles</b>	Line, Form, Shape
<b>Vocabulary Words</b>	Contour line, Horizon Line, Background, Middleground, Foreground

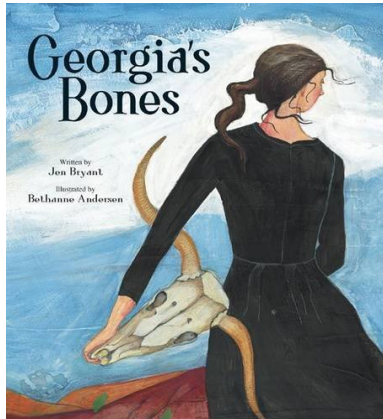


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Responding</u></p> <p>1.5.2.Re7a - Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	<p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p>
<b>1st Grade Learning Targets</b>	<p>1.D.4 I can look at an object and draw what I see.</p> <p>1.D.5 I can learn about an artist to gain inspiration and knowledge.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Share and discuss my drawings with my peers.</p> <ul style="list-style-type: none"> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Re7a

### OBSERVING NATURE

<b>Activity Summary</b>	Students will learn about the life and art of Georgia O'Keeffe. They will discuss how she found peace and beauty through natural objects. They will also discuss how she found the negative space of the objects interesting. Students will select a natural object (seashell, flower, etc.) as a subject matter for an observational still life drawing. They will be encouraged to look for details as they draw in pencil and enlarge their objects to fill the paper's space. Oil Pastels or Chalk Pastels will be used so students are able to mix colors to represent what they see. Students will discuss how nature can be a place to find peace and calm when feeling stressed.
<b>Suggested Art Materials</b>	Large white paper, oil or chalk pastels, natural objects to look observe
<b><a href="#">Suggested Resources</a></b>	Georgia's Bones by Jen Bryant
<b>Learning Targets</b>	1.D.4 I can look at an object and draw what I see. 1.D.5 I can learn about an artist to gain inspiration and knowledge.
<b>Art Elements &amp; Principles</b>	Shape, Emphasis, Contrast
<b>Vocabulary Words</b>	Still life, observation, negative space,
<b>SEL Goal 7 Self Management</b>	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.



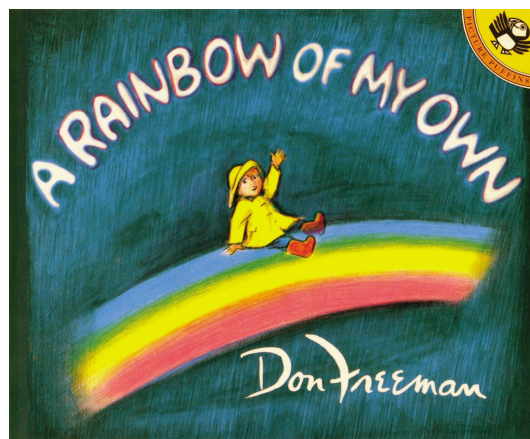
<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Creating</u> 1.5.2.Cr2b - Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
<b>Enduring Understanding</b>	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking 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.
<b>Essential Questions</b>	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?
<b>1st Grade Learning Targets</b>	1P.1 I can use paints and paint supplies neatly. 1P.2 I can take care of art materials and respect my art studio space
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: ELA</b> Share and discuss our paintings as a group. <ul style="list-style-type: none"> <li>• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul> <b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> </ul>



## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Cr2b

### A RAINBOW OF MY OWN

<b>Activity Summary</b>	Students will use the primary colors to create a Rainbow of their Own after reading the Rainbow book. Students will be encouraged to create an interesting shape and then they will apply primary colors to the paper in that shape. Students will use clean paint brushes to mix their primary colors to create secondary colors. Students will learn how to use art to self-soothe and relax.
<b>Suggested Art Materials</b>	white paper, red paint, yellow paint, blue paint, brushes
<b><a href="#">Suggested Resources</a></b>	A Rainbow of My Own by Don Freeman
<b>Learning Targets</b>	1P.1 I can use paints and paint supplies neatly. 1P.2 I can take care of art materials and respect my art studio space
<b>Art Elements &amp; Principles</b>	Color, Shape
<b>Vocabulary Words</b>	primary colors, secondary colors.
<b>SEL Goal 5 Self-Management</b>	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.



