

Visual Art

Grade 1

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Art 1

Course Description: Visual Arts (1G) will implement the students' knowledge base and skill levels developed in Kindergarten Visual Arts. This course is designed to help students develop a basic understanding of art of diverse cultures and artmaking skills, self confidence and reflection in their artmaking processes. Students will participate in a variety of in-class artmaking activities designed to develop art history knowledge and appreciation of diverse artists, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

UNIT # 1 - Kandinsky Circles

UNIT # 2 - Mondrian Grids

UNIT # 3 - Pumpkins project

UNIT # 4 - Drawing with John McKie

UNIT # 5 - Holiday Project

UNIT # 6 - Navajo Blanket

UNIT # 7 - Chinese New Year

UNIT # 8 - PTA Original Art

UNIT # 9 - Assemblage

UNIT # 10 - Butterfly Puppets

UNIT # 11 - Alphabet Art & Basquiat & Davis

Pre-requisite: Kindergarten Art

UNIT # 1 - Kandinsky Circles

Overview

Content Area: Art

Unit Title: The Dot & Class Kandinsky Circles

Grade Level(s): 1

Core Ideas:

Familiarize with classroom routines and expectations.

To learn basic artmaking and painting steps.

Build fine motor skills, holding paint brushes and manipulating paint.

Gain SEL skills of perseverance, self assessment and reflection, with class collaboration in mind.

Ability to listen and follow instructions for successful art experience.

Collaborate, share ideas and support peers with classroom routines and artmaking.

Learn about the artist, Kandinsky, and his inspiration from music and connecting it to colors.

Finding inspiration and demonstrating curiosity about Kandinsky.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

Technology Literacy (standard 8 or 9.4.(TL))

8.1.2.AP.4	Break down a task into a sequence of steps.
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Interdisciplinary Connection

NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Self Reflection and Management, Working with peers.

Unit Essential Question(s):

- What did we learn about how to work with the materials and tools in the art room?
- What was the message of the ‘THE DOT’?
- Support and encouragement are more important as an artist than talent.
- What ideas were new and interesting to you?
- What kind of circles did we create in this artwork?
- How did Kandinsky’s artworks give you inspiration, or help you make your artwork?
- Can you describe your feelings about the artwork you made?

Unit Enduring Understandings:

- Introduction to the artist, Kandinsky, his artworks and the Artwork, "Squares with Concentric Circles". Energy from Music and Color.
- Introduction to paint techniques, materials and procedures, for safe and successful use. Brushes being awake and ready to paint.
- Making efforts to use vocabulary that helps share ideas and responding to questions.
- Learning the Traffic Circle to safely bring artworks to the drying rack - how to maneuver in the space.
- Evaluate what they see with their feelings; listening to evaluate and reflect on the feelings of others.
- Openness to a new artist and his artworks.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview.

Resources/Materials: Oaktag paper with circle template, tempera paint, paintbrushes, sponges, trays, manila paper,

Key Vocabulary: Kandinsky, Concentric Circles, Express, Inspiration, Traffic Circle.

water containers, newspaper, pencils, daubers, Brown construction paper, scissors. THE DOT by Peter Reynolds.			
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Kandinsky and circles.	Theme of THE DOT to encourage artmaking. Introduction to Kandinsky, his artworks and creative motivation. Familiarize and acquaint with the art room procedures and routines. Follow instructions for successful artwork.	Read THE DOT by Peter Reynolds. Teacher leads introduction to new artist and information with Google Slide. Teacher demonstration of how to use all materials and tools. I Do - We Do - You Do for art making activities. Start painting activity. Paint Circles outward from a leading Dot at center. Cover paper to corners with paint - leave no white spaces.	1 day
Complete and reflect on Kandinsky and circles.	Recall the routines for continuing the artwork. Use paint in a successful manner. Endeavor to cut painted artwork. Treat 4 pieces as puzzle pieces to create a new collaborative artwork. Gain habits of reflection, sharing and listening to others thoughts, when reviewing the project.	Students will cut Circles in 4 parts. Turn Dot centers to corners and Glue to Brown paper. Students assist with set up and clean up routines, recall from previous class. I Do - We Do - You Do for art making activities. Completion of paint activity. Reflection on tasks and concepts in summing up of project.	1 day
Teacher Notes: Prior visual knowledge to 3rd Grade Kandinsky Abstract Unit. Create a 'Mosaic' of entire class artworks into one piece.			
Additional Resources: Teacher will create a class collaborative work in assembling all circles together as one.			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support, check ins and scaffolding of activities. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Paint background around the circle, or create a second artwork with different color combinations. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 2 - Mondrian Grids

Overview

Content Area: Art

Unit Title: Mondrian

Grade Level(s): 1

Core Ideas:

Introduction to Mondrian and artwork, Broadway Boogie Woogie.

Learning about why Mondrian came to New York, escaping Fascism and Nazism, to feel accepted and able to be artist.

Mondrian's art can be seen in New York City at MOMA, near his studio.

Introduction to the environs of New York in 1930's, energy for Mondrian's art.

Primary colors – Blue, Red and Yellow, basic elements of design, all other colors are created from Primary Colors.

Gain basic visual understanding of geometric composition, using grids, inspired by Mondrian.

Building fine motor skills, cutting paper without a guiding drawing, gluing; and prior skills knowledge with painting.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools contribute to communities.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology Literacy (standard 8 or 9.4.(TL))

8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
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Interdisciplinary Connection

6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - Self Reflection and Management.

Holocaust - Dutch artist of early 20th century, his artworks considered 'Degenerate Art' in Nazi Germany.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How does Broadway Boogie Woogie make you feel? Why? • How did New York City inspire Mondrian? • What kind of technology did New York City have at Mondrian’s time to make it energetic and important? • Why did Mondrian come to America? • What are the lines that Mondrian used called? • What new way of artmaking did you use? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Mondrian escaped Europe because Fascism and Nazism prior to WWII. • Mondrian created Broadway Boogie Woogie in response to the energy, lights and jazz of New York, very different from Holland. In Mondrian’s life time, New York had the world’s largest skyscrapers that required the latest building technology of its time. • Using Grids and Primary Colors to create unique artworks inspired by Mondrian. • Grids are intersecting vertical and horizontal lines creating spaces, more loosely used than in Math. • Primary Colors - Red, Yellow and Blue, unique on their own, cannot be made from other colors. • Ability to reflect on reactions and feelings about looking at Mondrian art, and articulate and share thoughts with peers.
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Evidence of Learning

Formative Assessments: Visual daily check in for step by step tasks, questions & responses.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Black construction paper, Primary color tempera paints, paint brushes, sponges, trays, water containers, scissors, glue. Construction paper, spray adhesive, rubber cement - mounting.

