



Green Brook Township School District

## Visual Art Curriculum K

Kindergarten, Visual & Performing Arts, District Elementary Curriculum



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Last Updated: Sunday, August 14, 2011, 3:17PM

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Green Brook Township School District

**Visual Art Curriculum K > What Do Artists Do?**

*Kindergarten, Visual & Performing Arts, District Elementary Curriculum*



**Unit: What Do Artists Do? (Week 1, 4 Weeks)**

**New Jersey Core Curriculum Standards**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**

D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

D. Visual Art

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

**Description of Unit**

This unit introduces students to the work of artists. Students will learn about the different materials artists use. Students will use the medium of crayons and explore their functionality.

**Essential Questions**

1. Why is art necessary?
2. How do people express themselves through art today?
3. What choices must an artist make before beginning a work?

**Knowledge**

**Skills**

1. Self-portrait pictures always include the subject's face.
2. Artists have great skill and creativity.
3. Four types of lines are: straight, curved, zig-zag, and spiral.
4. Crayon colors can be blended by using different colors and applying different amounts of pressure.

- a. Draw a self-portrait.
- b. Identify that skill and creativity are important traits of artists.
- c. Draw four types of lines: straight, curved, zig-zag, and spiral.
- d. Blend at least two different crayon colors to produce a third color.

### Assessments

#### **Self-Portrait**

##### **Diagnostic: Other visual assessments**

Students will draw a self-portrait.

1.3.2.D.1

1.3.2.D.5

#### **I Am an Artist**

##### **Formative: Other visual assessments**

Students will draw a picture representing themselves as artists.

1.1.2.D.1

1.3.2.D.3

#### **Four Different Lines**

##### **Formative: Other visual assessments**

Students will draw four lines: straight, curved, zig-zag, and spiral.

1.3.2.D.3

1.3.2.D.5

#### **Blending Colors**

##### **Summative: Other visual assessments**

Students will demonstrate how to blend crayon colors using different amounts of pressure.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4

### **Activities**

### **Activities to Differentiate Instruction**

- View and discuss *Mona Lisa* by Leonardo da Vinci
- View and Discuss *Self-Portrait* by Leonardo da Vinci
- Discuss the difference between a portrait and a self-portrait
- Draw a self-portrait and discuss it
- Read [In a Painting](#) by Susan Canizares to the students; engage students to discuss the book
- Read [I am an Artist](#) by Pat Lowery Collins to the students; engage students to discuss the book
- Demonstrate for the students four types of lines: straight, curved, zig-zag, and spiral
- Draw a design using only the four basic line shapes
- Share line designs with the class
- Show students pictures and ask them to identify different types of lines in the picture
- Demonstrate for students how different degrees of pressure affect the outcome when drawing with crayons

- Add a background to the students' self portraits
- Use different colors when drawing each of the four different types of lines
- Color the spaces inbetween the four lines using different colors
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction	Resources
<p>The English language arts teacher may read aloud <u><a href="#">Leonardo da Vinci</a></u> by Tony Hart. Reading this picture book will provide the students with background information about the famous artist Leonardo da Vinci and his childhood.</p>	<ul style="list-style-type: none"> <li>• <u><a href="#">Explorations in Art</a></u> by Cathy Weisman Topal, Davis Publications, 2008</li> <li>• <u><a href="#">I am an Artist</a></u> by Pat Lowery Collins, Millbrook Press, 1994</li> <li>• <u><a href="#">In a Painting</a></u> by Susan Canizares, Scholastic Incorporated, 1998</li> <li>• <u><a href="#">Leonardo da Vinci</a></u> by Tony Hart, Barron's Educational Series, 1994</li> <li>• Art supplies</li> </ul>

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Green Brook Township School District

## **Visual Art Curriculum K > The Choices Artists Make**

*Kindergarten, Visual & Performing Arts, District Elementary Curriculum*

Green Brook Township  
Public Schools

### **Unit: The Choices Artists Make (Week 5, 8 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**

##### D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

##### D. Visual Art

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.3 Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
<p>In this unit, students will learn about different shapes. Students will learn to identify basic geometric shapes. They will also learn how these shapes are present in human beings. Students will learn how shapes are present in objects in the world.</p>	<ol style="list-style-type: none"> <li>1. How does an artist create an artwork?</li> <li>2. How does an artist use shapes to create a form?</li> <li>3. How are different shapes used to demonstrate expressive qualities in art?</li> </ol>
Knowledge	Skills
<ol style="list-style-type: none"> <li>1. Which lines are to be used in drawing a scarecrow.</li> <li>2. The background of a portrait should be divided between sky and landscape.</li> <li>3. Hold scissors away from the body.</li> <li>4. Combining basic shapes can create uncommon shapes.</li> <li>5. Basic shapes are present everywhere.</li> <li>6. Basic shapes can be used to represent more complex forms.</li> </ol>	<ol style="list-style-type: none"> <li>a. Use lines to draw a scarecrow.</li> <li>b. Divide the background of a portrait between sky and landscape.</li> <li>c. Use scissors correctly.</li> <li>d. Combine different basic shapes.</li> <li>e. Use basic shapes in drawing.</li> <li>f. Use basic shapes to represent more complex shapes.</li> </ol>
<u>Assessments</u>	
<p><b>Scarecrow Portrait</b>  <b>Diagnostic: Other visual assessments</b>  Students will use lines they have learned in Unit 1 to draw a scarecrow.  1.1.2.D.1  1.3.2.D.1</p>	

