

Visual Art

Kindergarten

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

July 20, 2022

Born on Date **July 19, 2022**

TITLE: Visual Art Kindergarten

Course Description: Visual Arts (Kindergarten) will build the students' art knowledge base and skills needed in Kindergarten and following Visual Arts Grades. 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 knowledge and appreciation of diverse artists and cultures, gain skills with a variety of materials and techniques, and build confidence as young artists through aesthetic exposure and experience.

Course Sequence:

- UNIT # 1 - Cut and Glue**
- UNIT # 2 - Corduroy**
- UNIT # 3 - Scarecrow**
- UNIT # 4 - Holiday Project**
- UNIT # 5 - Tacky the Penguin**
- UNIT # 6 - Chinese New Year**
- UNIT # 7 - PTA Original Art**
- UNIT # 8 - Birds in Trees**
- UNIT # 9 - Birds in Nests**
- UNIT # 10 - Mporro**
- UNIT # 11 - Koi No Bori**

Pre-requisite:

UNIT # 1 - Cut & Paste Silly Shapes

Overview

Content Area: Art

Unit Title: Cut and Paste Shapes

Grade Level(s): Kindergarten

Core Ideas:

Introduction to the Art making space, procedures and routines.
Gain basic skills with tools, and manipulate art making materials.
Use appropriate language with peers to share materials, tools and ideas.
Listening and following instructions to create artwork step by step.
Identify colors used in artwork.

Standards (Content and Technology)

CPI#:

Statement:

1.5.2.Cr2b

Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

1.5.2.Re8a

Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

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.CT.3

Use a variety of types of thinking to solve problems.

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

SL.K.3.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

SEL - CASEL standards - Self management, Responsible decision making

Unit Essential Question(s):

- How do we use scissors and other tools safely and correctly?
- What kind of shapes are we coloring, cutting and pasting?
- Where do we place the shapes?
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- What do we do if we do not understand or need help?
- How do we share materials in the Art room?

Unit Enduring Understandings:

- Identifying colors to using colors Red, Yellow, Orange, Blue and Green.
- Following instructions - the steps to color the numbered shapes with the correct color.
- Learn the Safe and Correct way to use scissors.
- Learn how to use glue with brushes.
- Practice writing / learning to write name.
- Understand the importance of identifying the artwork with a name.
- Respectful sharing materials with classmates.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, Call and response

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments: One-on-one interview

Resources/Materials: Teacher created Cut and Paste Activity Sheet, Crayons, Pencil, Scissors, Craft brushes, White Glue, Trays, Manila basic paper 12" x 18"

Key Vocabulary: Colors, Red, Yellow, Green, Orange, Blue, Circle, Square, Rectangle, Elbow, Thumb, Pointing Finger, Tray, More, Less, Paste.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	Introduction to Classroom routines and procedures. Fine-motor skills - Coloring, Writing. Build focus and following instructions.	Introduction to activity. "I Do" to lead activity.	1 day
	Recall of introduced classroom routines.	Teacher review of previous class activities.	1 day

	Practice and strengthen fine-motor skills - Coloring, Cutting, Gluing, Placing. Build focus and on task attention. Use vocabulary and respectful language to share learned concepts.	“ We Do “ - class implementing activity. “ You Do “ - Students implement and complete the project. Review and reflect on activity.	
Teacher Notes: Variety of different activity shape sheets to implement same skill sets.			
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. Hand on hand support with tools. One on one support. 		<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 support. 			

UNIT # 2 - Corduroy

Overview

Content Area: Art

Unit Title: Corduroy

Grade Level(s): Kindergarten

Core Ideas:

Introduce new fine-motor artmaking skills.
Connect Literature, storytelling and artmaking.
Cultivate SEL skills in the artmaking process.
Bring personal meaning to artmaking.

Use new art vocabulary to share ideas and choices in class discussions.
Practice classroom procedures and routines.

Standards (Content and Technology)

CPI#:	Statement:
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.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)

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

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

NJLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

SEL - CASEL standards - Self reflection, awareness and management; social awareness in the meaning of Family and Friendship.

Amistad - The story of Corduroy, is about a bear and an African American girl and her mother.

Unit Essential Question(s):

- What was the theme of the story?
- What did you learn from reading Corduroy?
- Are there new words you learned in Corduroy and the artmaking?
- Does your Corduroy art tell a story about you?
- What new ways of artmaking did you learn?
- What ideas about the book and the artwork can you share with your peers?
- How should we work together to clean up in the classroom?