Key Vocabulary: Grid, Criss-Cross, Pattern, Primary Colors, Geometric, Space, Line, Skyscraper, Broadway, Boogie-Woogie, Jazz, Holland, Dutch.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introducing Mondrian, Jazz and Broadway Boogie-Woogie.	Introduction to Mondrian and his artworks, reasons for his emigrating from Europe to America. Social context for Mondrian - New York City, Jazz and WWII. Visual introduction of Mondrian characteristics in his artworks of Primary colors and Grids. Learn how to use scissors safely and successfully. Synthesizing concepts into concrete art components - creating grids.	GoogleSlide of Mondrian art works. Discussion of primary colors & grids. Questions and answer time. Teacher - “ I Do” Demonstrations. Begin artmaking. “We Do” Cutting Grid paper strips.	1 day
Creating Grids.	Recall to continue working on Grids. Learn to plan. Then glue to create Grids.	Teacher - “ I Do” for placement and gluing of strips to form Grids Demonstrations. “We Do” Supported working. “ You Do” Independent work.	1 day
Painting Primary Colors in the Grids	Build on prior knowledge of painting. Learn the Primary colors. Decision making for Primary colors paint. Routines for set up and clean up.	Teacher - “ I Do” for painting demonstrations with Primary colors. “We Do” Supported working. “ You Do” Independent work.	1 day
Imagining my own Broadway Boogie-Woogie.	Build on prior knowledge of painting and creating grids. Self reflect on decision making in artwork, and when artwork is complete to personal best.	Allow for revision of entire artwork - checking for grids, repainting where needed. Drying rack.	1 day

	Routines for set up and clean up. Coming together to share learned concepts.	Reflection and summing up of Artmaking and concepts.	
Teacher Notes: Future units on Mondrian can focus on his artistic journey from representational, to abstracted, to non-objective art, such as Broadway Boogie Woogie, in upper grades.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and adaptive tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Allow to assist peers. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

Unit # 3 - Autumn Pumpkins

Overview

Content Area: Art

Unit Title: Autumn Pumpkins

Grade Level(s): 1

Core Ideas:

Use a sculptural mindset to create a Pumpkin in the round.

Work step by step with flat shapes to transform into a 3 dimensional artform.

Manipulate materials in new ways; such as learning to use folding paper skills in artmaking.

Bringing the personal and community experiences of Pumpkins in Fall to the artmaking; such as local Pumpkin farming, importance of crops, Autumn and Harvest, Pumpkin picking activities.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.2.Cr2c

Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

1.5.2.Re7a

Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a

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

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CT.3

Use a variety of types of thinking to solve problems.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.3

Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connection

LS1.A

Structure and Function - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Reflecting on personal experiences while artmaking, connecting to community and family experiences.

Unit Essential Question(s):

- We are creating an artwork we can see from all sides, around, what do we call this?
- How do the different parts of the Pumpkin help them grow?
- Are Pumpkins always the same shape and color?
- What other things and experiences in Nature do we think of in the Fall?
- What story can you tell about your life and family with this artwork?
- What artmaking activity was the hardest and why?

Unit Enduring Understandings:

- Pumpkins are a common symbol of Autumn; create a connection to nature, harvest time and learning about farming, in constructing an artwork.
- Pumpkin picking is a traditional Fall family activity in many American communities.
- To connect the artmaking to a personal experience with family and community.
- To experiment with a variety of materials and manipulations to create a 3 dimensional kinetic artwork.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, Thumbs Up.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: Question & Answer time

Resources/Materials: Teacher created Pumpkin and Leaf templates. Oaktag paper, green, orange, brown and yellow pipe cleaners, scissors, hole punchers, yarn, tissue paper, crayons, markers or paint in Autumn colors, staplers.

Key Vocabulary: Pumpkin, Fall, Stencil, Patch, Vine, In-the-round, Ribs, Tendrils, Fruit, Seeds, Crops.

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
From the Pumpkin Patch to Art.	Recognizing how the artmaking activity connects with personal family or community experiences. Bring personal meaning and interest to art activity. Learn about Pumpkin farming, the fruit and plant.	Introduction with images of farms in Autumn. Teacher clarifies steps and goals, in discussion. I Do, You Do - begin art making activities. Cutting Pumpkin templates. Coloring Pumpkin segment templates. Anticipate next steps.	1 day
Fall Colors and the Pumpkin.	Recalling previous steps, as part of anticipatory set. Inferring, as part of sequence learning in artmaking. Acquire new skills.	Activities as continuing I Do - You Do. Tissue paper layering. Adding Fall images on Pumpkin. Cutting and coloring leaves.	1 day
A Pumpkin In-The -Round.	Understand that sequencing of steps helps bring the artwork together structurally. After finishing activities, student bring a deeper personal meaning and connection to physical art making. Organization of components for sequenced activities. Self reflection on how successful the activities were, and challenges. Verbalize emotions, feelings and thoughts to share with class.	Overview of goal by end of class, with sequence of activities. Use of stapler, hole puncher, pipe cleaners, and yarn, to create an 'In-The -Round' plant form from separate pumpkin and leaf components. Students share their feelings about making the artwork.	1 day
Teacher Notes:			
Additional Resources: Bring in small pumpkins to sit on tables for observation.			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support, scaffolding and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level. Allow to assist peers. Create a second artwork with a variation. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers, use Thumbs Up. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time. Check in frequently for progress and emotional support. 			

UNIT # 4 - Drawing with John McKie

Overview

Content Area: Art

Unit Title: Drawing with John McKie

Grade Level(s): 1

Core Ideas:

Introduction to Outsider art, artist and his works. To find inspiration, humor and creative energy from John McKie's works.

