

Mullica Township School District



Visual Arts Curriculum Grades K-2

Board approval: 11/28/2018

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

Unit/Chapter Title: Unit 1: COLOR: Value and Emphasis

Unit Length: 13 weeks

Course/Grade: ART K-2

Interdisciplinary Connection/s: English Language Arts & Social Studies

Unit Overview: This unit will cover learning about the element of color; understanding the essential terminology related to the element; applying this knowledge to interpret an artist’s implementation of the element of color within their artwork and how the element of color can emphasize subject matter.

New Jersey Student Learning Standards

Visual and Performing Arts Student Learning Standards:

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

Cumulative Progress Indicators

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

1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

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

21st Century Life and Careers Standards

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

- 9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1. B.2 Create and respond to a feedback loop when problem solving.
- 9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

Technology Integration (NJSLS 8)

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

Interdisciplinary Connections:

- English Language Arts

English Language Arts Standards:

- SL.2.1c; SL.2.6; W.2.1

Essential Questions/Enduring Understandings

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

Essential Questions:

- What is color?
- How can colors depict or emphasize a mood or emotion?
- Why would an artist limit their palette of colors?
- Why is color such an important element of art for an artist to utilize?

Enduring Understandings:

- Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry to name a couple. Due to this relationship, a color can enhance the message or theme of a piece of artwork.
- Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed.
- People make different associations with color due to their own personal experiences. Color in artwork allows people to make various personal connections and interpretations.

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

| <p style="text-align: center;">Instructional Strategies/Activities</p> <p style="text-align: center;">How will the students reach the learning targets?</p> | <p style="text-align: center;">Modifications</p> <p style="text-align: center;">How do I Differentiate?</p> | <p style="text-align: center;">Assessments</p> <p style="text-align: center;">How will the students demonstrate mastery?</p> | <p style="text-align: center;">Resources</p> <p style="text-align: center;">What resources and materials will students need?</p> |
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| <p>Students will be able to identify primary colors and mix primary colors to make secondary colors with a range of media; in the organized formation of a creative color wheel.</p> <p>Students will utilize proper discipline-specific terminology during creation and assessment (via rubric).</p> <p>Students will mix colors, using paint to create a chameleon. After reading <i>The Mixed Up Chameleon</i>, students will discuss reasons why it is good to be different. They will put into groups or pairs and take</p> | <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting</p> <p>Questions read aloud</p> <p>ELL:</p> | <p>Formative: Discussion, paraphrasing, practice drawings</p> <p>Summative : Grade K</p> <p>Students will be introduced to primary colors and discuss where they see primary colors in nature. Then they will be given crayons or paint to mix primary colors to make secondary colors. They will also discuss where these colors are found in everyday life. Students will discuss and experiment with different ways to make brown.</p> | <p>http://artprojectsforkids.me/wp-content/uploads/2012/08/Color-Wheel.pdfhttp://www.latinamericanstudies.org/</p> <p>www.awesomeartists.com</p> <p>Crayons, glue, scissors Paint, brushes, drawing paper, construction paper, tissue paper Cotton swabs for mixing Color Wheel Charts</p> <p>Eric Carle’s <u><i>The Mixed Up Chameleon</i></u></p> |

