

## Long Beach Island Consolidated School District Curriculum Guide

**Grade: K**

**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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<b>Original Adoption: October 23, 2018</b>
<b>Revised on: March 18, 2019</b>
<b>Revised by: C. McBride, C. Sheplin</b>

<b>Recommended Pacing Guide</b>	
<b>Introduction to Line in Art</b>	<b>7 days</b>
<b>Introduction to Color in Art</b>	<b>7 days</b>
<b>Introduction to Shape in Art</b>	<b>7 days</b>
<b>Introduction to Form in Art</b>	<b>8 days</b>
<b>Introduction to Texture in Art</b>	<b>8 days</b>

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

<b>Unit 1: Introduction to Line in Art</b>	<b>Duration: 7 days</b>
<b>Standards/Learning Targets</b>	
<p><b>New Jersey Student Learning Focus Standards:</b></p> <ul style="list-style-type: none"> <li>● 1.1 The Creative Process</li> <li>● 1.2 History of the Arts and Culture</li> <li>● 1.3 Performance</li> <li>● 1.4A Aesthetic Responses</li> </ul>	
<p><b>New Jersey Student Learning Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>● 1.1 The Creative Process                             <ul style="list-style-type: none"> <li>○ 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</li> <li>○ 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</li> </ul> </li> <li>● 1.2 History of the Arts and Culture                             <ul style="list-style-type: none"> <li>○ 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art</li> </ul> </li> </ul>	

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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.

### Primary Interdisciplinary Connections:

#### ELA Standards

- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Math Standards

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

### Technology Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and

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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:**

- Identify the basic art element of line.
- Recognize lines in nature.
- Discuss how the element of line is used in specific works of art.
- Use different methods and materials to apply the element of line to create 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

**Summative Assessments:**

- Use various line types to show movement in a composition.
- Line types are used in a composition using patterns.

**Benchmark Assessments:**

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

**Knowledge & Skills**

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**Enduring Understandings:**

- 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.

**Essential Questions:**

- Why should we learn the language of art?
- Where in our world do we see lines?
- How can we create art with lines?
- How do lines differ?

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Virtual museum tours
- [http://www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)
- The Art of Education  
<https://www.theartofed.com/>
- Deep Space Sparkle  
<https://www.deepspacesparkle.com/>
- Cassie Stephens  
<https://cassiestephens.blogspot.com/>
- Works of art from various cultures and historical periods
- Famous artist examples
- Teacher examples
- [www.dickblick.com](http://www.dickblick.com)
- [www.crayola.com](http://www.crayola.com)
- [www.theartzone.com](http://www.theartzone.com) (interactive site for students technology)
- [www.Mrsbrownart.com](http://www.Mrsbrownart.com) (K6 art lesson plans)
- [www.princetonol.com](http://www.princetonol.com) (K12 lessons, literature links, resources)
- [www.artsonia.com](http://www.artsonia.com) (technology, displaying students work)
- [www.funart4kids.blogspot.com](http://www.funart4kids.blogspot.com) (K6 art lessons)
- [www.nga.gov/kids/kids.html](http://www.nga.gov/kids/kids.html) (gallery, lesson plans)
- [www.kids.albrightknox.org/loader.html](http://www.kids.albrightknox.org/loader.html) (interactive technology)
- [www.artsconnected.org/toolkit](http://www.artsconnected.org/toolkit) (interactive, technology)

**Varied Levels of Text:**

- A Child's Book of Art: Great Pictures by Lucy Micklethwait
- First Words by Lucy Micklethwait
- Camille and the Sunflowers by Laurence Anholt
- Ella's Trip to the Museum by Elaine Clayton
- When Picasso Met Mootsise by Nina Laden
- Picasso and the Girl with a Ponytail by Laurence Anholt
- Linnea in Monet's Garden by Heinz Schachtner
- Getting to Know Series: The World's Greatest Artists by Michael Venezia
- Harold and the Purple Crayon by Crockett Johnson
- The Squiggle by Carole Lexa Schaefer
- The Line by Paula Bossio
- Follow the Line by Laura Ljungkvist
- Lines that Wiggle by Candace Whitman
- Lines, Squiggles, Letters, & Words by Ruth Rocha
- A Squiggly Story by Andrew Larsen
- The Lines on Nana's Face by Simona Ciruolo
- Free the Lines by Clayton Junior
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- [www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html)  
(interactive)
- [www.eduweb.com/insideart/.com](http://www.eduweb.com/insideart/.com)