Unit Enduring Understandings:

- Building and acquiring fine motor artmaking skills.
- How to use the Element of Art, Texture, in the process.
- Think about the book, Corduroy, during the activity.
- Working on how to stay on task with activity.
- Following steps to create a successful artwork.
- Self awareness for being on task, and sharing with peers during activity.
- Use the specific vocabulary to articulate ideas.
- Listen to a story and respond orally.

Evidence of Learning

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

Resources/Materials: Teacher created Templates for components, construction paper of various colors, glue, craft brushes, tray, sharpies, scissors, buttons.

Key Vocabulary: Overalls, admiring, watchman, fur, tucked, flights, pinch, tear, paste, Friendship, Belong.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Let's read Corduroy	Talk about the theme of the story, Friendship and Family. Connect reading, literature to art. Use new Vocabulary. Learn classroom routines.	Reading the book, Corduroy. Discuss the theme of the book. Teacher Step-by-step demonstration and guided work - along with students. Learning each step with care. Set up, activity and clean up for each class time. Reflect on the activities for creating the artwork. Demonstration of skills needed. " I Do" Individual project activity.	Day(s) to Complete 1 day

Learning to create a bear from torn paper.	Gain confidence and perseverance to create a complete and aesthetically strong artwork. Sharing and collaborating on ideas and artmaking with peers in supportive manner. Following instructions. Taking the next step to more independent artmaking.	Tearing, cutting, placing and pasting colored paper and components to create / assemble a Corduroy Bear Artwork. “ We Do “ - class implementing activity. “ You Do “ - Students implement and complete the project.	2 days
Creating a bear friend.	Build fine motor skills in directed drawing. Use vocabulary and respectful language to share learned concepts.	Draw Face. Glue buttons. Write CORDUROY to give artwork name. Review and reflect on activity. Reflect on literature SEL concepts.	1 day

Teacher Notes: “ A Pocket for Corduroy” can be read at the end of lesson as a concluding activity.

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 # 3 - Scarecrow

Overview

Content Area: Art

Unit Title: Scarecrow

Grade Level(s): Kindergarten

Core Ideas:

Connect art project to Literature - ELA.
Make the SEL connection to the literature theme - themes of friendship, compassion, and loneliness.
Listen for task instructions.
Create a Scarecrow artwork with step by step tasks.
Learn about how a scarecrow is important on a farm.
Use and improve fine motor skills. Use of scissors, gluing and manipulating paper.
Planning - place, design and organize the elements of their design.

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.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

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, ex: Farming.		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.		
Technology Literacy (standard 8 or 9.4.(TL))			
8.2.2.ETW.2	Identify the natural resources needed to create a product.		
Interdisciplinary Connection			
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
CASEL standards - Self reflection and awareness; gain understanding of friendship, compassion, and loneliness through the literature.			
LGBT - The literature theme expands the concepts of "What does a caring family look like"?			
Unit Essential Question(s): <ul style="list-style-type: none"> • What did you learn about families and caring from Scarecrow and the crows? • How are Scarecrows important on a farm? • How can we tell that Scarecrow feels lonely in the meadow? • What were you curious about in the story? • What is a real Scarecrow made of? How could you make a real Scarecrow? • Did you share ideas about how to make your artwork? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Acquire and build fine motor artmaking skills with a variety of materials. • Use prior knowledge and build upon it. • Think about the SEL book theme of friendship, caring for others and loneliness. • Following steps and staying on task for a successful artwork. • Sharing materials and working collaboratively with tablemates. • Self awareness during art making. • Learn natural resources and materials used to make a Scarecrow. • Learn how Scarecrows are important on farms. • Use the specific vocabulary to articulate ideas. • Listen to a story and respond orally. 		
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: Teacher created Templates for components, construction paper of various colors, glue, craft brushes, tray, sharpies, scissors, green paint, cardboard, raffia.	Key Vocabulary: Autumn, Haystacks, buds and blooms, woodland creatures, snaps, tucks, lullaby, nestling, perch, fledgling, sags, brimming, overlap, pole.		
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
The Scarecrow, and his new family.	Talk about the SEL theme of the story, Friendship and Family. How does the Scarecrow make a different family? Connect reading, literature to art. Use new Vocabulary. Learn classroom routines and artmaking steps with care. Reflect on creativity for the artwork.	Reading the book, Scarecrow. Discuss the theme of the book. Teacher Step-by-step demonstration and guided work. Set up, activity and clean up for each class time. Demonstration of skills needed. " I Do" Individual project activity.	Day(s) to Complete 1 day