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>the transparency chameleons to different parts of the room, showcasing how camouflage would take place.</p> <p>They will then draw their own chameleon and demonstrate mixing colors with paint.</p> <p>Create a mosaic rainbow, using tissue paper to enhance fine motor skills, exhibiting the colors in proper ROYGBIV order.</p> <p>Students will utilize proper discipline-specific terminology during creation and assessment (via rubric).</p> <p>Students will identify warm and cool colors; create a tissue paper bleed using only warm or cool colors; design a cityscape by using cut black paper shapes to mimic the silhouetted skyline.</p> <p>Students will utilize proper discipline-specific terminology</p> | <p>Pair verbal with visual Allow / encourage use of Google Translator</p> <p>Gifted & Talented: Go beyond the color wheel formation and create grouping of colors [color schemes], Assign adjectives to each color, written extensions</p> | <p>Grade 1</p> <p>Students will discuss the characteristics of the season autumn/fall, focusing on the change in foliage. The class will discuss the different parts of a tree: leaves, trunk, roots and compare them to their fingers and hand. Students will trace their hand and upper arm as the tree, creating three trees on their paper. They will include a horizon line in the background, after discussion of meaning and purpose. Objects will be drawn in the sky and on the ground. They will only be given primary colors of paint to add color to their drawing; they must mix primary colors to use secondary colors.</p> <p>Grade 2</p> <p>Students will draw their name in block letters as the focal</p> | <p>Transparency sheets with black outlines of chameleons from the book. Tissue paper or</p> |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>during creation and assessment (via rubric).</p> | | <p>point utilizing the entire space. The area will be divided into 6 separate parts. Each section of name and background will be colored with an alternating pattern of complimentary colors (and/or analogous [extension]). After finishing, students will pair up and exchange artwork with one another, they must assign a name to the artwork and write a short poem of how the colors correspond to and describe the artist who created it.</p> <p>Alternative Assessment: Grade K: (choose) Project 1: Painting Trees Project 2: Primary Color Hands Project 3: Coffee filter Flowers Project 4: Sunset Silhouette Boats Project 5: Dinosaurs Project 6: Jellyfish Project 7: Hot Air Balloons</p> | |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| | | <p>Grade 1: (choose) Project 1: Silhouette Cactus Project 2: Cup Cake Flowers Project 3: Hot Air Balloons Project 4: Masks Project 5: Silhouette Trees Project 6: Pumpkin People</p> <p>Grade 2: (choose) Project 1:Owls Project 2:Snakes in the grass</p> <p>Project 3:Kandinskys Trees Project 4:Silhouette trees with sunset</p> <p>Benchmark: Portfolio</p> | |
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(Interdisciplinary Connections)

Unit: Color K-2

Interdisciplinary Tasks

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

Grade K

Write 5-10 adjectives describing a painting.

Grade1

Students will be able to write a poem describing the mood of a shown painting.

Grade 2

Review and discuss different characteristics of two paintings that demonstrate exclusive use of a limited color palette (i.e. cool colors versus warm colors; complimentary versus analogous). Compare and contrast both paintings in at least two paragraphs.



Mullica Township School District
Visual Arts Curriculum
Grades K – 2

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| <p>Unit/Chapter Title: Unit 2 SHAPE: Form, Perspective, Space, Proportion</p> <p>Course/Grade: ART K-2</p> <p>Interdisciplinary Connections: English, Mathematics</p> | <p>Unit Length: 13 weeks</p> |
| <p>Unit Overview: This unit will cover the elements of shape, form and space, as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art. They will also be exposed to the vast variety of professions in the art world and see the strong correlation between art and math.</p> | |

New Jersey Student Learning Standards

Visual and Performing Arts Standards:

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

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

Cumulative Progress Indicators

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

1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

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

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

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration (NJSL 8)

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

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

Interdisciplinary Connections:

- English Language Arts, Mathematics

English Language Arts Standards:

- Kindergarten: W.K.1; SL.K.1 a-b; SL.K.4; SL.K.4; SL.K.6; L.K.1 a-e; L.K.2 a-d
- 1st Grade: W.1.3; SL.1.1c; SL.1.4; SL.1.6; L.1.1 a-i; 1.2 a-e; L.1.5d; L.1.6;
- 2nd Grade: W.2.3; W.2.5; SL.2.1c; SL.2.3; SL.2.6; L.2.1a-f; L.2.2 a-c,e

Essential Questions/Enduring Understandings

Essential Questions:

- How and why would an artist depict a place? Realistic? Imaginary?
- How does math influence perspective in art?
- What is space, in relation to visual art?

**Enduring
Understandings**

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- The ways in which an artist chooses to depict a place depends on the message or theme they are trying to convey.

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

- Perspective is generated by an object’s size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point. Perspective can be brought down to a series of lines, angles and points: geometry.
- Space can be the given area an artist created his/her work within or space can be how that given area is utilized.

| Instructional Strategies/Activities How will the students reach the learning targets? | Modifications/Extensions How do I differentiate? | Assessments How will the students demonstrate mastery? | Resources/Technology What resources and materials will students need? |
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| <p>Students will identify various shapes seen in everyday life and make connections. Students will draw, cut and glue different types of geometric shapes to make other images. They will complete their composition but drawing details in the background. Students will write the names of all the shapes and colors they utilized. Students will be able to show knowledge of types and directions of line by drawing 20 different lines and</p> | <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another</p> | <p>Formative: Do-Now, Oral Questioning, Class Discussion , Directed Paraphrasing</p> <p>Summative : K Students will discuss different shapes and then using a set amount of only geometric shapes will create things found in nature. (Example: a flower can be made using a circle, triangles, ovals, and rectangles).</p> <p>Grade 1</p> | <p>construction paper in various colors, scissors, glue, drawing paper, crayons or oil pastels, watercolor paints, brushes, colored pencils</p> <p>www.awesomeartists.com</p> <p>Imagery of perspective in artwork:</p> <p>http://www.google.com/search?gs_rn=19&gs_r_i=psy-</p> |