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**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
- 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
- Use of adaptive materials
- Project Modification, if necessary
- Differentiated Instruction

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

**Culturally Diverse:**

- Provide social/emotional support

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

Unit 2: Introduction to Color in Art

Duration: 7 days

### 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
- 1.4 A Aesthetic Response

#### 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
  - 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
- 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



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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.
  - 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.

### Primary Interdisciplinary Connections:

#### ELA Standards

- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Math Standards

- K.MD—Measurement and Data
- K.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.

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- 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**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Identify the basic art element of color. Recognize colors in nature.</li> <li>● Discuss how the element of color is used in specific works of art.</li> <li>● Use different methods and materials to apply the element of color to create works of art. Understand how to mix primary color to achieve secondary color.</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Check-In Notes</li> <li>● Group/individual oral assessment</li> <li>● Class critique</li> <li>● Self-Assessment</li> <li>● Class Participation</li> <li>● Rubric/checklist for completion and understanding</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Mix primary color to secondary color.</li> <li>● Mix white with color to achieve tints and use in a painted composition.</li> <li>● Mix color and use in a painting.</li> <li>● Mix paint and use to paint a pattern.</li> <li>● Mix pigment to achieve various hues.</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral review of techniques and vocabulary</li> <li>● Beginning of Year, Mid-Year, and End-of Year Portfolio</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Colors are all around us.</li> <li>● Artists use colors to create art.</li> <li>● Color is an element of art.</li> <li>● The Primary colors are Red,</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Where in our world do we see color?</li> <li>● How can we create art with color?</li> </ul>
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Yellow and Blue. They can be mixed to make the Secondary Colors; Orange, Green and Violet.

- A color wheel is a tool artists use to see the relationships of colors.
- The colors of the rainbow are called our color spectrum. The order of the colors are ROYGBIV; Red, orange yellow, green, blue, indigo and violet.
- Artists can use colors to express thoughts and emotions in their art.

Core Instructional & Supplemental Materials

**Suggested Activities/Resources:**

- Virtual Museum tours
- <https://artclasscurator.com/color-in-art-examples/>
- <https://online.maryville.edu/liberal-arts-degrees/the-art-of-color/>
- [http://www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)
- [www.dickblick.com](http://www.dickblick.com)
- [www.crayola.com](http://www.crayola.com)
- [www.theartzone.com](http://www.theartzone.com) (interactive site for students technology)
- [www.Mrsbrownart.com](http://www.Mrsbrownart.com)
- [www.princetonol.com](http://www.princetonol.com) (K12 lessons, literature links, resources)
- [www.artsonia.com](http://www.artsonia.com) (technology, displaying students work)
- [www.funart4kids.blogspot.com](http://www.funart4kids.blogspot.com) (K6 art lessons)
- [www.nga.gov/kids/kids.html](http://www.nga.gov/kids/kids.html) (gallery, lesson plans)
- [www.kids.albrightknox.org/loader.html](http://www.kids.albrightknox.org/loader.html) (interactive technology)

**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

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- [www.artsconnected.org/tookit](http://www.artsconnected.org/tookit)  
(interactive, technology)
- [www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html)  
(interactive)
- [www.eduweb.com/insideart/.com](http://www.eduweb.com/insideart/.com)
- The Art of Education  
<https://www.theartofed.com/>
- Deep Space Sparkle  
<https://www.deepspacesparkle.com/>

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**Modifications/Accommodations**

**English Language Learners:**

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- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- 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
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**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
- Give choice to provide a sense of control
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**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
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

**Culturally Diverse:**

- Provide social/emotional support

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- Respect cultural traditions
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- Create a nurturing environment with structured routines
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Unit 3: Introduction to Shape in Art