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Making a Scarecrow with straw.	Importance of farming and farms. Gain confidence and perseverance to create a complete artwork. Sharing and collaborating on ideas and artmaking with peers in supportive manner. Following instructions. Taking the next step to more independent artmaking. Inference for next steps.	Discuss farming concepts and Scarecrow materials and use. Cutting, placing and pasting colored paper and components to create / assemble a Scarecrow Artwork. “ We Do “ - class implementing activity. “ You Do “ - Students implement and complete the project.	1 - 2 days
Scarecrow needs his crow family in the artwork.	Build fine motor skills in directed drawing. Expand artmaking vocabulary. Review SEL connections to book, friendship and artmaking experience. Use vocabulary and respectful language to share learned concepts.	Use cardboard and green paint to create meadow grass. Draw Face. Draw Birds. Review and reflect on activity. Reflect on literature concepts.	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 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 # 4 - Holiday Project

Overview

Content Area: Art

Unit Title: Holiday Project

Grade Level(s): Kindergarten

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 the Holidays can be celebrated by different cultures and groups 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.Pr4a

Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

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)

9.1.2.CAP.1

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

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view.

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

NJSLSA.L4.	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self Reflection and Awareness

Amistad / Diversity - Holiday arts of various cultures, Diwali, Winter Solstice, Kwanzaa - a weeklong celebration held in the United States that honors African heritage in the African-American culture.

- **Unit Essential Question(s):**
- Why should we create and share artworks for others?
- Ask yourself “What can I do better?”.
- Talk about the new art words from another culture or tradition?
- What is culture and holiday tradition are we learning about?
- What do you think is similar between your traditions and the traditions we are learning about? And the differences?
- How do we choose an artwork to share with others and display?

- **Unit Enduring Understandings:**
- Build fine motor artmaking skills with a variety of materials.
- Think about who the artwork is for.
- Find inspiration in the art exemplars and ideas.
- Working on how to stay on task with activity.
- Following steps to create a successful artwork.
- Sharing materials with table and classmates.
- Learn about Holiday art traditions of a different culture.
- Make personal connection with the artmaking.

Evidence of Learning

Formative Assessments: Visual check in for step by step tasks, thumbs up.

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.

Key Vocabulary: Tradition, Culture, Celebration, Community, Folk Art, Artist, Reindeer, Evergreen, Artmaking, various Cultural Holiday names.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
We learn about how different cultures celebrate their holidays.	Find inspiration from Holiday art traditions. Learn about how a culture celebrates a holiday. Use imagination and bring personal meaning to the activity. Use another culture’s art traditions as a starting point for personal art making.	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
Who is this artwork for ?	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 all skills with care and best decision making for a successful artwork. Keep their audience - recipient 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. Review and reflect on activity and cultural traditions learned.	1 day

Teacher Notes: Unit will vary for artist / art / holiday inspiration exemplars.

Additional Resources:

Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP, flexibility 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 #5 - Tacky the Penguin

Overview

Content Area: Art

Unit Title: Tacky the Penguin

Grade Level(s): Kindergarten

Core Ideas:

Listen and give attention to literature reading. Connect artwork to Literature - ELA.

SEL - bring the reading theme to students' lives.

Listen for task instructions.

Create an Artwork with step by step tasks.

Build on prior knowledge of fine motor skills.

Planning, placing, designing and organizing the elements of their design.

Continuation of year long learning about animals.

Connecting Penguin habitat to climate change.

Standards (Content and Technology)

CPI#:

Statement:

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.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.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.DC.7

Describe actions peers can take to positively impact climate change.

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

SL.K.3.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**6.1.2.CivicsC
M.3**

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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

CASEL standards - Self Reflection and Awareness. To develop healthy identities, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