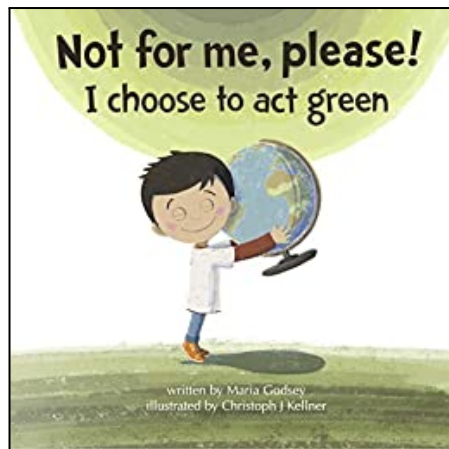


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Connecting</u></p> <p>1.5.2.Cn11b - Describe why people from different places and times make art about different issues, including climate change.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b></p> <p><u>Critical Thinking and Problem-Solving</u></p> <p>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).</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<b>Essential Questions</b>	<p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>
<b>1st Grade Learning Targets</b>	1P.3 I can reuse materials to help the environment and create art.
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Conduct brief research with peers and discuss our artwork.</p> <ul style="list-style-type: none"> <li>• W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> <li>• 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Cn11b

### ARTISTS HELPING THE ENVIRONMENT

<b>Unit Summary</b>	Students will learn about climate change by reading the book, "Not for me, please! I choose to act green!". They will then create a painting on reused paper (newspaper, magazines, etc.). Students will be encouraged to use imagery to make a statement about protecting the environment.
<b>Suggested Art Materials</b>	Tempera cakes, white paper, bushes, recycled paper materials. glue sticks
<b><a href="#">Suggested Resources</a></b>	Not for me Please! I choose to Act Green by Maria Godsey
<b>Learning Targets</b>	1P.3 I can reuse materials to help the environment and create art.
<b>Art Elements &amp; Principles</b>	Color, shape, unity
<b>Vocabulary Words</b>	climate change, reduce, reuse, recycle, statement art



<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b>  <u>Responding</u>            1.5.2.Re8a - Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p><b>Media Arts: 1.2 Media Arts</b>  <u>Creating</u>            1.2.2.Cr2a: Explore and form ideas for media art production with support            1.2.2.Cr2b: Connect and apply ideas for media art production            1.2.2.Cr2c: Choose ideas to create plans for media art production</p> <p><b>WIDA Standards</b>            English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p><b>Amistad Mandate</b></p>
<b>Enduring Understanding</b>	People gain insights into meanings of artworks by engaging in the process of art criticism.
<b>Essential Questions</b>	How can the viewer "read" a work of art as text?
<b>1st Grade Learning Targets</b>	1AH.1 I can "read" a work of art as a text. 1AH.2 I can tell you about all the things I see in a work of art and describe how the work makes me feel. 1.MA.1 I can drag and drop images into a composition to make a work of art that tells a story.
<b>Assessment</b>	<p><u>Art Room Assessments</u>            Examples may include, but are not limited to the following.  <i>Formative:</i> Observations, class participation, evidence of practice  <i>Summative:</i> Individual and collaborative works of art, art displays, digital collage  <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts  <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b>            Interpret mood and feelings from artwork and discuss with peers.</p> <ul style="list-style-type: none"> <li>• RI.1.7. Use the illustrations and details in a text to describe its key ideas.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b>            Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Re8a

### READING WORKS OF ART

<b>Activity Summary</b>	Students will be introduced to the concept of “reading” a work of art. They will look for clues within the paintings and collages of Romare Bearden as they discuss what is happening in his work. Students will be taught to look for visual clues in the subject matter and the details as they investigate the mood and the formal characteristics of the artworks. Students will create a digital collage in Google Slides that tells a story.
<b>Suggested Art Materials</b>	Images of Romare Bearden’s Art
<b><a href="#">Suggested Resources</a></b>	My Hands Sing the Blues by Jeanne Walker Harvey
<b>Learning Targets</b>	1AH.1 I can “read” a work of art as a text. 1AH.2 I can tell you about all the things I see in a work of art and describe how the work makes me feel. 1.MA.1 I can drag and drop images into a composition to make a work of art that tells a story.
<b>Art Elements &amp; Principles</b>	This is a great unit to review all of the elements and principles of art.
<b>Vocabulary Words</b>	Reading a work of art.

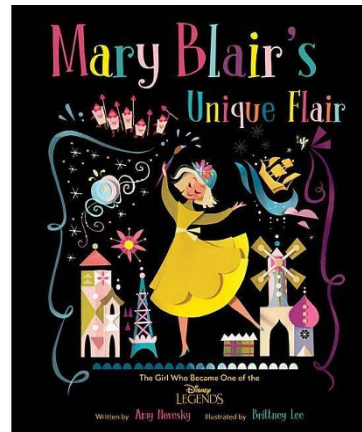


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b>  <u>Creating</u> - 1.5.2.Cr3a - Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b>  <u>Critical Thinking and Problem-Solving</u>            9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  <b>WIDA Standards</b> - English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<b>Essential Questions</b>	How does collaboratively reflecting on a work help us experience it more completely?
<b>1st Grade Learning Targets</b>	1PC.1 I can create a work of art with my peers while discussing and reflecting on our choices. 1PC.2 I can explain the process of creating art using art vocabulary. 1PC.3 I can work with my classmates to create a collaborative work of art.
<b>Assessment</b>	<p><a href="#">Art Room Assessments</a>            Examples may include, but are not limited to the following.  <i>Formative:</i> Observations, class participation, evidence of practice  <i>Summative:</i> Individual and collaborative works of art, art displays  <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts  <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b>            Discuss steps used to create my artwork</p> <ul style="list-style-type: none"> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b>            Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> <li>• 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Cr3a