Create an artwork focusing on the Element of Art, Line.

John McKie draws subjects from the life around him such as people and animals; students will draw the animals and people in their lives.

How to use humor visually in artmaking.

Build, strengthen and refine the skill of drawing, focus on drawing big to fill a space.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.4	List the potential rewards and risks to starting a business.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.4	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

ELA SL.2.3.	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness, Connection to family and community for subject matter of artwork.
Diversity - Outsider Artists are self trained and usually have little contact with the conventional art world, due to a variety of social, mental health and deliberate personal reasons. John McKie is an Outsider artist from Scotland, he uses found paper to create his work.

Unit Essential Question(s):

- What is an Outsider Artist?
- What is it called, when we repeat different kinds of lines again to make a design?
- What story about your life at home, school or community, are you telling in your art?
- What do you find surprising, or are curious about John McKie's art?
- What ideas did you use in your art after looking at John McKie's artwork?
- What is 'Follow the Pencil Line Road'? And why is it important to learn?
- How important is the paper color for the artwork and personal connection?

Unit Enduring Understandings:

- An Outsider Artist is an artist who has no formal art training and creates art for themselves; separate from Folk art which follows a tradition within a culture or society.
- A Pattern is repetition of shapes, colors and or lines. We are using only lines to create Patterns, like John McKie.
- John makes his art, thinking about how he can surprise the viewer, and have a sense of humor.
- Understand and utilize 'Follow the Pencil Line Road', when drawing over pencil lines 'Driving carefully' with another material, to respect the original lines created.

- Can lines and patterns be imaginative and give an artwork a sense of humor?

- John McKie draws on found paper that has color and increases the expression of the artwork.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, 3-2-1 questions activity to reflect.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Teacher created Google Slide. Pattern reference sheet, 9”x 12” painted, colored paper or newspaper, pencils, fine point markers of various colors and black. Construction paper and rubber cement.

Key Vocabulary: Outsider Artist, Pattern, Repetition, Repeating, Line, Humor, ‘Follow the Pencil Line Road’.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Introduction to Outsider Art.	Find inspiration from John McKie’s artworks. Learn about how he is an Outsider Artist. Begin to think of creating the design with Humor. Bring imagination and personal meaning, while drawing family and animals. Introduce and integrate the Art Principle of Pattern. Connect color to expression in an artwork.	Introduction to Art exemplars with Google Slide - overview of project concepts, goal and steps. Each student chooses the color of painted paper to draw on. Begin activities with teacher demonstrations of I Do - You Do. Using pencil only, to draw artwork of people and animals, incorporating Pattern and humor. Class set-up and clean-up activities.	Day(s) to Complete 1 day
How to respect the lines.	Use McKie’s artwork to spark imagination and ideas for activity. Attention and focus to anticipatory set, demonstrations for new skills and materials. Utilize new artmaking concept and skill, while improving drawing fine motor skill. Utilize the ‘What If’ to push the imagination for humorous and new images. Use recall to contribute to anticipatory activity. Listening, responding and questioning for clarity, with teacher about progress made, ideas used and if ready for the next step.	Review the art of John McKie and clarify artwork goal, concepts and techniques. ‘I Do’ - Demonstrations for drawing technique ‘Follow the Pencil Line Road’, ‘Driving carefully’, and use of materials. ‘You Do’ - Students implement activities. Teacher to check progress as students want to move on to marker and next medium.	1 day
Using humor in patterns.	Gain confidence and perseverance to create a complete and aesthetically strong artwork. Utilize skills such as ‘Follow the Pencil Line Road’ as a drawing skill. Thinking about ‘how do I make my art better?’ Line patterns can be visually fun and humorous. Connecting humor, imagination and a human story in mind while artmaking.	Continue with the ‘Follow the Pencil Line Road’, for all mediums used over the pencil drawing. Creating more line patterns for visual interest and humor.	1 day
Reflect and share about the story of	Making decisions about when an artwork is finished. Evaluate is best effort has been implemented.	Finish artmaking by refining drawing and coloring, using all previous skills. Sharing artworks in a gallery.	1 day

our artworks.	Observing others' artworks in a respectful manner. Recalling artist knowledge gained, knowledge gained in artmaking. Reflect on any questions that came out of the artmaking.	Final reflections on artwork, as a class activity - verbal Self Assessment and Reflection 3-2-1.	
Teacher Notes:			
Additional Resources: Artist's website for additional inspirational images.			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teachers for hints from their successful support. One on one support and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teachers, encourage and suggest activities to take the project to an advanced concept and skill level, such as adding paper to make a larger artwork. 		<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

UNIT # 5 - Holiday Project

Overview

Content Area: Art

Unit Title: Holiday Project

Grade Level(s): 1

Core Ideas:

Create an artwork that celebrates the Winter holiday season in a multicultural and inclusive way.

Find inspiration in the season of Winter, from nature, flora and fauna.

Introduce a new artmaking skill, or build drawing skills.

Recognize that seasonal holidays can be celebrated by different cultures in a variety of ways.

Encourage tolerance and understanding of diverse beliefs, cultures through artmaking about the Winter season.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
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Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.4	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

ELA 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.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self reflection and awareness, Community and Cultural awareness

Amistad / Diversity - Winter Holidays of various cultures and traditions are celebrated in the Arts, ex: Kwanzaa, Day of Goodwill - South Africa, Reindeer & Candles - Scandanavia, La Posada - Mexico, Winter Solstice.

Unit Essential Question(s):

- How are the Seasons celebrated in different cultures and religions?
- What are some symbols that cultures and religions share to show how they celebrate holidays?
- How can we create artworks that are celebratory in spirit without being religiously specific?
- How can an artist bring personal meaning to a holiday celebration artwork?
- Can you share ideas with peers to help inspire them?
- Who will you share this artwork with, and what will you tell them about it?
- How can Nature inspire Holiday artworks?
- What animals do we associate with different holidays?