Duration: 7 days

### Standards/Learning Targets

#### New Jersey Student Learning Focus Standards:

- 1.1 The Creative Process
- 1.3 Performance
- 1.4A Aesthetic Response

#### 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.
- 1.3 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.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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### Primary Interdisciplinary Connections:

#### ELA Standards

- 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.
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#### Math Standards

- K.MD—Measurement and Data
- K.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**

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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Identify the basic art element of shape. Recognize shapes in the natural world.</li> <li>● Discuss how the element of shape is used in specific works of art.</li> <li>● Use various methods and materials to apply the element of shape to create works of art.</li> <li>● Use line to create shape</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Check-In Notes</li> <li>● Group/individual oral assessment</li> <li>● Class critique</li> <li>● Self-Assessment</li> <li>● Class Participation</li> <li>● Rubric/checklist for completion and understanding</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Use shape to indicate feature placement/facial expression.</li> <li>● Use shape of various sizes to show depth of space in a landscape.</li> <li>● Construct a collage using shape.</li> <li>● Repeat shape in the process of printing.</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral review of techniques and vocabulary</li> <li>● Beginning of Year, Mid-Year, and End-of Year Portfolio</li> </ul>
<p><b>Knowledge &amp; Skills</b></p>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Shapes are all around us.</li> <li>● Artists use shapes to create art.</li> <li>● Shape is an element of art.</li> <li>● Line can create shape.</li> <li>● A shape is 2-dimensional.</li> <li>● Some basic geometric shapes are squares, circles.</li> <li>● Rectangles, Ovals and Triangles.</li> <li>● Shapes that are not geometric are free form/organic.</li> <li>● Shapes.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does combining shape express feeling?</li> <li>● How does the size and placement of shape express distance?</li> <li>● How does the medium affect the outcome of shape?</li> <li>● How does shape move?</li> <li>● How does shape communicate realistic objects?</li> </ul>
<p><b>Core Instructional &amp; Supplemental Materials</b></p>	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf">http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <u>Shapes that Roll</u> by Karen Nagel</li> <li>● <u>The Greedy Triangle</u> by Marilyn Burns</li> </ul>



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| <ul style="list-style-type: none"><li>• <a href="https://artclasscurator.com/elements-of-art-examples/">https://artclasscurator.com/elements-of-art-examples/</a></li><li>• <a href="https://nj.pbslearningmedia.org/resource/95a17733-f131-4dcf-858e-04067e0da063/shapes-into-sculptures/">https://nj.pbslearningmedia.org/resource/95a17733-f131-4dcf-858e-04067e0da063/shapes-into-sculptures/</a></li><li>• <a href="https://nj.pbslearningmedia.org/resource/0e7ccae9-07f6-4506-adc3-e92120f74be3/elements-of-art-shape/#.XJUs4lVKjcs">https://nj.pbslearningmedia.org/resource/0e7ccae9-07f6-4506-adc3-e92120f74be3/elements-of-art-shape/#.XJUs4lVKjcs</a></li><li>• The Art of Education<br/><a href="https://www.theartofed.com/">https://www.theartofed.com/</a></li><li>• Deep Space Sparkle<br/><a href="https://www.deepspacesparkle.com/">https://www.deepspacesparkle.com/</a></li><li>• Cassie Stephens<br/><a href="https://cassiestephens.blogspot.com/">https://cassiestephens.blogspot.com/</a></li></ul> | <ul style="list-style-type: none"><li>• <u>Grandfather Tang's Story</u> by Ann Tompert</li><li>• <u>Shapes, Shapes, Shapes</u> by Tana Hoban</li><li>• <u>Round is a Mooncake: A Book of Shapes</u> by Roseanne Thong</li></ul> |
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### 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
- 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
- Use of adaptive materials
- Project Modification, if necessary
- Differentiated Instruction

#### 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

## Long Beach Island Consolidated School District Curriculum Guide

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- 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
- 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 4: Introduction to Form in Art**

**Duration: 8 days**

### **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

#### **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.

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- 1.2 History of 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.
- 1.4A Aesthetic Responses
  - 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.