### IT'S A SMALL WORLD

<b>Activity Summary</b>	Students will create a collaborative work of art inspired by the work of Mary Blair. They will learn about the life and work of the artist with a particular focus on her "It's a Small World" creation. Each group of students will create a collaged building out of printed and found papers, they will need to consult and reflect with other groups to make sure each building is different and unique so that they have a collaborative work of art that works as a whole.
<b>Suggested Art Materials</b>	Printed Papers, Construction Paper, Cardboard, Tag Board, Glue Sticks, Scissors
<b><a href="#">Suggested Resources</a></b>	Mary Blair's Unique Flair by Amy Hovesky
<b>Learning Targets</b>	1PC.1 I can create a work of art with my peers while discussing and reflecting on our choices. 1PC.2 I can explain the process of creating art using art vocabulary. 1PC.3 I can work with my classmates to create a collaborative work of art.
<b>Art Elements &amp; Principles</b>	Pattern, Unity, Balance, Color, Shape
<b>Vocabulary Words</b>	Collage, Collaboration, Printed/Painted Papers





<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b>  <a href="#">Connecting</a>            1.5.2.Cn11a - Compare, contrast, and describe why people from different places and times make art.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b>  <a href="#">Global and Cultural Awareness</a>            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).</p> <p><b>WIDA Standards</b>            English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p><b>Diversity and Inclusion Mandate</b></p>
<b>Enduring Understanding</b>	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<b>Essential Questions</b>	How does art help us understand the lives of people of different times, places, and cultures?
<b>1st Grade Learning Targets</b>	1S.1 I can create a work of art that is inspired by the work of other people and other cultures. 1S.2 I can learn about the lives of other people by looking at examples of their artwork.
<b>Assessment</b>	<p><a href="#">Art Room Assessments</a>            Examples may include, but are not limited to the following.  <i>Formative:</i> Observations, class participation, evidence of practice  <i>Summative:</i> Individual and collaborative works of art, art displays  <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts  <i>Alternative:</i> Options may include teacher created assignments, alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b>            Discuss steps used to create my artwork</p> <ul style="list-style-type: none"> <li>• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: SS</b>            View artwork from other cultures.</p> <ul style="list-style-type: none"> <li>• 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b>            Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>• 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</li> <li>• 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Cn11a

### PINCH POTS

<b>Activity Summary</b>	Students will learn about the life and art of Maria Martinez. They will learn about why people from other cultures create works of art in order to gain understanding about their culture and history. Students will watch Maria Martinez create a clay vessel and will then make their own piece of pottery.
<b>Suggested Art Materials</b>	Clay, Clay Tools, Glaze
<b><a href="#">Suggested Resources</a></b>	Shaped by Her Hands: Potter Maria Martinez by Anna Harber Freeman
<b>Learning Targets</b>	1S.1 I can create a work of art that is inspired by the work of other people and other cultures. 1S.2 I can learn about the lives of other people by looking at examples of their artwork.
<b>Art Elements &amp; Principles</b>	Form, shape, balance
<b>Vocabulary Words</b>	Pinch pot, even thickness, glaze, fired, pottery

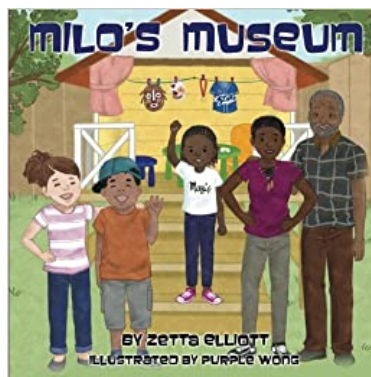


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Presenting</u></p> <p>1.5.2.Pr5a - Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	<p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
<b>1st Grade Learning Targets</b>	<p>1.AE.1 I can take one of my works of art and improve it so it is ready to be displayed for others to see.</p> <p>1.AE.2 I can look at the artwork I have created and select the work that I want others to see in an exhibit.</p> <p>1.AE.3 I can talk about my art portfolio and tell you all about the work I have created.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Articulate decisions made for including materials into the portfolio.</p> <ul style="list-style-type: none"> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <ul style="list-style-type: none"> <li>• 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> </ul>

## SUGGESTED 1st GRADE ACTIVITIES FOR 1.5.2.Pr5a

### MAKING MY MUSEUM

<b>Activity Summary</b>	Students will take a look at how employees from a museum selects and prepares artwork for an exhibit. Students will take all of the artwork they have created this school year and select one piece that they would like to improve. They will be encouraged to ask for their peers' input as they make this selection and prepare the pieces for exhibit. Students will edit, mount and label their work for exhibition.
<b>Suggested Art Materials</b>	Artwork students have created during the school year, backing paper, labels
<b><a href="#">Suggested Resources</a></b>	Milo's Museum by Zetta Elliott
<b>Learning Targets</b>	<p>1.AE.1 I can take one of my works of art and improve it so it is ready to be displayed for others to see.</p> <p>1.AE.2 I can look at the artwork I have created and select the work that I want others to see in an exhibit.</p> <p>1.AE.3 I can talk about my art portfolio and tell you all about the work I have created.</p>
<b>Art Elements &amp; Principles</b>	This unit is a good opportunity to review all introduced art elements and principles.
<b>Vocabulary Words</b>	Art Museum, docent, curator, exhibit, display
<b>SEL Goal 4 - Self-Awareness</b>	Recognize the importance of self-confidence in handling daily tasks and challenges