Unit Enduring Understandings:

- Holiday artworks can celebrate in multi-cultural ways.
- Religious differences must be respected even when holidays are celebrated in diverse and different ways.
- Asking questions helps bring clarity from different perspectives, and offer ideas that might not have been thought about.
- Cultural Holiday artworks can hold personal meaning beyond the standard symbolism.
- Folk Art often illustrates how a culture celebrates its holidays.
- An artist thinks of their audience when creating a celebratory holiday artwork.
- Art and artmaking encourages curiosity and interest in different and diverse cultures.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Various colors of paper 9” x 12”, pencils, erasers, scissors, glue, Markers, Sharpies, Teacher created Stencil shapes, Oaktag paper. Optional - Yarn, Plastic needles	Key Vocabulary: Tradition, Culture, Celebration, Community, Folk Art, Reindeer, Evergreen, Diversity, Solstice, Season.
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Do we all celebrate the Winter holidays differently?	Find inspiration from diverse holiday art traditions. Learn about how a culture celebrates a holiday. Use another culture’s art traditions as a starting point for personal art making. Use imagination and bring personal meaning to the activity.	Introduction to Art exemplars with Google Slide, or internet reference images. Discussion about project and goals. Demonstration of skills needed. Guidelines for drawing and coloring skills. “ I Do”	Day(s) to Complete 1 day
Using the exemplars to inspire an artwork gift.	Gain confidence and perseverance to create a complete and aesthetically strong artwork. Utilize skills such as “Follow the Pencil Line Road” for pencil and marker mark making. Implement drawing and coloring with care and best decision making for a successful artwork. Keep their audience in mind while creating artwork. Sharing and collaborating on ideas and artmaking with peers in a supportive manner. Use vocabulary and respectful language to share learned concepts.	“ We Do “ - class implementing activity. “ You Do “ - Students implement and complete the project, making it ready to take home. Review and reflect on activity, and cultural celebratory traditions learned.	1 day

Teacher Notes: Unit will vary for artist / folk art / seasonal traditions exemplars.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 	<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 6 - Navajo Blankets

Overview

Content Area: Art

Unit Title: Navajo Blankets

Grade Level(s): 1

Core Ideas:

Increase understanding and use of the concepts: Grids, Primary Colors.
 Gain basic visual and cultural knowledge about the First Nations of Navajo, and their weaving traditions.
 Recognize the characteristics of the Navajo blanket weaving, based on observation of exemplars and implementing an artwork. Blankets are made to be used to show power and status, as well as warmth.
 Make aesthetic and planning decisions with the Navajo design elements in mind.
 Recognize triangles, rectangles and other geometric shapes as components in Patterns.
 Utilize the Element of Art concept: Patterns. Patterns are essential in Navajo compositions.
 Improve fine motor skills, with using paint, brushes and scissors.
 Communicate with key vocabulary and respectful language.
 Use trial and error as part of a reflective positive learning process.

Standards (Content and Technology)

CPI#:	Statement:
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Performance Expectations (NJSL)

1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.2.FP.2	Differentiate between financial wants and needs.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
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Interdisciplinary Connection

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.
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - Self Reflection and regulation, Peer collaboration and support.
 Diversity - Native American Culture, Navajo Tribe. Navajo blankets represent a Native American weaving tradition going back centuries.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is the name of the people that we are looking at for our ‘Inspiration’ • What materials and tools do the Navajo use to create their blankets? • What do we call shapes, lines or colors that repeat? What do we call it when we draw something over and over again? • How are we using grids? • What kinds of colors are we using, and how are you combining colors to create your own patterns? • How are our lives in New Jersey different from the lives of the Navajo? Do our cultures have some things in common? • How are the blankets important to the Navajo? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Make the aesthetic connection from unit artwork and artmaking, to the original tradition of Navajo weaving with sheep’s wool on a loom. • Recognize traditional Navajo blanket designs by their characteristics of strong simple geometric patterns and natural pigment colors. • Learn basic facts about the Navajo tradition of weaving; the Navajo live in the Southwest, the geography is very different from New Jersey, women weave the blankets on looms, men shear the sheep. • We can find inspiration and personal meaning for our artworks from cultures and communities very different from ours.
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Evidence of Learning

Formative Assessments: Visual check in for step by step tasks
Summative/Benchmark Assessment(s): Final project completion
Alternative Assessments: One-on-one interview about the artmaking process.

Resources/Materials: Teacher created grid template paper. Teacher created Navajo color paper. Black oil pastel, fine tip acrylic paint brushes, Tempera paints - red, red oxide,	Key Vocabulary: Navajo, Grid, Loom, Weaving, Pattern, Zig-Zag, Diamond, Tribe, Chief, Sheep’s Wool, Shearing.
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blue, brown, orange, yellow and beige. Glue, scissors, pencil, palettes. Hole punchers, yarn.			
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is a Navajo Blanket?	Introduction to the Navajo Native American culture and its tradition of weaving blankets. Visual aesthetic concepts used in the Navajo blankets. Making the connection of lesson artwork to the Navajo use of looms, wool and weaving. Decisions for art making process - Grids. Follow teacher demonstration for process, while keeping individual interpretation in mind.	Show Powerpoint with Navajo Blanket exemplars, cultural information, for prior knowledge and context. Show video of making Navajo blankets. Reviewing the concepts and artmaking, to prepare for activity. Drawing with Oil Pastel to draw Grid - following the template lines. Conclude with review, and anticipate the next class activities.	1 Day
Paint and Patterns	Attention to classroom procedures for a safe and constructive creative time. Learning the techniques needed for a successful painted artwork. Decision making about what colors and shapes work in painting patterns.	Step-by-step demonstration, and working with the class by teacher. Reinforcement of classroom routines for paint, set up, clean up. Painting with Navajo colors to create Patterns with color and shape, within Grids created previous class.	1 Day
Collage and Patterns	Experiment and implement artmaking using the concept of overlap. Decision making about what colors and shapes to cut and overlap. Critical thinking in how the combination of colors and shapes work to improve pattern making.	Overlaying of Patterns with colored paper - collage. 'I do', 'We do' for activity implementation.	1 Day
Completing the Navajo blanket artwork with a loop knot.	Fine motor skill, in manipulating yarn to create loop knot tassels. Sharing reflections about the artmaking experience with peers, challenges and successes. Working collaboratively.	Hole punching at end of paper to create tassels with wool. Learning to create loops with wool, to go through holes. Students will work in pairs if needed. Clean up, using 'Traffic Circle'.	1 Day
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage tasks that can take the project to an advanced concept and skill level. Additional loop knot making. Assist peers who were previously absent. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. 	