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

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| <p>demonstrating a wax resist technique using oil pastels or crayons and watercolor paints. They will be assessed via rubric, by self and teacher. Students will observe artwork and imagery that illustrates perspective in a two-dimensional format, participating in an oral discussion analyzing the different aspects of the artwork. Students will use various cut paper shapes, creating a snowperson glued onto the foreground of a landscape they have created with a horizon line. They will showcase perspective by placing objects in varied sizes in the proper location: foreground, middle ground and background. Students will create a house, illustrating as many different architectural details collected and viewed during class discussion, mainly from imagery</p> | <p>who is capable of assisting Questions read aloud ELL: Pair verbal with visual Allow / encourage use of Google Translator Gifted & Talented: Written extensions, designing frames</p> | <p>Students will create a landscape demonstrating knowledge of foreground, middle ground and background. They will utilize only torn and cut paper as their media. Grade 2 Create a house using discussed and student generated architectural details. House will be colored, cut and glued onto another piece of paper, where horizon line will be drawn and objects added in perspective to show foreground, middle ground and background. Alternative Assessments: *wax relief (grades 1 or 2) www.awesomeartists.com Grade K: (choose) Project 1: Painting Trees Project 2: Primary Color Hands Project 3: Coffee filter Flowers Project 4: Sunset Silhouette Boats Project 5: Dinosaurs Project 6: Jellyfish Project 7: Hot Air Balloons</p> | <p>ab&cp=15&gs_id=1k&xhr=t&q=perspective+in+art&rlz=1R2MXGB_enUS534&biw=1024&bih=497&bav=on.2.or.r.qf.&bvm=bv.48705608.d.dmg&um=1&ie=UTF-8&hl=en&tbm=isch&source=og&sa=N&tab=wi&ei=IxLfUem9PIWQyAH5n4D4Cw</p> <p>Visual research for architectural details (Victorian houses):</p> <p>Examples of perspective in art: http://www.google.com/search?gs_rn=19&gs_r_i=psy-ab&cp=15&gs_id=1k&xhr=t&q=perspective+in+art&rlz=1R2MXGB_enUS534&biw=1024&bih=497&bav=on.2.or.r.qf.&bvm=bv.48705608.d.dmg&um=1&ie=UTF-8&hl=en&tbm=isch&source=og&sa=N&tab=wi&ei=IxLfUem9PIWQyAH5n4D4Cw</p> |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>of detailed Victorian houses. The house will be cut and glued onto another piece of paper, where the horizon line will be drawn and objects added to the foreground and background to demonstrate knowledge of perspective.</p> <p>Students will write a story about their house, with either the house as the main character or the setting.</p> <p>View the Pop Art work of Keith Haring and identify the theme or message presented.</p> <p>Students will be able to express a universal message that is important to them using figures and imagery drawn using contour lines, similar in style to those of Haring.</p> <p>Students will assess and critique each other using proper discipline and terminology.</p> | | <p>Grade 1: (choose) Project 1: Silhouette Cactus Project 2: Cup Cake Flowers Project 3: Hot Air Balloons Project 4: Masks Project 5: Silhouette Trees Project 6: Pumpkin People</p> <p>Grade 2: (choose) Project 1:Owls Project 2:Snakes in the grass Project 3:Kandinskys Trees Project 4:Silhouette trees with sunset</p> <p>Benchmark Assessment: art portfolio</p> | <p>r.r_qf.&bvm=bv.48705608,d.dmg&um=1&ie=UTF-8&hl=en&tbm=isch&source=og&sa=N&tab=wi&ei=IxLfUem9PIWQyAH5n4D4Cw</p> <p>Haring resource: http://www.haringkids.com/</p> |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

(Interdisciplinary Connections)

Unit 2: Shape K-2

Interdisciplinary Tasks (To be completed in conjunction with grade level Performance Tasks.)