**Scarecrow Background****Formative: Other visual assessments**

Students will add a background for the scarecrow portrait previously created.

1.1.2.D.2

1.3.2.D.3

**Cutting Shapes****Formative: Other visual assessments**

Students will cut basic shapes (triangle, circle, rectangle) from construction paper.

1.3.2.D.4

1.4.2.B.1

**Uncommon Shapes****Formative: Other visual assessments**

Students will create an imaginary scene using uncommon shapes.

1.1.2.D.1

1.4.2.B.3

**Celebration****Formative: Other visual assessments**

Students will create a picture of a celebration, focus on using basic shapes to construct the picture.

1.1.2.D.2

1.4.2.B.3

**Musical Instruments****Summative: Visual Arts Project**

Students will draw a picture, using basic shapes, of some friends playing musical instruments together.

1.1.2.D.2

1.3.2.D.1

1.3.2.D.4

1.4.2.B.1

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Define/Discuss "scarecrow"</li> <li>• Students will identify the things a scarecrow may protect</li> <li>• Discuss and model for students the basic shapes to be used in drawing a scarecrow</li> </ul>	<ul style="list-style-type: none"> <li>• Draw in items for the scarecrow to protect</li> <li>• Explain the celebration depicted in the celebration picture for those who need it</li> </ul>

- Explain to students the concept of a horizon line, as the line dividing sky and landscape
  - Discuss rules for scissor safety
  - Model the correct method of holding and using scissors
  - Display for students the artwork of Joan Miro, in order to provide examples of artwork which combines shapes
  - Discuss with students what they believe Miro's shapes represent
  - Show the students Marc Chagall's *Birthday*; discuss the use of simple shapes in the painting
  - Show the students Doris Lees' *Thanksgiving*; discuss the use of simple shapes in the painting
- Include in the musical instruments picture a piano, drum set, guitar, saxophone, and clarinet
  - Review and repeat instructions
  - Students work at their own pace/teacher-reduced project expectations
  - Use proximity control
  - Incorporate frequent modeling and prompting
  - Use visuals, when possible, to accompany instructions
  - Preferential seating
  -

Integrated/Cross-Disciplinary Instruction	Resources
<p>In English language arts class, students will write a sentence to describe the celebration they have depicted in the above assessment.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Explorations in Art</a> by Cathy Weisman Topal, Davis Publications, 2008</li> <li>• Art supplies</li> </ul>

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Green Brook Township School District

## **Visual Art Curriculum K > Art, Nature, & Emotion**

*Kindergarten, Visual & Performing Arts, District Elementary Curriculum*

Green Brook Township  
Public Schools

### **Unit: Art, Nature, & Emotion (Week 13, 8 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**

##### D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

##### D. Visual Art

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

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

## B. Critique Methodologies

- 1.4.2.B.3 Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
<p>In this unit, students will explore the relationship between nature and art. Students will create art based on objects found in nature. Students will represent the human impact on the natural world.</p>	<p>a. How do artists get ideas?</p> <p>b. How does art impact and/or reflect the world around us?</p> <p>c. How is mixed media unique?</p>
Knowledge	Skills
<ol style="list-style-type: none"> <li>1. The horizon line is the line where sky meets landscape in a drawing.</li> <li>2. Deciduous trees and evergreen trees are two common trees.</li> <li>3. Houses are made of many simple shapes.</li> <li>4. Snow collects on many objects during the winter months.</li> </ol>	<ol style="list-style-type: none"> <li>a. Draw the horizon line.</li> <li>b. Deciduous trees and evergreen trees are very different in shape.</li> <li>c. Houses can be created by using many different simple shapes.</li> <li>d. Show where snow collects as it falls.</li> </ol>

5. People form special emotional bonds.

e. Show a close, positive relationship between two people.

6. Art can be used to show character.

f. Create a picture of a kindly character.

## Assessments

### Horizon Line

#### Diagnostic: Other visual assessments

Students will draw a picture representing their understanding of the horizon line.

1.1.2.D.3

1.4.2.A.4

### Trees

#### Formative: Other visual assessments

Students will draw deciduous trees and evergreen trees.