### Primary Interdisciplinary Connections:

#### ELA Standards

- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Math Standards

- K.MD—Measurement and Data

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**Content Area: Visual Arts**

- K.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:**

- 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.

**Benchmark Assessments:**

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

**Summative Assessments:**

- Use clay to create a utilitarian form.
- Construct an object that has form.

**Alternative Assessments:**

- Teacher Check-In Notes
- Group/individual oral assessment
- Class critique
- Self-Assessment

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	<ul style="list-style-type: none"> <li>● Class Participation</li> <li>● Rubric/checklist for completion and understanding</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● A form is a solid shape that takes up space.</li> <li>● A form is three-dimensional and can be seen from all sides.</li> <li>● A sculpture is a form and can be seen from all sides.</li> <li>● Some forms have functional uses.</li> <li>● Clay may be used to create form.</li> <li>● Artists can use form to express thoughts and emotions in their art.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Where in our world do we see forms?</li> <li>● How can we create art with forms?</li> <li>● How can we use forms?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://nj.pbslearningmedia.org/collecti on/elements-of-art/">https://nj.pbslearningmedia.org/collecti on/elements-of-art/</a></li> <li>● <a href="https://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html">https://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html</a></li> <li>● <a href="http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html">http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html</a></li> <li>● The Art of Education <a href="https://www.theartofed.com/">https://www.theartofed.com/</a></li> <li>● Deep Space Sparkle <a href="https://www.deepspacesparkle.com/">https://www.deepspacesparkle.com/</a></li> <li>● Cassie Stephens <a href="https://cassiestephens.blogspot.com/">https://cassiestephens.blogspot.com/</a></li> <li>● <a href="https://www.youtube.com/watch?v=bJzGkZwkHt4">https://www.youtube.com/watch?v=bJzGkZwkHt4</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Getting to Know the World’s Greatest Artists series</li> <li>● <u>Matisse’s Garden</u> by Samantha Friedman</li> <li>● <u>Henri’s Scissors</u> by Jeanette Winter</li> <li>● <a href="https://dcmp.org/guides/TID9526.pdf">https://dcmp.org/guides/TID9526.pdf</a></li> <li>● <a href="https://kinderart.com/art-lessons/drawing/organic-geometric-shapes/">https://kinderart.com/art-lessons/drawing/organic-geometric-shapes/</a></li> </ul>
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Long Beach Island Consolidated School District Curriculum Guide

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Content Area: Visual Arts

**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
- 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
- Use of adaptive materials
- Project Modification, if necessary
- Differentiated Instruction

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

**Culturally Diverse:**

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

**Unit 5: Introduction to Texture in Art**

**Duration: 8 days**

### 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

#### **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.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

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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.

### Primary Interdisciplinary Connections:

#### ELA Standards

- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Math Standards

- K.MD—Measurement and Data
- K.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.



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**Content Area: Visual Arts**

**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 & Careers 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

**Summative Assessments:**

- 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:**

- Oral review of techniques and vocabulary
- Beginning of Year, Mid-Year, and End-of Year Portfolio

**Knowledge & Skills**

**Enduring Understandings:**

- Textures are all around us.
- Texture is an Element of Art.

**Essential Questions:**

- Where in the world do we feel textures?

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- Everything that is touched has some type of texture.
- There are two types of texture in art: Actual texture that is felt and Visual texture that is seen.
- Artists use texture to express thoughts and emotions in their art.

- Where in the world do we see textures?
- How do we use our eyes to feel something?
- How can we create art with texture?

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Texture  
<https://www.youtube.com/watch?v=YoOb3JSDAUo>
- National Gallery of Art  
<https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/texture.html>
- <https://www.sophia.org/tutorials/elements-of-art-texture>
- 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:

- Spotty, Stripy, Swirly by Jane Brocket
- Touch and Feel Farm by DK

### 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
- 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

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Grade: K

Content Area: Visual Arts

- Use of adaptive materials
- Project Modification, if necessary
- Differentiated Instruction

### **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
- 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
- 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