# 2nd GRADE ART

## About the 2nd Grade Artist

2

### Characteristics of 2nd Graders:

- Welcome responsibility - the chance to show they know how to do something
- Observe more details in their surroundings; buildings, people, clothing
- Love nature, imaginary creatures, fantasy
- Display self-confidence; willing to tackle challenges
- Fascinated about how things work: castles, boats, machines
- Love games, stories, dances, plays

### What 2nd Graders Can Do with Materials:

- General: able to construct sculpture from found objects; create realistic forms such as animals
- Brush: wash brushes; mixed colors with the brush
- Clay: create sculptures, pinch pots; apply glazes
- Equipment: understand the need for safe practices; assisting getting out and putting away equipment
- Paint: mix tempera paint colors
- Paper: use joining methods; curling; bending; scoring; folding; attaching

### 2nd Graders Understanding of Concepts:

- Become more aware of size relationships and comparing objects and in regard to themselves.
- Become more aware that things are designed by artists: cars, kitchen items, buildings.
- Become aware of themes and artworks from various cultures.
- Understand that line can be used to make something appear three-dimensional.
- Understand positive and negative shapes.
- Describe how the atmosphere can be shown by color differences.

### Suggestions for Teaching 2nd Graders

1. Introduce unfamiliar art forms and materials
2. Stress cooperation, sharing, and responsibilities
3. Teach value differences, mixing tints and shades of color using transparent and opaque colors.
4. Talk about jobs that artist Tab and let them be the designers
5. Show them fantasy art in history and encourage fantasy paintings and sculpture.
6. Caution them about not using symbols: suns with rays, stick figures, pointy mountains, balloon trees.

### 2nd Grade Interdisciplinary Connections

- Language Arts: create an illustrate a sequence story; write a book; learn to observe details; make literary paper bag puppets
- Mathematics: recognize a pattern; temperature; measure length and area; symmetry
- Science: geographic environment; animals and their habitats; seasonal changes; geology; human growth
- Social Studies: neighborhoods; style variations between Western and Asian landscape paintings; traffic signs; changes in shelter, transportation, clothing from earlier times in American History

September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	MEDIA ARTS	PAINTING	ART HISTORY	PRINT/COLLAGES	SCULPTURE	ART EXHIBIT
<p>2.D.1 I can gain inspiration by learning about the lives of other artists.</p> <p>2.D.2 I can use the world around me and my own life as inspiration for my artwork.</p> <p>2.D.3 I can create art that represents what I see and what I feel.</p> <p><b>SEL TABLE TALK</b> Demonstrate care and respect for others and their needs by using polite language (which can vary by culture) Utilize “active listening” skills With guidance from adults, learn to use “I” messages</p>	<p>2.MA.1 I can copy and paste clip art and images.</p> <p>2.MA.2 I can rotate and flip images.</p> <p>2.MA.3 I can create an aesthetically pleasing digital design.</p> <p>2.MA.4 I can gain endurance while working through a project.</p> <p><b>SEL TABLE TALK</b> With adult support, recognize positive and negative influences from others (making smart choices in choosing friends) With adult support, identify and demonstrate actions to handle negative influences from others</p>	<p>2.P.1 I can become a better artist by asking my classmates how I can improve my artwork.</p> <p>2.P.2 I can explain how I made my artwork using art vocabulary.</p> <p><b>SEL TABLE TALK</b> With adult support, explain why unprovoked acts that hurt others are wrong with adult support, explain the importance of standing up for someone</p> <p><b>SEL TABLE TALK</b> With adult support, use a conflict resolution strategy when presented with a challenging situation With adult support, use “active listening” to listen to and understand their peers’ perspective when in conflict</p>	<p>2.AH.1 I can look at a work of art and tell you my opinion about it.</p> <p>2.AH.2 I can describe what I see and feel when I look at a work of art.</p> <p><b>SEL TABLE TALK</b> Identify relationships that students have with others (e.g., teacher, peers, parents, siblings, etc. Identify qualities of a good friend Practice basic social skills to acquire new friends</p>	<p>2.PC.1 I can talk about my art making process using art vocabulary.</p> <p>2.PC.2 I can talk to others about my art, gain insight from their opinions and make my art better after hearing what others think.</p> <p><b>SEL TABLE TALK</b> With support from teachers, can discuss simple cause and effect Can make simple choices about activities without adult support Can make more complicated choices with adult support. With help from an adult, identify personal goals and align their decision-making to achieve their goal.</p>	<p>2.S.1 - I can experiment with a variety of art materials and found materials to create a three-dimensional sculpture.</p> <p>2.S.2 - I can show that I am responsible when working with art materials safely.</p> <p>2.S.3 - I can repurpose my art materials and transform them to create something new and unique.</p> <p><b>SEL TABLE TALK</b> With adult support, recognize that there are choices in how to respond to situations With adult support, identify problems and goals With adult support, identify positive choices</p>	<p>2.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display.</p> <p>2.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.</p> <p><b>SEL TABLE TALK</b> With adult support, can identify situations where one can help others With adult support, can identify an adult he/she trusts Recognize situations in which one needs to seek adult help (big problems such as “I’m lost”/small problems such as “My shoelace is knotted.”) With adult guidance, can identify how and where to get help in an emergency</p>

