Kindergarten First Trimester Art

Content Area: **Fine Arts**
Course(s): **Art Grade 1**
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Over-all HMHS Art Dept. Vision/ The Haddonfield Public School's visual arts curriculum is designed as a continuum from pre-kindergarten through the twelfth grade building creativity, self-expression, intuitive thought and visual literacy. They seek to offer student sustained practice in problem solving familiarity, encourage risk-taking, experimentation empowering students and fostering critical thinking across a range of disciplines. The Haddonfield Art Department wants students, in their enduring futures, to see the relevance and critical nature of the making process.

Haddonfield Art Educators vision is to offer students a diverse curriculum that will give students opportunities to develop their artistic potential and socioemotional well-being, as well as their interest in art. Through flexibility and encouragement as well as careful attention to criteria in the classical approach to Art Education, we offer our students opportunities to find their creative power.

In nurturing the imagination of our students, we are simultaneously fostering their cognitive development. Yet, art experiences reach far beyond cognitive growth. We want students to create work which speaks of their personal voice. We want to become The Art Program reputable for being able reaching into the heart of our students and helping them develop their spirit of creativity which inevitably befalls into their character, thus impacting their connections with the world.

Model

Unit	MP/Trimester	Weeks
Basic Motor Skills and Safety Procedures	1	3
Identify Colors and Basic Color Families	1	3
Following Directions and Art Room Procedures	1	3

Unit Overview

Students will begin to learn motor skills and safety procedures related to painting, gluing, folding, cutting and modeling. Students will be able to identify basic colors and color families, inluding the primary colors. Students will experiment with mixing colors and learn the basics of beginning to create new colors. Students will work to follow specific art room procedures (raising their hand, staying in their seat, step by step directions, cleaning materials, etc.)

Enduring Understandings

- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- Motor skills and safety procedures are important basic fundamentals of learning how to create artwork.
- Identifying colors is an important part of creating and exploring artwork.
- Following directions and procedures is an important part of art room expectations.

Essential Questions

- What are important skills to create successful artwork?
- How can I use procedures for painting, gluing, folding cutting and modeling to stay safe in the art room?
- What are the colors of the rainbow?
- What are the primary colors?
- How to I use primary colors to mix new colors?
- What are the procedures in the art room and how can I follow them? (rasisng my hand, staying in my seat, step by step directions, clearning materials, etc.)

New Jersey Student Learning Standards (No CCS)

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.1.2.D.CS2	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Technology Standards

TECH.8.2.2.D.CS1	Apply the design process.
TECH.8.2.2.E.1	List and demonstrate the steps to an everyday task.

21st Century Themes/Careers

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

	apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Financial Literacy Integration

Instructional Strategies & Learning Activities

- I know and can use important skills to create artwork (using scissors, paintbrushes, etc.)
- I can follow procedures in the art room to stay safe (painting, gluing, modeling, etc.)
- I can identify the colors of the rainbow?
- I know that the primary colors are red, yellow and blue.
- I can use the primary colors to mix secondary colors (orange, purple, green).
- I can follow procedures in the art room (rasisng my hand, staying in my seat, step by step directions, clearning materials, etc.).

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Learning Through Play
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Grouping

Formative Assessments

- Analyzing students work

- Strategic questioning

- Think-pair-share

- Classroom polls

- Thumbs up, Thumbs down

Summative Assessment

- Exhibitions of student work

- Portfolios

Benchmark Assessments

Alternate Assessments

Resources & Technology

- Brainpop Jr.

- Brainpop

- Discovery Education

- Power Point/Image Display

- Books ("Little Blue Little Yellow", "Mouse Paint")

BOE Approved Texts

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

ELL

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks

Special Education

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions.
- Stand near the student when giving directions or presenting a lesson

504

- preferential seating
- extended time on tests and assignments
- verbal, visual, or technology aids

- behavior management support
- excused lateness, absence, or missed classwork

At Risk

- Have student restate information
- Concrete examples
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Work-in-progress check
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Focus on effort and practice
- Encourage risk taking