LGBT/Disabilities - Acceptance of the “Odd” different bird.			
<ul style="list-style-type: none"> ● Unit Essential Question(s): ● What did you learn from reading Tacky the Penguin? ● What does Odd mean? What were some of the ways that made Tacky odd? ● Do how are Penguins different from other birds? ● Are you using the tools safely? ● Where do Penguins live? ● How can we protect, preserve and care for the habitat of the Penguins, and our earth? 		<ul style="list-style-type: none"> ● Unit Enduring Understandings: ● Building and acquiring new fine motor artmaking skills with a variety of materials. ● Use prior knowledge and build upon it. ● Think about the book theme of Tacky, acceptance of difference. ● Following steps and staying on task to create a successful artwork. ● Sharing materials with table and classmates. ● Self awareness in decision making during art making. ● Use art specific vocabulary to articulate ideas. ● Listen to a story and respond orally. ● Learn about the Habitat of the Penguins, and the effect of climate change. 	
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 about the process.			
Resources/Materials: Teacher created Templates for components, varied colored construction paper, brown craft paper, glue, brushes, tray, Black Markers, Pencils, Scissors, Training Scissors, Googly Eyes, cotton balls.		Key Vocabulary: Companion, Iceberg, Beak, Puzzled, Odd, Artic, Antartica, Climate Change, Oceans.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	Talking and articulating about the SEL theme of the story, acceptance of difference and companionship. Acceptance of Odd. Connect reading, literature to art. Use new Vocabulary. Learn classroom routines. Respect of art space. Artmaking steps with care. Reflect on creativity for the artwork.	Reading the book, Tacky. Discuss the theme of the book. Teacher Step-by-step demonstration and guided work. Set up, activity and clean up for each class time. Demonstration of skills needed. “ I Do” Individual project activity.	Day(s) to Complete 1 day
	Gain confidence and perseverance to create a complete artwork. Sharing and collaborating on ideas and artmaking with peers in supportive manner. Following instructions. Taking the next step to more independent artmaking. Inference, building toward next steps.	Assembling elements to create Tacky artwork. “ We Do “ - class implementing activity. “ You Do “ - Students implement and complete the project.	1 - 2 days
	Build fine motor skills. Expand artmaking vocabulary. Review SEL connections to book, friendship and artmaking experience. Use vocabulary and respectful language to share learned concepts.	Creating the Iceberg with new materials. Review and reflect on activity. Reflect on literature concepts, acceptance of the Odd Bird, and Climate Change.	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 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 - Chinese New Year Mask

Overview

Content Area: Art

Unit Title: Chinese New Year Mask

Grade Level(s): Kindergarten

Core Ideas:

SEL - Social Awareness for another culture, Chinese New Year traditions. Self reflection and perseverance; awareness of behaviors with others, sharing in the art room. Connect Art to Chinese Culture.

Listen for task instructions.

Create an Artwork with step by step tasks.

Build on prior knowledge and fine motor skills.

Continuation of year long learning about animals - this unit, a mythical animal.

To create a new art form of mask - connecting art with theater.

Use new Cultural vocabulary in class.

Standards (Content and Technology)

CPI#:	Statement:
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
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.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
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.4	List the potential rewards and risks to starting a business.
9.4.2.GCA.1	Articulate the role of culture 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.ED.4	Select and use appropriate tools and materials to build a product using the design process.
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Interdisciplinary Connection

6.1.2.History UP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL standards - Self reflection and management, connecting with diverse communities.

Diversity - Asian Pacific , Chinese Cultures.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Where did the tradition of Lion and Dragon Dances come from? • How did we make the Chinese Dragon Mask? • How are your celebrations the same or different from Chinese New Year celebrations? • What do you think is exciting about Chinese New Year and the Lion Dance? • What did you learn from the video about Chinese New Year and the Lion Dance? Would you want to see a Lion Dance live? • Why are the Dragon and colors so important for Chinese New Year celebrations? • How did you and your classmates help each other with this project? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Acquire and build fine motor artmaking skills with a variety of materials. • Use prior knowledge and build upon it. • Stay on task with activities. Listen and follow instructions. • Use the specific vocabulary to articulate ideas. • SEL - Social Awareness - creating awareness for another culture. Learn about the Chinese New Year tradition of the Dragon Dance. • SEL - Self reflection and Perseverance; awareness of behaviors with others, sharing in the art room, and through creativity. • Plan, color and organize the elements of their design. • Use imagination in dancing with mask to tell a story, the connection between visual art and theater.
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Evidence of Learning

Formative Assessments: Visual daily check in for step by step tasks

Summative/Benchmark Assessment(s): Final project completion

Alternative Assessments:

Resources/Materials: Teacher created Dragon mask templates, red, yellow, green and black markers, red construction paper, glue, scissors, craft sticks, pipe cleaners, stapler.

Key Vocabulary: Auspicious, Emperor, Chinese New Year, Dragon Dance, Good Fortune

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	Introduction to Chinese traditions of celebrating New Year with Dragon Dance. Learn about Global and American cultural diversity and celebration traditions. Different Cultures have folklore and tales. Similarities and differences between cultures.	Introduction to activities and goals of unit, and cultural celebration. Show Video(s) of Dragon Dances. Discussion of cultural similarities and differences, q & a. I Do - show example, explain activities. We Do - Begin coloring, write name on template paper.	1 day
	Organizing artwork steps. Connecting symbolic colors with colors used in artwork. Activities instep by step tasks. Recall goal of unit, learning about Chinese traditions of New Year. Build on prior knowledge, to create a complete composition. Collaborate, support and share with peers. Clean up is a part of artmaking. Refine and reflect on artmaking skills. Engage in the purpose of Dragon Dance artwork - Connect theater and visual art.	Follow I Do - We Do - You Do. Color Dragon Mask to create a vibrant artwork. Cut out Mask. Staple to stick. Add extra red paper strips and curl for Dragon whiskers. Add Pipe Cleaners for top of the mask whisker details. Review all steps and concepts. Time for active dance play with Mask.	1 day