504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 	

UNIT # 7 - Chinese Lion Dance Puppet

Overview

Content Area: Art

Unit Title: Lion Dance Paper Bag Puppet

Grade Level(s): 1

Core Ideas:

To create a new 3-dimensional artwork form - paper bag puppet.

SEL - Social Awareness for another culture, Chinese New Year tradition - Lion Dance; self reflection and perseverance; awareness of behaviors with others, sharing in the art room.

Formulate questions and infer from videos of Lion Dance.

Improve and build on prior fine motor skills - coloring, cutting, placing gluing paper.

Connect through artmaking to another culture.

Plan, place and organize the elements of their design for a cohesive artwork.

Manipulate the paper bag puppet to imagine a Lion Dance, connection between visual art and theater.

Standards (Content and Technology)

CPI#:

Statement:

1.5.2.Cr3a

Explain the process of making art, using art vocabulary. Discuss and reflect with peers

1.5.2.Re7a	about choices made while creating art.		
	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.		
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.		
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)			
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives		
Technology Literacy (standard 8 or 9.4.(TL))			
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.		
Interdisciplinary Connection			
6.1.2.CivicsD P.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Theater 1.4.2.Pr5a	With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).		
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)			
CASEL standards - Self reflection and awareness, Social cultural awareness.			
Diversity - Asian American / Chinese Culture. Learning about an annual tradition celebrated by many Asian cultures using the Lunar calendar.			
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> Where did the tradition of Lion Dances come from? How did we make the Lion Puppet? How are your celebrations the same or different from Chinese New Year celebrations? What did you learn and think was exciting from the video about Chinese New Year and the Lion Dance? What are the most important colors for Chinese New Year? And why? How did you and your classmates help each other with this project? 		<ul style="list-style-type: none"> The Lion Dance is the traditional Annual Lunar New Year celebration for most Asian / Chinese cultures. The Lion colors of yellow and red represent power, good luck, fortune. The Lion Dance is a form of Theater, performed by a Troupe, who are professional acrobats and musicians. The Troupe needs artists to create large, strong and brilliant colored life size dancing puppets to perform with. The Lion Dance Paper Bag Puppet prompts and supports interpreting story elements, and imagining characters and settings in a drama experience. Students will discuss and reflect with peers, while in the process of making art, using art vocabulary. 	
Evidence of Learning			
Formative Assessments: Visual check in for step by step tasks.			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: How students use time to perform and imagine their own Lion Dance.			
Resources/Materials: Videos of Live Lion Dances, Templates for Lion Dance components, Print paper, Lunch Paper Bags, Red, Yellow, Green and Black markers, red construction paper, scissors, glue sticks.		Key Vocabulary: Auspicious, Chinese New Year, Lunar, Lion Dance, Good Fortune, Acrobats, Hong Kong, Troupe, Red Envelope, Festival.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	
Celebrating Chinese New Year.	Introduction to Chinese traditions of celebrating New Year with Lion Dance.	Introduction to activities and goals of unit, and cultural celebration. Show Video(s) of Lion Dances.	1 day

	Learn about Global and American cultural diversity and celebration traditions. Different Cultures have folklore and tales. Similarities and differences between cultures.	Discussion of cultural similarities and differences. I Do - show example, explain activities. You Do - Begin coloring, write name on template paper, paper bag.	
Working on puppet components	Organizing artwork steps. Connecting symbolic colors with colors used in artwork. Activities require concentration on step by step tasks. Organizing components for the next class.	Follow I Do - We Do - You Do. Color Lion components to create a vibrant artwork. Cutting begins. Write name on all papers and organize in paper bag.	1 day
Assembling puppet. Image a puppet dance.	Recall the goal of the unit, and knowledge about Chinese tradition of New Year. Build on prior knowledge - practice cutting, planning and gluing with care for a complete composition. Students gain confidence and self reliance in skills to assemble components into one artwork. Collaborate, support and share with peers. Actively engage in dancing with Lion Dance Puppet artwork - Connect theater and visual art.	Continue tasks from previous class. Cut, place and plan all components. Glue to complete. Glue red paper strips to make dragon whiskers, curl with pencils. Review all steps and concepts. Class time for active dance play with puppet.	1 day

Teacher Notes:**Additional Resources:** Videos to show live performances of Chinese New Year Dances.**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and scaffolding with tasks. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers or complete puppets for absent peers. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
504 Students	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold with tasks. 	

UNIT # 8 - PTA Original Art

Overview

Content Area: Art

Unit Title: PTA Original Art

Grade Level(s): 1

Core Ideas:

Create artwork in collaboration with MPS Elementary PTA.

Students will create artwork with an audience / viewers in mind such as family.

Visual goal is to create a joyful image to memorialize this school year for the student and their family.

Aesthetically, the goal is to create images that will reproduce successfully; to consider the required criteria for presentation.

Learn about and cultivate appreciation of diverse cultures and forms of artmaking, through Folk Art traditions.

Find inspiration in Folk Arts for personal art making.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others
1.5.2.Pr5a	Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Re9a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding the preparing artwork for presentation or preservation.
1.5.2.Cn11b	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ITH.2	Explain the purpose of a product and its value.
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Interdisciplinary Connection

6.1.2.HistoryS E.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
ELA SL.1.1 - a	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 rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.2.2.Cr1a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
1.2.2.Cr1b	Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
1.2.2.Cr1c	Explore form ideas for media art production with support.
1.2.2.Cr1d	Connect and apply ideas for media art production.
1.2.2.Cr1e	Choose ideas to create plans for media art production.
1.2.2.Cr2a	Explore form ideas for media art production with support.
1.2.2.Cr2b	Connect and apply ideas for media art production.
1.2.2.Cr2c	Choose ideas to create plans for media art production.

Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
SEL - CASEL standards - Social awareness, in creating artwork for a viewer.			
Amistad - Gee's Bend Quilts, Tanzania Tingatinga. Diversity - Folk Art of different cultures, ex: Maria Prymenckenko - Ukraine, Quilt colorfield, Warli& Madhubani Indian,Scandinavian-Nordic, Indonesian puppets.			
Unit Essential Question(s): <ul style="list-style-type: none"> Why should non-school directions and deadlines be followed and implemented? Why should I care about an audience for my artwork, apart from myself? What is Folk Art? What makes artwork complete and successful? What is a copyrighted image? Why is a copyright image prohibited for this artwork? Why is drawing big important for this kind of artwork? What ideas from the Folk Art examples inspire my art making? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Following and adhering to a non-school deadline and non-school instructions for artworks. To take the audience into consideration with constructing an artwork, other than the artist's own interests. Use inspiration artists to push imagination, and gain personal artistic confidence. Gain confidence in drawing skills by using 'basic lines'. Drawing an image on a large scale, for the printing process. Learn about Folk Art of different cultures, and what is a FOLK artist, compared to a trained artist. Understand the basics of copyrighted images, and why they are prohibited from this project. 	
Evidence of Learning			
Formative Assessments: Visual daily check in for step by step tasks			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: One-on-one interview			
Resources/Materials: Elmo, smartboard, internet for exemplar images, printouts of exemplar images. PTA provided paper, pencils, color pencils, construction paper, color markers, sharpeners and erasers.		Key Vocabulary: Copyright, Viewer, Folk Art, Identify, Reproduce, Create, Culture, Trained Artist, Prohibited, Borrow, Product, Cost.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Making art for my family.	Find inspiration from imagination or Folk artists for artwork. Comprehend how copyrighted images are prohibited for this artwork. Gain confidence in autonomous ideas for artwork. Follow non-school instructions to ensure successful completion of project.	Introduction to concepts, PTA guidelines, requirements and goal of project. Introduction to inspirational folk art/artist for creativity ideas and energy. Guidelines for drawing and coloring skills. Write precise identification. Teacher demonstration of skills or "We Do" directed project activity.	1 day
Using folk art ideas, and working with a deadline.	Persevere in using imagination to create a complete and aesthetically strong artwork. Keep their audience in mind while creating artwork. Implement drawing and coloring with care and best decision making for a successful artwork.	Students continue to implement the project, with self motivated image or using inspiration from folk art. Completion required by PTA deadline.	1 day
Teacher Notes: Exemplar / Inspiration artists change from year to year. Focus on Folkart traditions.			
Additional Resources: PTA for additional information about the project as needed.			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	

Midland Park Public Schools

<ul style="list-style-type: none"> • Consult student IEP, Allow for different media, tools and support. Consult classroom teacher for hints from their successful support. Scaffold and support fine motor skill development. 	<ul style="list-style-type: none"> • Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers.
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> • Consult with G and T teacher. Encourage independent decision making, and tasks that can take the project to an advanced concept and skill level. Assist peers. 	<ul style="list-style-type: none"> • Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers.
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> • Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold. 	

UNIT # 9 - Assemblage**Overview****Content Area: Art****Unit Title: Assemblage****Grade Level(s): 1****Core Ideas:**

Exposure to 3 dimensional artforms / sculptures that are ASSEMBLED. Example: Arman Fernandez, “Accumula” artist, Louise Nevelson.

Think about everyday objects that require assembly, and jobs that ASSEMBLE.

Use the Concepts learned: Assemblage, Space, Form, Pattern and Movement.

Assemble objects to create a 3 dimensional artwork.

Aesthetic decision making to plan, place and organize the elements of their design.

Improve fine motor skills, in mark making on craft sticks, to arrange and assemble components.

(SEL) Self reflection with perseverance, creativity, awareness of behaviors with others, sharing in art room.

Inquire using new vocabulary.

Build on prior knowledge and skills, such as Patterns.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.NT.2	Brainstorm how to build a product. improve a design product, fix a product that has stopped working, or solve a simple problem.
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Interdisciplinary Connection

W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - Self reflection and management, working with peers.

Diversity - Armand Fernandez and Louise Nevelson, assemblage artists. Found objects can be ‘assembled’ and experimented with, to construct unique artworks.

Unit Essential Question(s):

- How are we experimenting with new materials?
- What is the process of creating this artwork?
- What are some examples of assemblages in your daily life? Do people have jobs making those assemblages?

Unit Enduring Understandings:

- To experiment with new artmaking methods - in assembling objects with diverse processes to create a complex 3 dimensional artwork.

<ul style="list-style-type: none"> • What kind of patterns did you create in your Assemblage? • What did you think about when you were creating Patterns or assembling your artwork? • How is this artwork different from artwork on a piece of paper? 	<ul style="list-style-type: none"> • How to make decisions in planning, placing and organizing the elements of their design. • Use Patterns in different artmaking contexts. • Learn that assembling everyday objects are forms of employment that require skills. • Self assess and reflect on what is their best in the artmaking process. • Bring personal meaning to their artwork. • Basic understanding of the difference between 2 and 3 dimensional artworks.
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Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, question & answer time, thumbs up.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview about process.

Resources/Materials: Internet images of exemplars, Teacher and student made examples, popsicle sticks, craft sticks, markers, cardboard, scissors, glue, masking tape, yarn, embellishments (buttons, beads, feathers), rubber bands, plastic bags for storage.