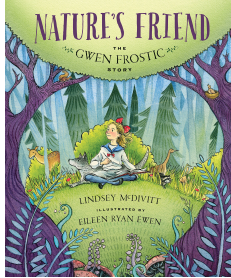


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Responding</u></p> <p>1.5.2.Re7b - Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	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.
<b>Essential Questions</b>	<p>What is visual art? Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p>
<b>2nd Grade Learning Targets</b>	<p>2.D.1 I can gain inspiration by learning about the lives of other artists.</p> <p>2.D.2 I can use the world around me and my own life as inspiration for my artwork.</p> <p>2.D.3 I can create art that represents what I see and what I feel.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: ELA</b></p> <p>Discuss the differences in the choices artists make in their pieces.</p> <ul style="list-style-type: none"> <li>• SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul> <p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> </ul>

## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Re7b

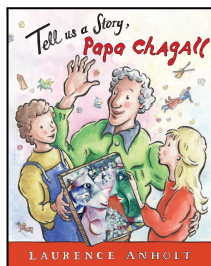
### DRAWING NATURE

<b>Activity Summary</b>	Students will learn about the life and art of Gwen Frostic. Students will gain inspiration about how Frostic worked with nature as her inspiration and will select a photo of plants and/or animals to work from. Students will discuss how art is all around them and how they can look for visual art in their world.
<b>Suggested Art Materials</b>	Images of animals and natural objects, drawing paper, colored pencils, oil pastels
<b><a href="#">Suggested Resources</a></b>	Nature's Friend: The Gwen Frostic Story by Lindsey McDivitt
<b>Learning Targets</b>	2.D.1 I can gain inspiration by learning about the lives of other artists. 2.D.2 I can use the world around me and my own life as inspiration for my artwork. 2.D.3 I can create art that represents what I see and what I feel.
<b>Art Elements &amp; Principles</b>	emphasis, balance, color, value, texture
<b>Vocabulary Words</b>	observational drawing, representational art



### DRAWING DREAMS

<b>Activity Summary</b>	Students will learn about the life and art of Marc Chagall. Students will gain inspiration about how Chagall worked with dream-like symbols from what he saw in the world around him. Students will discuss how art can look different from the way things look in real life. They will create a dream like drawing in which they abstract objects, colors and spaces.
<b>Suggested Art Materials</b>	drawing paper, chalk pastel, oil pastel
<b><a href="#">Suggested Resources</a></b>	Papa Chagall, Tell Us a Story by Laurence Anholt
<b>Learning Targets</b>	2.D.1 I can gain inspiration by learning about the lives of other artists. 2.D.2 I can use the world around me and my own life as inspiration for my artwork. 2.D.3 I can create art that represents what I see and what I feel.
<b>Art Elements &amp; Principles</b>	movement, color, space, emphasis
<b>Vocabulary Words</b>	abstract art, surrealism, symbolism



**New Jersey Student Learning Standards****Visual and Performing Arts: 1.2 Media Arts**Creating

- 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
- 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.

Producing

- 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.
- 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.
- 1.2.2.Pr6a - With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks. 1.2.2.Pr6b - With guidance and moving towards independence, identify, share, and discuss reactions to and experiences of the presentation of media artworks.

Responding

- 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.
- 1.2.2.Re8a - Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- 1.2.2.Re9a - Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.
- 1.2.2.Cn10a - Use personal experiences, interests, information, and models in creating media artworks.
- 1.2.2.Cn10b - Share and discuss experiences of media artworks, describing their meaning and purpose.
- 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.