Teacher Notes:

Additional Resources:

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 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 # 7 - PTA Original Art**Overview****Content Area: Art****Unit Title: PTA Original Art****Grade Level(s): Kindergarten****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. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding the preparing artwork for presentation or preservation.
1.5.2.Re9a	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.DC.2	Explain the importance of respecting the digital content of others.

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.CivicsP R.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL standards - Acquire and develop relationship skills at the authentic partners and communities levels.

Diversity - Folk Art of different cultures (ex: Maria Prymenckenko - Ukraine)

Unit Essential Question(s):

- Why are non-school directions and deadlines important ?
- Who am I making my artwork for?
- What is Folk Art?
- Why is a copyright image prohibited for this artwork?
- Why is drawing Big important for this artwork?
- What ideas from this kind of Folk Art inspired my art making?

Unit Enduring Understandings:

- Following and adhering to a non-school deadline and non-school instructions for artworks.
- Construct artwork for viewer other than artist. Thinking of family as viewer 'clients' for their art.
- Use inspiration artist to push imagination and ideas for artwork.
- Gain confidence in one's own imagination and ideas.
- Gain confidence in drawing skills by using 'basic lines'.
- Being mindful to draw on a large scale for art printing.
- Plan and create a complete composition with color.
- Learn about Folk Art of different cultures.
- Introduction to what is a FOLK artist, compared to a trained artist.
- Comprehend what copyrighted images are, and why they are prohibited from this project.

Evidence of Learning

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

Summative/Benchmark Assessment(s): Final project completion

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

Resources/Materials: Elmo, smartboard, internet for exemplar images, printouts of exemplar images. PTA provided paper, pencils, color pencils, construction paper, watercolors, gel watercolor crayons, color markers, sharpeners and erasers.

Key Vocabulary: Copyright, Viewer, Folk Art, Identify, Reproduce, Product, Cost.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	<p>Find inspiration from imagination or Folk artist for artwork.</p> <p>Comprehend how copyrighted images are prohibited for this artwork.</p> <p>Gain confidence in autonomous ideas for artwork.</p> <p>Follow non-school instructions to ensure successful completion of project.</p>	<p>Introduction to concepts, PTA guidelines, requirements and goal of project.</p> <p>Introduction to inspirational folk art/artist for creativity ideas and energy.</p> <p>Guidelines for drawing and coloring skills.</p> <p>Write precise identification.</p> <p>Teacher demonstration of skills or “We Do” directed project activity.</p>	1 day
	<p>Persevere in using imagination to create a complete and aesthetically strong artwork.</p> <p>Keep their audience in mind while creating artwork.</p> <p>Implement drawing and coloring with care and best decision making for a successful artwork.</p>	<p>Students continue to implement the project, with self motivated image or using inspiration from folk art.</p> <p>Completion required by PTA deadline.</p>	1 day

Teacher Notes: Exemplar / Inspiration artist could change from year to year. Focus on Folkart.

Additional Resources: PTA members for additional information about project as needed.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<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 with fine motor skills. 	<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. 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 and scaffold. 	

UNIT # 8 - Birds in Trees

Overview

Content Area: Art

Unit Title: Birds in Trees

Grade Level(s): Kindergarten

Core Ideas:

Creating Birds in Trees mixed media artwork.

Connect literature to art, reading Birds, by Kevin Henkes.

SEL - self reflection, management in artmaking.

Make the personal connection to life experiences, seeing birds in nature around homes and local communities.

Thinking about protection of trees, the Habitat for many birds, and the human effects on the environment.

