

Long Beach Island Consolidated School District Curriculum Guide

Grade: 1st

Content Area: Visual Arts

Introduction

Students will manipulate the elements of art and principles of design to create works of art based on observations of the physical world using various materials, tools and techniques. An introduction to the concepts of line, color, shape, form, and texture in art will be ongoing throughout the school year. All art units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018
Revised on: March 18, 2019
Revised by: C. McBride, C. Sheplin

Recommended Pacing Guide	
Art Communicates with Line	9 Days
Art Communicates with Color	9 Days
Art Communicates with Shape	5 Days
Art Communicates with Space and Form	5 Days
Art Communicates with Texture	6 Days

*There are about 35 visual art classes throughout the school year.

Unit 1: Art Communicates with Line	Duration: 9 Days
Standards/Learning Targets	
<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process ● 1.2 History of the Arts and Culture ● 1.3 Performance ● 1.4A Aesthetic Responses ● 1.4B Critique Methodologies 	
<p>New Jersey Student Learning Supporting Standards:</p> <ul style="list-style-type: none"> ● 1.1 The Creative Process <ul style="list-style-type: none"> ○ 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. 	

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- 1.2 History of the Arts and Culture
 - 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 Performance
 - 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.
- 1.4A Aesthetic Responses
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 - 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies
 - 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Primary Interdisciplinary Connections:

ELA Standards

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Math Standards—New Jersey Student Learning Standards

- 1.MD—Measurement and Data
- 1.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Improve perception of lines in art and in our

Alternative Assessments:

- Teacher Check-In Notes

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<p>environment.</p> <ul style="list-style-type: none"> • Distinguish between the six different lines in art and understanding that lines have many qualities such as thick, thin, smooth or rough. • Discuss how artists use the element of line in various styles of art. • Utilize a variety of methods and materials to apply the element of line to create works of art. • Make decisions on how to use the element of line to express emotions or communicate ideas. 	<ul style="list-style-type: none"> • Group/individual oral assessment • Class critique • Self-Assessment • Class Participation • Rubric/checklist for completion and understanding
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Use observation skills along with line to create a self portrait. • Create an illustration using a variation of line types to create pattern. • Use observation skills and line to create an illustration using contour line. • Construct an object using line. • Use line to create symmetry. • Create an illustration using a variety of line types with scratch art. 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Oral review of techniques and vocabulary • Beginning of Year, Mid-Year, and End-of Year Portfolio
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Lines are all around us. • Artists use lines to create art. • Line is an Element of Art. • A line is a mark made with a tool that goes from one point to another. • Line types are- horizontal, vertical, diagonal, zig-zag, curved and broken. • Art has its own language. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Line is one of the Elements of Art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. • Artists explore with the element of line to create works of art. • We can find lines in our environment. • There are six basic lines in art:
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	<p>vertical, horizontal, diagonal, curved, zigzag and broken.</p> <ul style="list-style-type: none">• Lines can have many qualities such as thick, thin, smooth or rough.• Artists use lines to create in different styles including realistic and abstract.• Lines can be used to express emotions and communicate ideas• Artists throughout history have used lines to create art
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none">• The Art of Education https://www.theartofed.com/• Deep Space Sparkle https://www.deepspacesparkle.com/• Cassie Stephens https://cassiestephens.blogspot.com/• www.dickblick.com• www.crayola.com• www.theartzone.com• www.Mrsbrownart.com• www.princetonol.com• www.artsonia.com	<p>Varied Levels of Text:</p> <ul style="list-style-type: none">• <u>The Squiggle</u> by Carole Lexa Schaefer• <u>The Line</u> by Paula Bossio• <u>Follow the Line</u> by Laura Ljungkvist• <u>Lines that Wiggle</u> by Candace Whitman• <u>Lines, Squiggles, Letters, & Words</u> by Ruth Rocha• <u>A Squiggly Story</u> by Andrew Larsen• <u>The Lines on Nana’s Face</u> by Simona Ciralo• <u>Free the Lines</u> by Clayton Junior
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Modifications/Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none">• Provide clear and specific directions
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- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Allow more time
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use an Amplifier
- Use lightbox for visual impairments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Use cozy shades and less glossy paper
- Allow more time
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Explore various mediums