**Career Readiness, Life Literacies, and Key Skills: 9.2 Career Awareness, Exploration, Preparation, and Training**Career Awareness and Planning

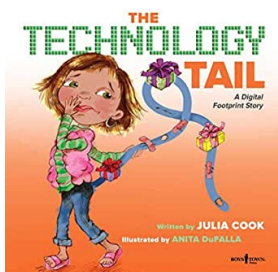
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.2.2.CAP.4: List the potential rewards and risks to starting a business.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.2.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

	<p>9.2.2.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b></p> <p><u>Digital Citizenship</u></p> <p>9.4.2.DC.1: Explain differences between ownership and sharing of information.</p> <p>9.4.2.DC.2: Explain the importance of respecting the digital content of others.</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.
<b>Essential Questions</b>	How do media artists work? How can creative risks be encouraged? How do media artists learn from trial and error? How do media artists improve/refine their work?
<b>Learning Targets</b>	<p>2.MA.1 I can copy and paste clip art and images.</p> <p>2.MA.2 I can rotate and flip images.</p> <p>2.MA.3 I can create an aesthetically pleasing digital design.</p> <p>2.MA.4 I can gain endurance while working through a project.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays, digital billboard for a product or a place</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ul>

## SUGGESTED 2nd GRADE ACTIVITIES FOR MEDIA ART

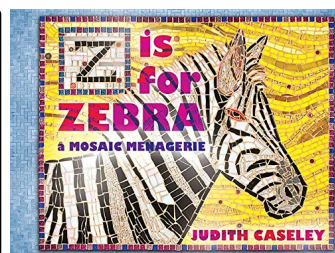
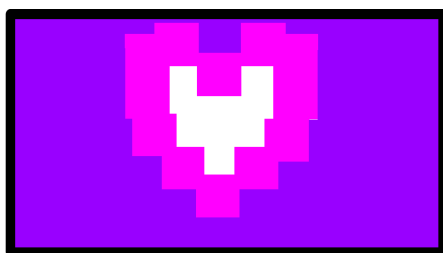
### GOOGLE SLIDES

<b>Activity Summary</b>	Students will create a google slide based off of criteria given by their teacher. Students will learn how to copy and paste images and clip art and how to create an aesthetically pleasing design on Google slides.  Examples of Topics: Favorite animal, Advertisement for their favorite food, Advertisement for their favorite toy, Billboard for their favorite place
<b>Suggested Art Materials</b>	Chromebook, Google Slides,
<b>Adaptation</b>	Touch Screen Technology
<b>Suggested Resources</b>	<a href="#">Sean Charmatz</a> <a href="#">Jason Naylor</a> <a href="#">Hal Lasko</a> <a href="#">Erik Johansson</a>
<b>Learning Targets</b>	2.MA.1 I can copy and paste clip art and images. 2.MA.2 I can rotate and flip images. 2.MA.3 I can create an aesthetically pleasing digital design.
<b>Vocabulary Words</b>	Balance, Copy, Paste, Aesthetic, Movement, Meaning, Experimental Design



### MOSAIC

<b>Activity Summary</b>	Students will create a Mosaic using various colors and shapes on a Google slide. Students will be given a document with different color tiles that they can resize. By using the copy and paste tool, they will arrange tiles into a picture that will be preplanned during class.
<b>Suggested Art Materials</b>	Chromebook, Google Slides
<b>Adaptation</b>	Touch Screen Technology
<b>Suggested Resources</b>	<a href="#">Slide Resources</a> <a href="#">Sean Charmatz</a> <a href="#">Jason Naylor</a> <a href="#">Hal Lasko</a> <a href="#">Erik Johansson</a>
<b>Learning Targets</b>	2.MA.1 I can copy and paste clip art and images. 2.MA.2 I can rotate and flip images. 2.MA.3 I can create an aesthetically pleasing digital design. 2.MA.4 I can gain endurance while working through a project.
<b>Vocabulary Words</b>	Balance, Copy, Paste, Aesthetic, Movement, Meaning, Experimental Design



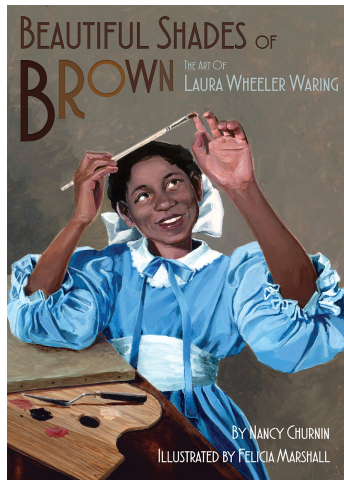
<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Creating</u> 1.5.2.Cr3a - Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.  <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting  <b>Amistad Mandate</b>
<b>Enduring Understanding</b>	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<b>Essential Questions</b>	How do artists grow and become accomplished in art forms?
<b>2nd Grade Learning Targets</b>	2.P.1 I can become a better artist by asking my classmates how I can improve my artwork. 2.P.2 I can explain how I made my artwork using art vocabulary.
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: ELA</b>  <b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ul>



## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Cr3a

### PAINTING PORTRAITS

<b>Activity Summary</b>	Students will learn how to mix primary and secondary colors to create painted papers for a self portrait. Students will learn about the life and art of Laura Wheeler Waring. They will discuss how she became better at painting portraits by working to improve herself as an artist. Students will be introduced to drawing facial features on top of their painted skin colored papers.
<b>Suggested Art Materials</b>	Liquid tempera paints, brushes, paper, oil pastels
<b><a href="#">Suggested Resources</a></b>	Beautiful Shades of Brown The Art of Laura Wheeler Waring by: Nancy Churnin
<b>Learning Targets</b>	2.P.1 I can become a better artist by asking my classmates how I can improve my artwork. 2.P.2 I can explain how I made my artwork using art vocabulary.
<b>Art Elements &amp; Principles</b>	color, balance, pattern,
<b>Vocabulary Words</b>	Self portrait, color mixing, secondary and primary colors,
<b>SEL Goal 2 Self-Awareness</b>	Recognize the impact of one's feelings and thoughts on one's own behavior.