Grade K

English Language Arts Standards: SL.K.1 a-b; SL.K.4; SL.K.4; SL.K.6

In conjunction with the Grade K Performance Task: Students will be able to write the names of at least 10 different shapes and match those names with the actual shapes they used in their composition. For reinforcement and demonstration of knowledge of color from Unit 1, they will also be able to record the names of the colors used within their composition.

Grade 1

English Language Arts Standards: W.1.3; SL.1.1c; SL.1.4;
SL.1.6; L.1.1 a-i; L.1.2 a-e; L.1.5d; L.1.6

Students will write a narrative, as though they are walking the reader through their picture starting in the foreground, moving along through the landscape to the background using as much detail as possible to describe their composition.

Grade 2

English Language Arts Standards: W.2.3; W.2.5; SL.2.1c; SL.2.3; SL.2.6; L.2.1a-f; L.2.2 a-c,e

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

Students will write a short story with their house as the main character or setting. There must be an interesting beginning that hooks the reader's interest, middle and an end. Students must use as many adjectives as possible, especially when it comes to describing the house and the background.

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

Unit/Chapter Title: Unit 3: Pattern: Rhythm, Symmetry, Balance, Movement

Course/Grade: ART K-2

Interdisciplinary Connection: English Language Arts and Mathematics

Unit Length: 13 weeks

Unit Overview: In this unit students will discover patterns and experiment different ways to create them not limiting themselves to only using the elements of art and principles of design. They will also be able to create the effect of rhythm and movement within a stationary piece of art. This unit will emphasize the importance of balance within art to draw attention to a focal point, theme or message; as well as the different types of and ways to utilize principle of symmetry. Throughout the duration of this unit students will draw upon knowledge from the previous units and begin to see how all the elements of art and principles of design are connected and intertwined.

New Jersey Student Learning Standards

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

Visual and Performing Arts Standards:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

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

Cumulative Progress Indicators

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

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

1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 - Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.

1.4.2.A.4 - Distinguish patterns in nature found in works of visual art.

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

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

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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

21st Century Life and Careers Standards

9.1. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1. B.2 Create and respond to a feedback loop when problem solving.

9.1. D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

CRP1. Act as a responsible and contributing citizen and employee.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Technology Integration (NJSL 8)

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

Interdisciplinary Connections: English Language Arts

English Language Arts Standards:

Grade K: W.K.2; W.K.5; SL.K.1 a-b; SL.K.3; SL.K.5; SL.K.6; L.K.1 a-f; L.K.2 a-d

Grade 1: W.1.2; SL.1.1c; SL.1.4; SL.1.6; L.1.1 a-j; L.1.2 a-e; L.1.6

Grade 2: W.2.1; W.2.5; SL.2.1c; L.2.1 a-f; L.2.2 a-e; L.2.3; L.2.6

Essential Questions/Enduring Understandings

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

Essential Questions:

- What is pattern? What can be used to create a pattern?
- Where are patterns found in nature?
- How can an artist create rhythm or movement in a stationary piece of artwork?
- Why is balance important in art? What are different ways a composition can be balanced?
- What is symmetry and what are the different types of symmetry?
- Where can you find examples of symmetry in nature?

Enduring Understandings:

- Pattern is repetition of the elements of art or anything else; there are patterns in music, in math, jumping jacks are a pattern of repeated movements, patterns are everywhere.
- Patterns are found quite frequently in nature, in animals on their feathers or fur, insect wings, reptile or fish scales; flowers and plants; bricks on a house; rainbows; clouds, etc.
- An artist can create rhythm or movement by using one or a combination of the elements of art or principles of design.
- Balance is important in art because no matter what type of balance is present within the composition it will help draw the viewer to the focal point, thus enhancing the message or theme. Different types of balance include symmetrical, asymmetrical and radial. Symmetry is when things are exactly the same on either side of a line; when shape is exactly the same when you flip, slide or turn it.
- Types of symmetry are bilateral or reflection symmetry, radial or rotational symmetry, translational symmetry, and asymmetry, or lack of symmetry.
- Examples of symmetry in nature are everywhere, from tree leaves to butterfly wings, from flowers to humans.