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- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

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Unit 2: Art Communicates with Color	Duration: 9 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process:
- 1.2 History or the Arts and Culture:
- 1.3 Performance:
- 1.4A Aesthetic Responses:
- 1.4B Critique Methodologies:

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process:
 - 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 History or the Arts and Culture:
 - 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 Performance:
 - 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.
- 1.4A Aesthetic Responses:

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- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies:
 - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Math Standards

- 1.MD—Measurement and Data
- 1.G—Geometry

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Improve their perception of color in art.
- Distinguish between primary and secondary colors in their environment and in works of art.
- Understand the basic uses of a color wheel and the order of the color spectrum.
- Identify complementary colors on the color wheel and in works of art.
- Discuss their thoughts and feelings of how artists used the element of color in various styles of art.
- Utilize a variety of methods and materials to apply the element of color to create works of art.
- Apply the technique of color mixing in their work of art.
- Make decisions on how to use the element of color to express emotions or communicate ideas.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

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<p>Summative Assessments:</p> <ul style="list-style-type: none">● Mix primary to secondary color and use in a painting using pattern.● Mix pigment to achieve tints and use in painted compositions.● Mix pigment and use to paint a landscape showing depth of space.● Use tissue paper with shape in a composition to gain an understanding of color and translucency.● Construct a composition using various hues of the same color. <p>(* Projects used for summative assessments may vary from year to year)</p>	<p>Benchmark Assessments:</p> <ul style="list-style-type: none">● Oral review of techniques and vocabulary● Beginning of Year, Mid-Year, and End-of Year Portfolio
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Color is one of the Elements of Art and is part of the art vocabulary we need to know in order to understand and discuss the world of art.● Artists explore with the element of color to create works of art.● We can find colors in our environment.● An artist uses color to create in many different styles including realistic and abstract.● Colors can be used to express emotions and communicate ideas.● Artists throughout history have used colors to create art. <p>Springfield Township School District Curriculum Guide Grade 1 Content Area: Visual</p>	<p>Essential Questions:</p> <ul style="list-style-type: none">● How does art communicate with color?● How do we see colors?● What are some ways colors can make you feel?
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Art.

- A Color wheel is a tool artists use to see the relationships of colors. It shows the colors of the rainbow (the color spectrum) in order.
- Primary colors cannot be made by mixing other colors. Secondary colors are created by mixing two primary colors.
- The complementary colors are opposite each other on the color wheel. When next to each other compliments make each other appear brighter.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- The Art of Education
<https://www.theartofed.com/>
- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>
- www.dickblick.com
- www.crayola.com
- www.theartzone.com
- www.Mrsbrownart.com
- www.princetonol.com
- www.artsonia.com

Varied Levels of Text:

- My Many Colored Days by Dr. Seuss
- Growing Color by Bruce McMillan
- Mouse Paint by Ellen Walsh
- A Color of His Own by Leo Lionni
- Planting a Rainbow by Lois Ehlert
- Color Dance by Ann Jonas

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding

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- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Allow more time
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use an Amplifier
- Use lightbox for visual impairments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Use cozy shades and less glossy paper
- Allow more time
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Explore various mediums

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- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 3: Art Communicates with Shape	Duration: 5 Days
Standards/Learning Targets	
New Jersey Student Learning Focus Standards: <ul style="list-style-type: none">● 1.1 The Creative Process● 1.2 History of the Arts and Culture● 1.3 Performance● 1.4A Aesthetic Response● 1.4B Critique Methodologies	
New Jersey Student Learning Supporting Standards: <ul style="list-style-type: none">● 1.1 The Creative Process<ul style="list-style-type: none">○ 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 History of the Arts and Culture:<ul style="list-style-type: none">○ 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.	