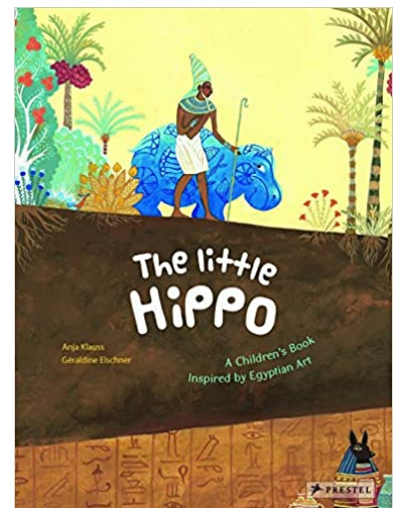


<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Responding</u> 1.5.2.Re8a - Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.  <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting  <b>Diversity and Inclusion Mandate</b>
<b>Enduring Understanding</b>	People gain insights into meanings of artworks by engaging in the process of art criticism.
<b>Essential Questions</b>	What is the value of engaging in the process of art criticism?
<b>2nd Grade Learning Targets</b>	2.AH.1 I can look at a work of art and tell you my opinion about it. 2.AH.2 I can describe what I see and feel when I look at a work of art.
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: Math</b> Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ul>

## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Re8a

### WILLIAM THE HIPPOPOTAMUS

<b>Activity Summary</b>	Students will take a look at William the Hippopotamus. They will make guesses as to where this work of art is from, what it is made out of and what its purpose was. They will give their opinions about the piece and explain whether or not they like the work of art. Students will then be given the history of William and learn a bit about Ancient Egyptian Art in the process.
<b>Suggested Art Materials</b>	Images of William the Hippopotamus
<b><u>Suggested Resources</u></b>	<a href="#">William the Hippopotamus</a> The Little Hippo: A Children's Book Inspired by Egyptian Art by Geraldine Elschner
<b>Learning Targets</b>	2.AH.1 I can look at a work of art and tell you my opinion about it. 2.AH.2 I can describe what I see and feel when I look at a work of art.
<b>Art Elements &amp; Principles</b>	All elements and principles that have been introduced so far can be reviewed in this unit.
<b>Vocabulary Words</b>	Ancient Egypt, Artifact
<b>SEL Goal 9 - Social Awareness</b>	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.
<b>SEL Goal 13 Relationship Skills</b>	Utilize positive communication and social skills to interact effectively with others

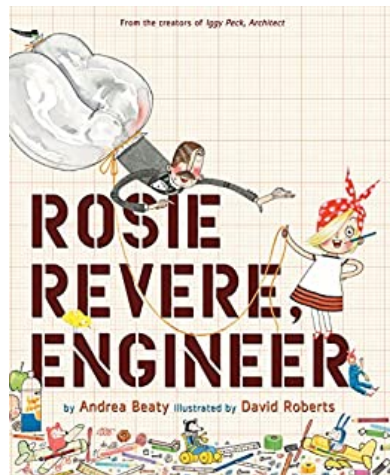


<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Creating</u></p> <p>1.5.2.Cr3a - Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b></p> <p><u>Creativity and Innovation</u></p> <p>9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
<b>Enduring Understanding</b>	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<b>Essential Questions</b>	How does collaboratively reflecting on a work help us experience it more completely?
<b>2nd Grade Learning Targets</b>	<p>2.PC.1 I can talk about my art making process using art vocabulary.</p> <p>2.PC.2 I can talk to others about my art, gain insight from their opinions and make my art better after hearing what others think.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical whole shapes need not have the same shape.</li> </ul>

## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Cr3a

### ENGINEERING INVENTIONS

<b>Activity Summary</b>	Inspired by Rosie Revere, students will design an invention to solve a problem by collaging papers. They will print on top of the collages to create additional textures, shapes, and patterns. Students will use layered paper to create their inventions. they will be encouraged to experiment with found materials. Throughout the art making process students will seek the input of your peers and gain Insight from their opinions. Students will be encouraged to improve upon their artwork after hearing the opinions of others.
<b>Suggested Art Materials</b>	Construction paper, found papers, found objects, Repose foil, scissors, glue sticks
<b><a href="#">Suggested Resources</a></b>	Rosie Revere, Engineer by Andrea Beaty
<b>Learning Targets</b>	2.PC.1 I can talk about my art making process using art vocabulary. 2.PC.2 I can talk to others about my art, gain insight from their opinions and make my art better after hearing what others think.
<b>Art Elements &amp; Principles</b>	Pattern, Rhythm, Unity
<b>Vocabulary Words</b>	collage, engineering, layering