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

| Instructional Strategies/Activities (How will the students reach the learning targets?) | Modifications/Extensions (How do I differentiate?) | Assessments (How will the students demonstrate mastery?) | Resources/Technology (What resources and materials will students need?) |
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| <p>Students will discover and be able to verbally identify examples of patterns and symmetry in nature. They will work in small groups or pairs to record their observations. They will write there examples of where they found symmetry in nature and three observations of where they found symmetry in artwork.</p> <p>Students will work individually, using lateral symmetry to create a butterfly.</p> <p>The pattern on the wings will also demonstrate symmetry. They will also adhere to a chosen color scheme.</p> | <p>IEP: Assist students one-on-one when necessary. Pair student with another who is capable of assisting Allow extra time to complete</p> <p>504: Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk: Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud</p> <p>ELL: Pair verbal with visual Allow / encourage use of Google Translator</p> | <p>Formative: Exit tickets, practice pieces, discussion, observation, questioning</p> <p>Summative: Grade K Demonstrate tracing and cutting skills by tracing half of a butterfly on a folded piece of paper, then cutting it to show symmetry. A color pattern will be made by gluing balled tissue paper to enhance fine motor skills.</p> <p>Grade 1 Different types of weather will be discussed. Each student will choose one form and then depict movement of that form of weather using line, shape, color, and pattern.</p> <p>“Tar Beach”</p> | <p>http://listverse.com/2013/04/21/10-beautiful-examples-of-symmetry-in-nature/</p> <p>http://www.misterteacher.com/symmetry.html</p> <p>construction paper tissue paper scissors glue paint brushes cotton swabs</p> <p>Masks Around the World Power Point: www.whms.jordan.k12.ut.us/teachers/packer/powerpoints/masks.ppt</p> <p>Media may include construction paper, clay,</p> |

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>Students will use multi-media to create the patterns on their butterfly wings. Students will review positive and negative space. They will also look at different examples of masks from around the world, observing not only the elements and principles of art evident in each, but also the media used to create it.</p> <p>Students will sketch out their own idea for a mask. They must utilize at least one line of lateral symmetry (see extensions).</p> <p>Students will use a variety of art media, application methods and select tools depending on various factors: class size, skill level, material availability, etc.</p> <p>Students will discuss different ways artists have depicted movement in their stationary artwork. They will analyze</p> | <p>Gifted & Talented: Use of radial symmetry, written critiques, additional movements (that of a living thing), choice in activities</p> | <p>Read <u>Tar Beach</u>, by Faith Ringgold and discuss pertinent elements of story. Introduce task. Students will draw their town below them flying over it. As students are drawing buildings, review perspective how large or small are the buildings in relation to the figure of them flying in the sky? As students are beginning to add color and detail, discuss if and where any patterns would be present. Students can discuss and then demonstrate how to show movement of flight. Students will implement the element of color. Even though Faith Ringgold used mostly fabric in her artwork, students will be able to include this medium by cutting out and gluing on fabric for their clothing.</p> | <p>Paris craft/plaster, paint, etc.</p> <p>Weather Depicted in Art: http://www.artsology.com/how-artists-portrayweather.php</p> <p>Types of Severe Weather: http://www.weatherwizkids.com/</p> <p>Ringgold, Faith. <i>Tar Beach</i>. New York: Crown Publishers, Inc., 1991.</p> <p>http://www.tfaoi.com/aa/6aa/6aa222.htm</p> <p>http://www.faihringgold.com/ringgold/d36.htm</p> <p>Drawing paper Paint Brushes Fabric/Felt Rulers</p> |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>several pieces of work and identify the specific elements of art and principles of design utilized to achieve this.</p> <p>Students will generate a list of various forms of weather that have movement. They will choose one and decide how to depict the movement of that particular form of weather using the elements and principles of design and various available media.</p> <p>After completion, students will exchange their work with that of a peer and write one paragraph; with an opening statement, at least three points or observable facts of what exactly was done in the artwork to depict the movement of the weather, and a closing statement.</p> <p>Students will be assessed via rubric.</p> | | <p>Upon completion, students will be self and teacher assessed via rubric.</p> <p>Students will write a narrative on the following: You are flying again. Except this time you can choose to fly over anywhere in the world! Where would you choose to fly? What would it look like? Describe what you would see in detail. When would you fly there? What season and what time of day? Why did you choose this particular location? Explain at least two reasons why.</p> <p>Grade 2 Create a mask utilizing positive and negative space and demonstrating vertical linear symmetry. Geometric, organic and freeform shapes will be reviewed and used for the facial features.</p> <p>Alternative Assessments: Grade K: (choose)</p> | |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>Students will listen to the book, Tar Beach, by Faith Ringgold. They will discuss the pertinent elements of the story: plot, characters and setting. They will go back and take a close look at the artwork and identify the different elements of art and principles of design that Faith Ringgold used to illustrate her story.</p> <p>Students will draw themselves flying above their town.</p> <p>Reviewing the principles of perspective, proportion and balance, and the elements of color, line, texture and shape; while introducing the principles of pattern, rhythm, symmetry, balance and movement.</p> <p>After completion, students will write a narrative based on the following task: You are flying</p> | | <p>Project 1: Painting Trees Project 2: Primary Color Hands Project 3: Coffee filter Flowers Project 4: Sunset Silhouette Boats Project 5: Dinosaurs Project 6: Jellyfish Project 7: Hot Air Balloons</p> <p>Grade 1: (choose) Project 1: Silhouette Cactus Project 2: Cup Cake Flowers Project 3: Hot Air Balloons Project 4: Masks Project 5: Silhouette Trees Project 6: Pumpkin People</p> <p>Grade 2: (choose) Project 1: Owls Project 2: Snakes in the grass Project 3: Kandinskys Trees Project 4: Silhouette trees with sunset</p> <p>Benchmark Assessment: art portfolio</p> | |
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**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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| <p>again. Except this time you can choose to fly over anywhere in the world! Where would you choose to fly?</p> <p>What would it look like? Describe what you would see in detail.</p> <p>When would you fly there?</p> <p>What season and what time of day? Why did you choose this particular location? Explain at least two reasons why.</p> <p>Students will be assessed utilizing proper discipline- based terminology via rubric.</p> | | | |
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Vocabulary Words/Key Terms:

**Mullica Township School District
Visual Arts Curriculum
Grades K – 2**

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|----------------------|-------------------|--------------|-------------------------------|
| Pattern | Unity | Theme | Negative Space Positive Space |
| Rhythm | Variety | Weather | |
| Movement | Balance | Vertical | |
| Symmetry | Space | Horizontal | |
| Radial | Two-dimensional | Geometric | |
| Bilateral | Three-dimensional | Natural | |
| Reflection | Composition | Organic | |
| Mirror-image | Contour Line | Multi Media | |
| Rotational | Continuity | Fabric | |
| Translational | Medium/Media | Felt | |
| Asymmetry | Subject Matter | Perspective | |
| Elements of Art | Linear | Space | |
| Principles of Design | Shape | Color Scheme | |

Interdisciplinary Connections

Unit 3: Pattern K-2

Grade K

English Language Arts Standards: W.K.2; W.K.5; SL.K.1 a-b;
SL.K.3; SL.K.5; SL.K.6; L.K.1 a-f; L.K.2 a-d

Students will look at different types of symmetry found in artwork and compare them to forms of symmetry found in nature. Students will have a dialogue as a class and in small groups comparing and contrasting forms of symmetry found. They will be able to record

Mullica Township School District
Visual Arts Curriculum
Grades K – 2

their findings writing three observations of symmetry in art and three observations of symmetry in nature. They may include drawing to help explain their observations.

Grade 1

English Language Arts Standards: W.1.2; SL.1.1c; SL.1.4; SL.1.6; L.1.1 a-j; L.1.2 a-e; L.1.6
(To be completed in conjunction with Grade 1 Summative Task on weather)

Each student will be randomly handed another student's artwork where the elements of art and principles of design were utilized to depict movement of weather. Students will write one paragraph; with an opening statement, at least three points or observable facts of what exactly was done in the artwork to depict movement, and a closing statement. Students will listen to the book "Tar Beach," by Faith Ringgold. Students will discuss the elements of the story: the main characters, the plot and the setting. They will also discuss the meaning behind the title.

Grade 2

English Language Arts Standards: W.2.1; W.2.5; SL.2.1c; L.2.1 a-f; L.2.2 a-e; L.2.3; L.2.6

After students complete their symmetrical masks, they will write a narrative where they first describe, in as much detail as possible, what the mask looks like, then explain the mask's purpose and what it is used for, as well as what happens to the person who is wearing it.

Website: Masks Around the World Power Point: www.whms.jordan.k12.ut.us/teachers/packer/powerpoints/masks.ppt