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- 1.3 Performance
 - 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.
- 1.4A Aesthetic Response
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 - 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies:
 - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.

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- 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.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Math Standards—New Jersey Student Learning Standards

- 1.MD—Measurement and Data
- 1.G—Geometry

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Improve perception of shapes in art and in our environment.
- Distinguish between geometric and freeform shapes in the environment and in works of art.
- Discuss thoughts and feelings of how

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and

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<p>artists used the element of shape in various styles of art.</p> <ul style="list-style-type: none"> • Understand that a shape is created when a line closes and the shape of an object is called an outline. • Utilize a variety of methods and materials to apply the element of shape to create works of art. • Make decisions on how to use the element of shape to express emotions or communicate ideas. 	<p>understanding</p>
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Create a symmetrical shape. • Use a crayon-resist technique to create a diverse shape. • Construct a still life using a tearing technique to achieve desired shapes. • Paint a landscape with a focus on defining shape. • Use geometric and organic shape along with pattern in a crayon-resist composition. • Create a composition with symmetry, and translucent paper, focusing on negative shape. <p>(* Projects used for summative assessments may vary from year to year)</p>	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Oral review of techniques and vocabulary • Beginning of Year, Mid-Year, and End-of Year Portfolio
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Shape is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. • Artists explore with the elements of shape to create works of art. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does art communicate shape? • Where in our environment do we see shape? • What are some ways that shape can make you feel?
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- We can find shape in our environment.
- An artist uses shape to create in many different styles including realistic and abstract.
- Shape can be used to express emotions and communicate ideas.
- Artists throughout history have used shape to create art.
- A shape is 2-dimensional.
- Some basic Geometric shapes are squares, circles, rectangles, ovals and triangles.
- Shapes that are not Geometric are Free-Form/Organic shapes.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- The Art of Education
<https://www.theartofed.com/>
- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>
- www.dickblick.com
- www.crayola.com
- www.theartzone.com
- www.Mrsbrownart.com
- www.princetonol.com
- www.artsonia.com

Varied Levels of Text:

- Bees, Snails, & Peacock Tails by Betsy Franco
- If You were a Quadrilateral by Molly Blaisdell
- I Spy Shapes in Art by Lucy Micklethwait
- When a Line Bends a Shape Begins by Rhonda Gowler Greene
- Shape by Shape by Suse MacDonald
- Captain Invincible and the Space Shapes by Stuart J. Murphy

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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- Create a nurturing environment with structured routines
- Allow more time
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use an Amplifier
- Use lightbox for visual impairments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Use cozy shades and less glossy paper
- Allow more time
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Explore various mediums
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

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Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

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Grade: 1st	Content Area: Visual Arts
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Unit 4: Art Communicates with Space and Form	Duration: 5 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process
- 1.2 History of the Arts and Culture
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process
 - 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 History of the Arts and Culture:
 - 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 Performance
 - 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.
- 1.4A Aesthetic Response
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

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- 1.4B Critique Methodologies:
 - 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

ELA Standards

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Math Standards—New Jersey Student Learning Standards

- 1.MD—Measurement and Data
- 1.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information

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to personal likes and dislikes.

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Identify the basic art element of form in nature and in works of art. ● Apply different methods and materials to create works of art with form. ● Make connections between forms in art and their uses in everyday life. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher Check-In Notes ● Group/individual oral assessment ● Class critique ● Self-Assessment ● Class Participation ● Rubric/checklist for completion and understanding
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Composition of a landscape illustrating depth of space through size and placement on the picture plane. ● Pastel painting showing space of near, middle and distant using a stencil technique. ● Construction of a sculpture incorporating line, shape and color with balance. ● Construction of a utilitarian clay vessel using a coil and pinch technique. 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral review of techniques and vocabulary ● Beginning of Year, Mid-Year, and End-of Year Portfolio
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Space and Form are elements of art and are part of the art vocabulary we need to know in order to understand and discuss the world of art. ● Artists explore with the elements of space and form to create works of art. ● We can find space and form in 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does art communicate with space and form? ● Where in our environment do we see space and form? ● What are some ways that space and form can make you feel?
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our environment.