1.1.2.D.2

1.3.2.D.5

### House

#### Formative: Other visual assessments

Students will create a picture of a house using scissors, glue, and construction paper.

1.3.2.D.1

1.4.2.B.3

### Snow

#### Formative: Other visual assessments

Students will add snow to the "House" collage created previously.

1.3.2.D.4

### Relationships

#### Formative: Other visual assessments

Students will paint a picture of a special moment between a child and an adult.

1.1.2.D.2

1.4.2.B.3

### Mr. Snowman

#### Summative: Visual Arts Project

Students will create a painting of a snowperson. After painting the snowperson, they will add buttons, ribbon, pom-poms, cotton balls, newspaper, etc, to develop the character and personality of each snowperson.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.4

1.3.2.D.5

**Mid-Year Benchmark Assessment**

**Summative: Benchmark Assessment**

Students will complete a drawing performance assessment.

1.1.2.D.1

1.1.2.D.2

1.3.2.D.1

1.3.2.D.2

1.3.2.D.3

1.3.2.D.4

1.3.2.D.5

1.4.2.A.4

1.4.2.B.3

<p><b>Activities</b></p>	<p><b>Activities to Differentiate Instruction</b></p>
<ul style="list-style-type: none"> <li>• Show the students pictures of landscapes; have them identify the horizon line</li> <li>• Show students landscape paintings and ask them to identify what they see using art words such as different shapes and lines</li> <li>• Model for students a drawing of a deciduous tree made by first drawing a Y</li> <li>• Model for students a drawing of an evergreen tree made by first drawing a Z</li> <li>• Look at a picture of a house; identify the uses of different shapes present in the house</li> <li>• Demonstrate for students how to add tempera paint snow to a piece of art</li> <li>• Show the students paintings of people interacting; ask the students to explain how to determine the relationship between the people</li> </ul>	<ul style="list-style-type: none"> <li>• Add birds and clouds to the "Trees" picture</li> <li>• Add additional items, such as trees to the "House" collage</li> <li>• Experiment in adding snow to the "House" collage and demonstrate how the snow falls/collects on different objects in different ways</li> <li>• Students work at their own pace/teacher-reduced project expectations</li> <li>• Review and repeat instructions</li> <li>• Use proximity control</li> <li>• Incorporate frequent modeling and prompting</li> <li>• Use visuals, when possible, to accompany instructions</li> <li>• Preferential seating</li> </ul>
<p><b>Integrated/Cross-Disciplinary Instruction</b></p>	<p><b>Resources</b></p>

Students learn in their science classes the different uses of deciduous and evergreen trees and where each type of tree is most common.

- [Explorations in Art](#) by Cathy Weisman Topal, Davis Publications, 2008
- Art supplies

 [Visual Art K Benchmark Mid Year.doc](#)

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Green Brook Township School District

## **Visual Art Curriculum K > Combining Different Media**

*Kindergarten, Visual & Performing Arts, District Elementary Curriculum*

Green Brook Township  
Public Schools

### **Unit: Combining Different Media (Week 21, 8 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**

##### D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

##### D. Visual Art

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Description of Unit	Essential Questions
<p>In this unit, students will learn to combine different media (pencils, markers, color pencils, crayons, tempera paint, and watercolor paint) to create more dynamic pictures. Students will separate the elements of a picture into different categories. Elements which are similar will use one type of media and different elements will use another media.</p>	<ol style="list-style-type: none"> <li>a. How do artists get ideas?</li> <li>b. How does art impact and/or reflect the world around us?</li> <li>c. How is mixed media unique?</li> </ol>
Knowledge	Skills
<ol style="list-style-type: none"> <li>1. Setting is important in pictures, including portraits.</li> <li>2. Borders are one method to catch a viewer's gaze.</li> <li>3. Combining different media will draw the attention of the viewer.</li> <li>4. It is important to be consistent when mixing media.</li> <li>5. Sometimes using only a small amount of a different media can have a dynamic effect.</li> </ol>	<ol style="list-style-type: none"> <li>a. Create a setting for a portrait.</li> <li>b. Draw a border to highlight the interior of a picture.</li> <li>c. Combine different media to create a more textured picture.</li> <li>d. Create a picture using multiple media and be consistent in the separate uses of the media.</li> <li>e. Use different media elements to catch a viewer's gaze and give deeper meaning to a picture.</li> </ol>
<u>Assessments</u>	
<p><b>Family Portrait</b>  <b>Diagnostic: Other visual assessments</b>  Students will draw a family portrait, including a definite location for the setting of the picture.  1.1.2.D.2</p> <p><b>Flying Away</b>  <b>Formative: Other visual assessments</b>  Using pencils, students will draw a picture of themselves flying somewhere. The edge of the picture will look like a quilt.  1.1.2.D.1  1.3.2.D.4</p> <p><b>Flying Away - Mixed Media</b>  <b>Formative: Visual Arts Project</b></p>	

Using pencils, students will draw a picture of themselves flying somewhere. The edge of the picture will look like a quilt. The pencil lines will be traced in marker. The spaces inbetween the marker lines will be colored with pencils.