Find inspiration in Nature and Birds. Introduce new artmaking skills and tools - paint. Collaborating and supporting peers in activities.			
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.		
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)			
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.		
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.		
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			
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
SEL - CASEL standards - Self Reflection, Social Awareness, Responsible Decision-making (Environment)			
<ul style="list-style-type: none"> ● Unit Essential Question(s): ● How are birds an important part of our lives, and ecosystem? ● What did we learn from the book? ● How can we protect the birds and where they live? ● What are we able to do like Birds? ● Did you ask yourself “Did I do my best”? ● How do we use the tools correctly to paint? ● Are we using the tools and materials safely? ● How do we share materials in the Art room? 		<ul style="list-style-type: none"> ● Unit Enduring Understandings: ● Build fine motor artmaking skills with painting. ● Working on how to stay on task, and follow instructions to create a successful artwork. ● Create artworks inspired by Nature. ● Engage with the curiosity of a new artmaking technique. ● Connection to Nature in local community - Birds in the trees. ● Make personal connections with the artmaking. ● Collaborative mindset in sharing space, materials and ideas with classmates. 	
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: Teacher created activity paper, tempera paints, paintbrushes, sponges, trays, water containers, newspapers, manila paper, scissors, glue, pencils, drying rack.		Key Vocabulary: Habitat, Climate Change, Woods, Forest, Tree trunk, Limb, Jungle, Environment, Bird Species Names.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	Find inspiration from literature. Learn about caring for trees and bird habitats - Forests are the lungs. Use imagination and bring personal meaning to the activity. Introduction to the concepts and artwork goal of unit. Anticipate using paint - new material.	Reading book, Birds. Show example of artwork. Discussion about project and goals. Explanation of classroom routines for set up, correct usage and clean up of painting.	Day(s) to Complete 1 day
	Learn new artmaking skills - painting and color.	“ I Do” Demonstrating “ We Do “ - class implementing activity.	2 days

	<p>Gain confidence and perseverance to create a complete and aesthetically strong artwork. Implement all skills with care for a successful artwork. Reminding and collaborating on ideas and artmaking with peers in a supportive manner. Use vocabulary and respectful language to share learned concepts.</p>	<p>“ You Do “ - Students implement and complete the project. Painting background. Painting birds and leaves. Painting berries. Cutting and pasting. Review and reflect on activities. Review Birds & Habitat concepts.</p>	
<p>Teacher Notes: Book - Birds, by Kevin Henkes</p>			
<p>Additional Resources:</p>			
<p>Differentiation/Modification Strategies</p>			
<p>Students with Disabilities</p>	<p>English Language Learners</p>		
<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. 		
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>		
<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. 		
<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. 			

<p>UNIT # 9 - Birds in Nests</p>	
<p>Overview</p>	
<p>Content Area: Art</p>	
<p>Unit Title: Birds in Nest</p>	
<p>Grade Level(s): Kindergarten</p>	
<p>Core Ideas: Build on previous concepts about Birds in Trees, about the lifecycle. Use artwork connected to nature, to create awareness of caring for the Environment and Climate Change. Experiment with new artmaking approaches and building skills. Practicing classroom routines. SEL awareness of working and cooperating with peers.</p>	
<p>Standards (Content and Technology)</p>	
<p>CPI#:</p>	<p>Statement:</p>
<p>Performance Expectations (NJSLs)</p>	
<p>1.5.2.Cr.2a</p>	<p>Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p>
<p>1.5.2.Pr4a</p>	<p>Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p>
<p>1.5.2.Re7b</p>	<p>Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.</p>

1.5.2.Cn.10a 1.5.2.Cn11b	Create art that tells a story or describes life events in home, school and community. 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)			
9.1.2.FP.2 9.4.2.GCA.1	Differentiate between financial wants and needs. 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.		
Interdisciplinary Connection			
6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.		
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
SEL - CASEL standards - Self reflection and management, Community awareness, Global awareness.			
Unit Essential Question(s): <ul style="list-style-type: none"> How are this project and the Birds in Trees connected? Where do birds build their nests? How can we help take care of and protect the birds, their nests and their habitats? What shapes did we use in our artwork? What are the artmaking steps for our artwork? Why are the woods, forests and jungles (where many birds live) so important to the Earth? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Use the Element of Art, Texture, in the artwork. Connect this artwork to personal experiences with the natural world. Share experiences and knowledge about birds and the environment. Notice and name basic shapes used in the artwork. Infer and anticipate what the steps for the artmaking might be. Build on and use the skills learned to be creative with more confidence. Familiarity with classroom routine, to work and share seamlessly with peers. The woods, forests and jungles (where many birds live) are the "lungs of the earth", cooling the earth and providing oxygen. 		
Evidence of Learning			
Formative Assessments: Visual check ins, step by step tasks accomplished, thumbs up.			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments: One-on-one interview.			
Resources/Materials: Elmo, smartboard, Paper Plates or Oaktag paper with Template, Scissors, Glue, Various earth colors of construction paper, Googly Eyes, Pipe cleaners, Feathers.	Key Vocabulary: Chick, Hatching, Nestling, Pin Feathers, Twigs, Forest, Nest, Environment, Limb, Branch, Reverse, Attach, Beak, Bird Species Names (Cardinal, Finch, etc), "Lungs of the Earth".		
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Creating the Nest.	Connect the previous lesson about birds in trees to this lesson. Ability to choose construction paper colors to build a nest. Imagine a real nest while artmaking.	Introduction to unit, artwork and connection with previous lesson. Introduction to steps and tasks. I Do - You Do: Start of artwork with tearing paper and glueing. Choosing colors of paper. Helping with set up and clean up.	1 day
What is a nest made of ?	Recall previous activities, to infer next activities. Imagine what a real nest is made of, to think of the paper colors in artmaking. Anticipate next steps.	Teacher reviews previous class activities, anticipate class activities. I Do - You Do. Continuing tearing and glueing paper.	1 day