- An artist uses space and form to create in many different styles including realistic and abstract
- Space and Form can be used to express emotions and communicate ideas.
- Artists throughout history have used space and form to create art.
- A form is a 3-dimensional object with height, width and depth. A sculpture is a 3-dimensional art form.
- Space is the area around and within objects. A form takes up space.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Deep Space Sparkle
<https://www.deepspacesparkle.com/>
- Cassie Stephens
<https://cassiestephens.blogspot.com/>
- www.dickblick.com
- www.crayola.com
- www.theartzone.com
- www.Mrsbrownart.com
- www.princetonol.com
- www.artsonia.com

Varied Levels of Text:

- Matisse's Garden by Samantha Friedman
- Henri's Scissors by Jeanette Winter

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding

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- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Allow more time
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use an Amplifier
- Use lightbox for visual impairments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Use cozy shades and less glossy paper
- Allow more time
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Explore various mediums

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- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals

Unit 5: Art Communicates with Texture	Duration: 6 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process
- 1.2 History of the Arts and Culture
- 1.3 Performance
- 1.4A Aesthetic Responses
- 1.4B Critique Methodologies

New Jersey Student Learning Supporting Standards:

- 1.1 The Creative Process
 - 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 History of the Arts and Culture
 - 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 Performance
 - 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.

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- 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.
- 1.4A Aesthetic Responses
 - 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
 - 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
 - 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4B Critique Methodologies
 - 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.

Primary Interdisciplinary Connections:

ELA Standards

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Math Standards—New Jersey Student Learning Standards

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Grade: 1st

Content Area: Visual Arts

- 1.MD—Measurement and Data
- 1.G—Geometry

Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Identify the basic Art Element of texture and understand the difference between actual texture and visual texture.
- Recognize and describe actual textures in nature.
- Discuss how the element of texture is used in specific works of art.
- Use various methods and materials to apply the element of texture in works of art.

Alternative Assessments:

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment
- Class Participation
- Rubric/checklist for completion and understanding

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Summative Assessments: <ul style="list-style-type: none">● Create texture rubbings● Use shape to create visual texture in a rubbing composition.● Use visual texture, along with shape, to create a composition.	Benchmark Assessments: <ul style="list-style-type: none">● Oral review of techniques and vocabulary● Beginning of Year, Mid-Year, and End-of Year Portfolio
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none">● Texture is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art.● Artists explore with the element of texture to create works of art.● We can find textures all around our environment.● An artist uses texture to create in many different styles including realistic and abstract.● Textures can be used to express emotions and communicate ideas.● Artists throughout history have used textures to create art.● Actual texture is the way something feels.● Artists can use many different types of materials to create actual texture in their art.● Visual texture is the way something looks like it feels. Lines, shapes and colors help to create visual texture in art.	Essential Questions: <ul style="list-style-type: none">● How does art communicate with textures?● Where do we see textures?● What are some ways that textures can make you feel?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none">● The Art of Education https://www.theartofed.com/● Deep Space Sparkle https://www.deepspacesparkle.com/● Cassie Stephens https://cassiestephens.blogspot.com/	Varied Levels of Text: <ul style="list-style-type: none">● <u>Spotty, Stripy, Swirly</u> by Jane Brocket● <u>Touch the Art</u> by Julie Appel

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- www.dickblick.com
- www.crayola.com
- www.theartzone.com
- www.Mrsbrownart.com
- www.princetonol.com
- www.artsonia.com

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Allow more time
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide adjustable tables or chairs
- Use an Amplifier
- Use lightbox for visual impairments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Use cozy shades and less glossy paper

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- Allow more time
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Explore various mediums
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Provide visuals