Key Vocabulary: Assemble, Assembly, Assemblage, Bundle, Wall-Hanging, Sculpture, Form, Patterns.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
To Assemble in Art and everyday life.	Introduction to artists and their assembled sculptures. Example: Arman Fernandez Long Term Parking (1982) Introduce the Concepts to be learned: Assemblage, Form, Pattern and Movement. Connecting art principles to everyday objects that required assembling and jobs that ASSEMBLE. Ability to anticipate activities through introduction and discussion. Formulate questions from curiosity and interest in lesson. Gather creative ideas for Patterns. Build on prior Pattern knowledge.	Show artists exemplars. Show examples of Patterns, Assemblage and Form (3 dimensional shapes.) Demonstrations followed by implementation of activities. I do - You Do. Students brainstorm different combinations of shape, lines and color patterns. Students receive approx 30 craft sticks. Use different color markers to create various repeating patterns on each stick. Students write names on sticks. Learn to bundle sticks.	1 day
Make Pattern decisions.	Listen, follow and recall instructions from previous time to continue activity. Giving attention to I Do - We Do - You Do. Gain autonomy and confidence with colors, shapes and lines for Patterns. Ability to move around the room independently with task in mind.	Continue coloring sticks with Patterns. Combining patterns to multiple sticks to expand patterns, in vertical or horizontal combinations. Picking color markers from bins. Students color more sticks if working completely and efficiently.	1 day
Assemble to make Pattern groups.	Artmaking mindset in 3 dimensions - Assemblage task. Decision making - organizing into larger pattern combinations.	Demonstrations followed by implementation of activities. I do - You Do. Glue to assemble sticks in groups of 10 - 12 on cardboard supports. Name on cardboards.	1 day
Make a complete moving	Continue expanding the Artmaking mindset in 3 dimensions. Decision making - organizing into bigger patterns by combining panels.	Cardboards attached in a row to create assemblage with masking tape - (SEL) collaborative task, cutting tape and adhering.	1 day

Assemblage artwork.	Build fine motor skills with yarn.	Students decide on arrangements of cardboard groups, to expand design and patterns. Basic Yarn loop is attached to back of cardboard assemblage to exhibit artwork.	
How do I feel about assembling to make art?	Aesthetic Decision making for how to embellish. Recall, share, and verbalize core concepts. Reflections with specific vocabulary. Physical kinetic realization of sculptural form. Openness to listening about others' experiences with project.	Gluing buttons and feathers embellishments to enhance and reinforce patterns and visual movement. (SEL) Review art process, concepts and reflect on challenges in classroom discussion.	1 day
Teacher Notes: Can expanded to use materials such as driftwood, leftover construction wood bits.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher. One on one support, check ins and scaffold for tasks. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and give tasks that can take the project to an advanced concept and skill level, using autonomy and independent creative thinking. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support and scaffold. 			

Unit # 10 - Butterfly Puppets

Overview

Content Area: Art

Unit Title: Butterfly Puppets

Grade Level(s): 1

Core Ideas:

Manipulating paper to create a butterfly or dragonfly hand puppet.

To celebrate Spring and bring awareness of the importance of insects in a healthy ecosystem.

Introduce the concept of symmetry, as seen in nature and living organisms; and used in artwork.

Art and Theater connection in creating a puppet and acting out an imaged story.

Standards (Content and Technology)

CPI#:

Statement:

1.5.2.Cr1b

Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Re7a

Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Cn10a

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

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ED.4

Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connection

RI.1.4.

LS1.A

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness

Unit Essential Question(s):

- What animals or insects do we think of, with different seasons?
- Are Butterflies and insects equal on both sides?
- Can the Butterflies in your classroom give you inspiration for your Butterfly puppet?
- What story will you tell with your Butterfly puppet?
- Why are Butterflies and insects important in our Ecosystems (Nature)?
- What designs, shapes and ideas from previous artworks can you use in this design?

Unit Enduring Understandings:

- Introduce the concept of equal on both sides, or Symmetry - connecting artwork to Nature through the use of Symmetry in design.
- Asking questions helps bring clarity from different perspectives, and offers ideas that might not have been thought about.
- Connect the personal experiences of observing Butterflies and other insects to the aesthetic artmaking, telling stories and performing with the puppet.
- Using their hand as a tool - stencil for a Butterfly shape that is uniquely their own.
- Use curiosity about Nature and Butterflies to spark ideas and imagination.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, sharing of puppet stories.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interviews about process and feelings.

Resources/Materials: Various colors of paper 9" x 12", pencils, scissors, construction paper crayons, sharpies and dark colored markers, pom-poms, pipe cleaners, popsicle sticks, staplers, clear tape.

Key Vocabulary: Equal, Hand Palm, Symmetry, Flutter, Antennae, Stencil.

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Using the hand to create a Butterfly.	Understanding concept of equal on both sides, or Symmetry, connecting artwork to Nature through the use of Symmetry in design. Use artmaking prior knowledge to follow instructions and implement activities. Observation and personal experience connections give meaning and substance for each student's artmaking.	Teacher introduces the goal and concepts. Teacher uses personal experience questioning to trigger connections to the artmaking. Teacher demonstration and guidance of skills and activities. 'I Do', 'You Do' - Students implement. Folding paper, Using hand as Stencil, Cutting, Butterfly designs.	Day(s) to Complete 1 day
Using what is observed to create Butterfly puppets.	Support and collaborate with peers about ideas and observations that can be used in the artmaking. Use artmaking prior knowledge to implement the activities. Remember Butterfly and insect anatomy in drawing designs. Bring personal experience, curiosity and imagination to using the puppet in storytelling and sharing.	Anticipatory stating goals and reminding of concepts. Question & Discussion about any new observations to share and use for the artmaking. Teacher demonstration and guidance of skills and activities. 'I Do', 'You Do' - Students implement. Design, drawing, with marker. Use of new material - construction paper crayons. Pipe cleaners, poms-poms, to create additional anatomical parts. Add popsicle stick or dowel to create puppet. Review and reflect on activity with peers. Act out using puppets to tell stories.	1 day
Teacher Notes: Unit can be timed to coincide with classrooms who have Butterfly hatcheries.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities	English Language Learners		
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teacher for hints from their successful support. One on one support and check ins. Scaffold with hand stenciling or provide stenciled paper. 	<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 		
Gifted & Talented Students	Students at Risk		
<ul style="list-style-type: none"> Consult with G and T teacher, encourage and suggest activities to take the project to an advanced concept and skill level. Allow to assist peers. 	<ul style="list-style-type: none"> Consult with I & RS as needed, individual attention, frequent check ins during class time, seat with supportive peers. 		
504 Students	Other:		
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. 			