		Cutting shapes for chicks and glueing.	
Caring for birds and their habitats.	<p>Bringing environmental and climate concepts to artwork, caring for the habitat of all birds, caring of forests - the 'lungs of the earth'.</p> <p>Connecting the artmaking activity and environmental concepts, with personal experiences.</p> <p>Increase fine motor skills with new materials to manipulate.</p> <p>Reflect with others about feelings on environment, artmaking.</p>	<p>Review from previous class.</p> <p>Anticipatory of final artwork activities.</p> <p>I Do - You Do:</p> <p>Details to complete the artwork.</p> <p>Making the birds and nest more realistic with feathers, drawing, additional components.</p> <p>Adding Pipe Cleaners as display component to artwork.</p> <p>Finish all artmaking tasks.</p> <p>Share and reflect on artwork and artmaking.</p>	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, tools and support. Consult classroom teacher for hints from their successful support. Scaffold with fine motor skills. 		<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. 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 and scaffold. 			

UNIT # 10 - Mporro**Overview****Content Area: Art****Unit Title: Mporro****Grade Level(s): Kindergarten****Core Ideas:**

The Mporro is the necklace worn by the Samburu women and girls, it holds significant cultural, ritual, social and monetary value.

Exposure to how art is valued, created and thought about in another culture addresses diversity and understanding.

Artmaking gives more opportunity to use prior knowledge concepts in new unique ways.

New vocabulary leans toward learning about other cultures.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)****1.5.2.Cr.2a**

Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Pr4a

Select artwork for display, and explain why some work, objects and artifacts are valued over others.

1.5.2.Cn.10a

Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Cn11b

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

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)**9.1.2.FP.2**

Differentiate between financial wants and needs.

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))

8.2.2ITH.2	Explain the purpose of a product and its value.		
Interdisciplinary Connection			
6.1.2.Geo.HE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.			
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)			
SEL - CASEL standards - Self reflection and management.			
Amistad - Samburu Tribe of Kenya, Africa			
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> Where do the Samburu live? Why are the Samburu nomadic, and move from place to place? What is this kind of artwork called by the Samburu? How did you experiment in this artwork? Who wears the Mporro and why are the Mporro is important to their culture? How is the life of the Samburu people different or the same as our lives in New Jersey? 		<ul style="list-style-type: none"> The Mporro is the necklace worn by the girls and women of the Samburu tribe of Kenya. The Samburu are Nomadic. The Samburu consider the Mporro as equal to money, Mporro are valuable possessions they wear in their Nomadic life. The Mporro is beautiful because of the bright colored glass beads strung into Patterns, and layered heavily. Experimentation in the artmaking is with paint, choices of colors, shapes with new materials. We learn about new vocabulary and new cultures in the presentations, and use the words and concepts in class discussions. 	
Evidence of Learning			
Formative Assessments: Visual daily check ins, step by step tasks accomplished, thumbs up, question & answers.			
Summative/Benchmark Assessment(s): Final project completion			
Alternative Assessments:			
Resources/Materials: Elmo, smartboard, Teacher created GoogleSlide presentation, paper plates, scissors, pencils, tempera paint, paint brushes, construction paper, glue, beads.		Key Vocabulary: Mporro, Samburu Tribe, Kenya, Africa, Community, Nomadic, Patterns, Rhythm, Complete.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
	Learn about the culture of the Samburu Tribe of Kenya, and their artmaking traditions of the Mporro necklaces. Overarching knowledge and task timeline of the artwork - to anticipate. Practice listening, following directions, fine motor skills for step by step tasks.	Introduction to concepts, culture, artwork goal through GoogleSlide Presentation. Introduction to artwork and tasks. I Do - We Do: Start of artwork with drawing and cutting.	1 day
	Persevere in using imagination to create a complete and aesthetically strong artwork. Keep their audience in mind while creating artwork. Painting with care toward making for a successful artwork.	Review of concepts and artwork goal, and painting procedures. I Do - We Do: Paint paper plate. Students choose paint color.	1 day
	Use of prior knowledge of Patterns through color and shapes and applying in new artmaking techniques. Listening and following instructions. Synthesizing learned ideas with individual creativity. Practicing fine motor skills to elevate Patterns.	Anticipatory with review of artwork. I Do - We Do- You Do: Goal to create Patterns by choosing color paper, practice cutting shapes and gluing to plate.	2 day