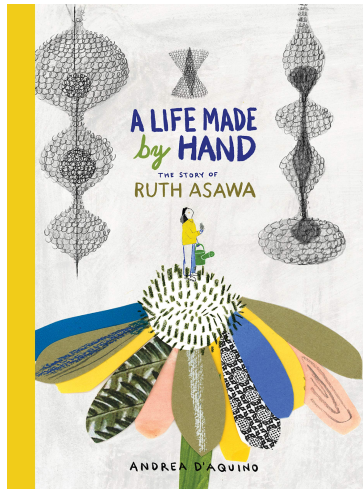
<b>New Jersey Student Learning Standards</b>	<p><b>Visual and Performing Arts: 1.5 Visual Arts</b></p> <p><u>Creating</u></p> <p>1.5.2.Cr2c - Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p><b>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</b></p> <p><u>Critical Thinking and Problem-Solving</u></p> <p>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).</p> <p><b>WIDA Standards</b></p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p><b>Asian American Pacific Islander Mandate</b></p>
<b>Enduring Understanding</b>	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking 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.
<b>Essential Questions</b>	<p>How do objects, places, and design shape lives and communities?</p> <p>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?</p>
<b>2nd Grade Learning Targets</b>	<p>2.S.1 - I can experiment with a variety of art materials and found materials to create a three-dimensional sculpture.</p> <p>2.S.2 - I can show that I am responsible when working with art materials safely.</p> <p>2.S.3 - I can repurpose my art materials and transform them to create something new and unique.</p>
<b>Assessment</b>	<p><u>Art Room Assessments</u>: Examples may include, but are not limited to the following.</p> <p><i>Formative</i>: Observations, class participation, evidence of practice</p> <p><i>Summative</i>: Individual and collaborative works of art, art displays</p> <p><i>Benchmark</i>: Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative</i>: Options may include teacher created assignments and alternative selection of works of art</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>New Jersey Core Curriculum Content Standards: Math</b></p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> <li>• 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• 2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ul>



## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Cr2c

### FORMS IN WIRE

<b>Activity Summary</b>	Students will learn about the life and art of American Artist, Ruth Asawa. They will discuss how her art came from her experiences and experimentation. Students will then experiment with wire and found objects to create three dimensional sculptures that are inspired by natural forms. They will be encouraged to build forms based on animals and plants that they have seen. Students will also be shown examples of sculptures created by other artists that are inspired by natural and man-made forms.
<b>Suggested Art Materials</b>	Wire, found objects, recyclables, colored telephone wire
<b><a href="#">Suggested Resources</a></b>	A Life made by Hand, the story of Ruth Asawa by Andrea D'Aquino
<b>Learning Targets</b>	2.S.1 - I can experiment with a variety of art materials and found materials to create a three-dimensional sculpture. 2.S.2 - I can show that I am responsible when working with art materials safely. 2.S.3 - I can repurpose my art materials and transform them to create something new and unique.
<b>Art Elements &amp; Principles</b>	Shape, form, balance
<b>Vocabulary Words</b>	Sculpture three dimensional natural forms, man-made forms



<b>New Jersey Student Learning Standards</b>	<b>Visual and Performing Arts: 1.5 Visual Arts</b> <u>Presenting</u> 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.  <b>WIDA Standards</b> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
<b>Enduring Understanding</b>	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
<b>Essential Questions</b>	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?
<b>2nd Grade Learning Targets</b>	2.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display. 2.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.
<b>Assessment</b>	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Art Specific Strategies for Differentiation</a></li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>• <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<b>Interdisciplinary Connections</b>	<b>New Jersey Core Curriculum Content Standards: Math</b> Using measuring tools can assist in preparing for an art exhibition. 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

## SUGGESTED 2nd GRADE ACTIVITIES FOR 1.5.2.Pr4a

### MAKING A MUSEUM

<b>Activity Summary</b>	Students will take a look at how a museum takes care of works of art and prepares them for presentation in a gallery space. Students will take all of the artwork they have created this school year and select one piece that they will prepare for display. Students will make sure that the work is preserved to the best of their ability and will mount and label their work for exhibition.
<b>Suggested Art Materials</b>	Student Art Portfolios, labels, mounting paper
<b><a href="#">Suggested Resources</a></b>	Meet Me at the Art Museum: A Whimsical Look Behind the Scenes by David Goldin
<b>Learning Targets</b>	2.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display. 2.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.
<b>Art Elements &amp; Principles</b>	This is a good opportunity to review all introduced elements and principles of art with students
<b>Vocabulary Words</b>	museum, exhibit, presentation, gallery, portfolio
<b>SEL Goal 3 - Self-Awareness</b>	Recognize one's personal traits, strengths and limitations.