Unit # 11 - Alphabet Art

Overview

Content Area: Art

Unit Title: Alphabet Art

Grade Level(s): 1

Core Ideas:

Learn about 2 American artists who used letters and words as the focus and subjects of their artworks, Stuart Davis and Jean-Michel Basquiat.

These artists were strongly influenced by American music, such as Jazz and BeBop, in their artmaking.

Comprehend and use 'Follow the Pencil Line Road' - to respect the original pencil lines drawn by drawing over with markers.

Think of the Alphabet as art, and drawing letters aesthetically, going beyond the communication aspect.

Break down letters visually into separate building blocks, deconstructing to rectangles, squares and circles, to facilitate the process of learning Block letter drawing.

Personal connection to artmaking through decision making of what words, letters, shapes and colors to use in design.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7b	Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.2.CAP.4	List the potential rewards and risks to starting a business.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Technology Literacy (standard 8 or 9.4.(TL))

8.2.2.ITH.2	Explain the purpose of a product and its value.
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Interdisciplinary Connection

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.
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - Self reflection for personal best efforts. Self awareness for task perseverance, willingness in new artistic endeavor.

Amistad / LGBTQ - Jean Michel Basquiat, Haitian American Gay painter, who's artworks are highly personal about his perceptions of society, racism and New York art world.

Unit Essential Question(s):

- What kind of energy do you feel in Jazz and BeBop music?
- How would you describe the artworks you see?
- How do the artworks make you feel?
- Can letters and words be part of Art?
- What words and letters might you use in your Alphabet artwork, to bring personal meaning?
- Does your Alphabet artwork tell a story about what is important to you, your life at home or in your community?
- What is the 'Follow the Pencil Line Road'?
- What inspired Davis to create his art? And Basquiat?

Unit Enduring Understandings:

- Introduction to 2 New York artists that used words and bold colors in their works.
- Jazz and BeBop music, and New York life influenced their artworks.
- Davis and Basquiat used letters and words with bold colors combinations to create strong designs and powerful messages.
- Davis used his art to reflect society.
- Basquiat used his art to reflect his personal experiences as a Black Haitian Gay man in American society. He also was a Graffiti artist, this was very important in his studio art.
- Understand and utilize 'Follow the Pencil Line Road', when drawing over pencil lines with

another material, to respect the student's original line created.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, 'mini critique' - group final sharing activity.

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-One interview.

Resources/Materials: Teacher created Google Slide. Printouts of BLOCK typeface Alphabets, 9" x 12" Oak Tag paper, variety of drawing tools, markers, Gel crayons, paintbrushes, glue, scissors, magazine and newspaper. Construction paper and rubber cement for mounting.

Key Vocabulary: Upper Case, Lower Case, Typeface, Jazz, Bebop, Newspaper, Bold, Graffiti, Advertising, 'Follow the Pencil Line Road', Bold, Block Letters.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
2 New York Alphabet Artists.	Introduction to ALPHABET artists, Stuart Davis and Jean-Michel Basquiat, and become acquainted with their art. Both artists are influenced by New York City, Davis - Advertising and Jazz, Basquiat - Graffiti and Bebop. Introduce the idea that Letters can be artistically drawn to create an artwork. Brainstorming for personally meaningful content.	Look at artwork images of Inspiration artists in GoogleSlides. Brainstorm lists of words to use in the artworks, students will also use their name. Teacher supports and scaffolds the process, with spelling, word decisions and drawing skills. A Block Letter Alphabet printout sheet is provided to guide how to draw letters.	1 day
Making letters out of blocks.	Enjoy Jazz and Bebop like the artists, for energy and inspiration. Look to the artists for ideas on how they use colors, shapes and words. Artistic decision making for how to draw letters, choose colors and design. Visualize letters as separate building blocks put together to create one form. Persevere through the new challenge of drawing letters and words.	Anticipate activities with discussion of goal, recalling and viewing artists again. Teacher will demonstrate and support with I do - You do. Activity starts with students creating drawing using Letters, Words and Shapes, using brainstorming, using Vertical or Horizontal layout, periodically turning paper to draw. Listen to Jazz while drawing. Using Block letter printout to visualize letters as blocks. Wrap up discussion to help predict next activities.	1 day
Building on Follow the Pencil Line Road drawing.	Attention to demonstrations, following through with implementation. Utilize new artmaking concept and skills, while improving drawing fine motor skill. Respecting previous drawing work, and using it as foundation to build upon. Finding 'help' and color ideas from the exemplar artists. Decision making, in weighting artmaking options, if all techniques be should used.	Review unit goal, steps and new skill and task. I Do - You Do. Activity 'Follow the Pencil Line Road', to use a dark colored marker to trace carefully over and hide the original pencil line design. Activity, to color in all fields, spaces, to create clear shapes with bold strong colors. Option for cutting out letters from other materials and attaching.	1 day

Talking about the Alphabet artworks.	When finishing an artwork, use thoughtful reflection with ‘what can I improve?’, ‘Is this my best?’ and sharing with peers. Learn to respectfully evaluate and make judgments about peers’ artworks, using the criteria of unit goals. Reflect on if and how the exemplar artworks helped inspire artmaking. Verbalize feelings and responses to viewing peers’ artworks with evidence.	Finishing artwork with refining the drawing and coloring activities. Placing artworks on tables, students will circulate around the room to view others’ artworks. Sharing thoughts and reflections about the project, such as the successes and challenges, likes and dislikes.	1 day
Teacher Notes: Jean-Michel Basquiat artworks can lead into a Graffiti unit at higher grade levels. Stuart Davis artworks can lead into unit on advertising art of 20th century.			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP, Allow for different media and tools. Consult classroom teachers for hints from their successful support. One on one support and check ins. Stencils for letters can be used to scaffold drawing, or printed out letters to cut and paste. 		<ul style="list-style-type: none"> Consult student ELL Plan, use visual guides, redemonstrate art making, seat with supportive peers. 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teachers, encourage curiosity to explore further with activity that can take the project to an advanced concept and skill level. Assist peers. 		<ul style="list-style-type: none"> Consult with I &RS as needed, individual attention, frequent check-ins during class time, seat with supportive peers. 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan, give extra time, seat with supportive peers, one on one time to support. Stencils for letters can be used to scaffold drawing. 			