	Use self reflection in assessment of work and challenges. Make connection from artmaking to presentation and purpose of artwork.	Finish all artmaking tasks. Share and reflect on artwork and artmaking. Wear Mporro during discussion to exhibit as a personal embellishment as intended.	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, tools and support. Consult classroom teacher for hints from their successful support. Scaffold with fine motor skills. 		<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. 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 and scaffold. 			

UNIT # 11 - Koi No Bori

Overview

Content Area: Art

Unit Title: Koi No Bori

Grade Level(s): Kindergarten

Core Ideas:

Exposure to how children are celebrated in Japanese culture through the tradition of the Koi No Bori, fish windsock. Make a personal connection to, and understanding of another culture by creating a traditional artifact of that culture. New vocabulary leans toward learning about other cultures.

Opportunity to use prior artmaking skills and knowledge in new unique ways, further gaining confidence.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSL)

1.5.2.Cr.2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
1.5.2.Cn.10a	Create art that tells a story or describes life events in home, school and community.
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))

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

Companion Standards ELA/L (S.S and Science grades 6-12 only, all other subjects delete rows)

6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted..
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL - CASEL standards - Self reflection and management, peer respect and sharing.

Diversity - Asian / Japanese culture - learning about Childrens' day, KoDoMo No Hi.

Unit Essential Question(s): <ul style="list-style-type: none"> ● Where is Japan? ● What is the meaning of KOI? ● Why is the Koi No Bori significant in this festival and in the Japanese culture? ● What is the holiday celebrated with the Koi No Bori? ● What kind of artmaking skills are you using in this artwork? ● Are there other cultures that celebrate children like in Japan? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Learn new vocabulary and about new cultures in the presentations, and use the words and concepts in class discussions. ● Learn that children are celebrated and cherished with their own holiday in Japan. ● Seeing how a simple artform can emulate a form from nature, to emote and remind. ● Finding a personal connection in the artwork through curiosity and the artmaking.
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Evidence of Learning

Formative Assessments: Visual check-ins for step by step tasks, thumbs up, question & answers.

Summative/Benchmark Assessment(s): Final project completion

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

Resources/Materials: Teacher created templates, various colors of construction paper, scissors, glue sticks, Tissue papers, ribbons or yarn.

Key Vocabulary: Koi, Koi No Bori, Scales, Japan, Pacific Ocean, Windsock, Upstream, Siblings, Children's day.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Children's Day in Japan	Learn about a Japanese cultural holiday. Overarching knowledge and task timeline of the artwork - to anticipate. Practice listening, following directions, fine motor skills for step by step tasks. Imagine their artwork, after viewing an authentic Koi No Bori.	Introduction to concepts, culture, artwork goal through GoogleSlide Presentation. Show an authentic Koi No Bori, made of cloth, Introduction to artwork and tasks. I Do - You Do: Start of artwork with cutting and preparing body and tail of Koi No Bori.	1 day
Fish need scale to swim.	Persevere in using imagination to create a complete and aesthetically strong artwork. Reflective artmaking decisions. Keep siblings and family in mind while creating artwork. Artmaking with care toward making for a successful artwork. Using classroom routines to set up and clean up as practiced.	Review of concepts and artwork goal, and activities. I Do - You Do: Create Scales. Students choose color for paper scales. Follow Scale layering guiding lines. Cutting and glueing. Set up and Clean up as class.	1 day
Imagine Koi No Bori displayed, as swimming upstream in the Breeze.	Listening and following instructions. Using individual creativity in artmaking. Use self reflection in assessment of work and challenges. Make connection from artmaking to presentation, in imagining Koi No Bori hanging on public display.	Anticipatory with review of artwork. I Do - You Do: Goal is to complete artwork. Cutting and glueing on tissue paper for tail details. Molding shape of artwork. Stapling. Yarn for hanging up. Color, cut and glue eyes to complete. Refine and check artmaking tasks. Share and reflect on artwork and artmaking.	1day

Teacher Notes: Koi No Bori can be created at upper grades with advanced skills, various materials, on larger scale.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities

English Language Learners

<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 with fine motor skills. 	<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. 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 and scaffold. 	

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