1.1.2.D.1

1.3.2.D.1

1.3.2.D.4

### Undersea Life

#### Formative: Other visual assessments

With crayons, students will draw a picture of undersea life. The students will use watercolor paint to create the water in the picture.

1.3.2.D.5

### Springtime

#### Summative: Visual Arts Project

Students will create a horizon line. Using crayons, they will draw trees and plants and will add paint to show the trees and plants flowering in the spring.

1.1.2.D.1

1.1.2.D.2

1.2.2.A.1

1.2.2.A.2

1.3.2.D.1

1.3.2.D.3

1.3.2.D.4

1.3.2.D.5

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Look at the painting, <i>Domino Players</i>, by Horace Pippin; discuss how the family members are positioned</li> <li>• Discuss how the setting is important in <i>Domino Players</i></li> <li>• Read the book, <u>Tar Beach</u>, by Faith Ringgold and discuss the story; ask the students to discuss to where they would like to fly away</li> <li>• Read the book, <u>Rainbow Fish</u>, by Marcus Pfister and discuss the concept of the career of an illustrator</li> <li>• Show the students pictures of undersea life and ask them to identify shapes and lines</li> <li>• Demonstrate for students how to use watercolor paint</li> <li>• Ask students to explain how watercolor paint is different than tempera paint</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to make different patterns for each edge of their quilt in the "Flying Away-Mixed Media" picture</li> <li>• In addition to fish, add algae and plants to the "Undersea Life" picture</li> <li>• Draw for the students the horizon line in their "Springtime" picture</li> <li>• Students work at their own pace/teacher-reduced project expectations</li> <li>• Review and repeat instructions</li> <li>• Use proximity control</li> <li>• Incorporate frequent modeling and prompting</li> <li>• Use visuals, when possible, to accompany instructions</li> <li>• Preferential seating</li> </ul>

- Show the students various landscape paintings by Vincent van Gogh
- Guide the students to identify how van Gogh uses light and dark colors to suggest blossoming flowers in his paintings

Integrated/Cross-Disciplinary Instruction	Resources
<p>Students learn about different types of fish in their science classes. When students create their "Undersea Life" picture, they will draw and color different types of fish. After students have finished this picture, they will identify for the class the species of fish they have created.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Explorations in Art</a> by Cathy Weisman Topal, Davis Publications, 2008</li> <li>• <a href="#">Tar Beach</a> by Faith Ringgold, Crown Publishers, 1991</li> <li>• <a href="#">Rainbow Fish</a> by Marcus Pfister, North-South Books, 1999</li> <li>• Art supplies</li> </ul>

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Green Brook Township School District

## **Visual Art Curriculum K > Art and Life in the Past**

*Kindergarten, Visual & Performing Arts, District Elementary Curriculum*

Green Brook Township  
Public Schools

### **Unit: Art and Life in the Past (Week 29, 9 Weeks)**

#### **New Jersey Core Curriculum Standards**

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**

###### D. Visual Art

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

###### A. History of the Arts and Culture

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

###### D. Visual Art

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**

## B. Critique Methodologies

- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3 Recognize the main subject or theme in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
<p>In this unit, students will learn about the earliest known human art. The students will learn what role art played for people living in several different ancient cultures. Through this unit, students will learn how art has developed from the earliest known examples to the present time.</p>	<ol style="list-style-type: none"> <li>1. Why do artists draw?</li> <li>2. How do artists get ideas?</li> <li>3. How does art reflect the culture or time from which it comes?</li> </ol>
Knowledge	Skills
<ol style="list-style-type: none"> <li>1. The earliest human art was done in caves and showed animals.</li> <li>2. There are many artifacts of Egyptian art related to pharaohs.</li> <li>3. Pyramids, cats, and the Nile River are frequent themes of Egyptian art.</li> <li>4. The ancient Greeks made elaborate art on their pottery.</li> <li>5. Grecian pottery was decorated with elaborate stories.</li> <li>6. Ancient cultures displayed signs and art on tile mosaics.</li> </ol>	<ol style="list-style-type: none"> <li>a. Recreate early human cave art.</li> <li>b. Create a portrait in the style of Egyptian artwork.</li> <li>c. Demonstrate the ability to recreate Egyptian images other than portraits.</li> <li>d. Make a Grecian urn.</li> <li>e. Tell a story on a piece of Greek pottery.</li> <li>f. Display an initial in the tile mosaic style.</li> </ol>

Assessments

**Cave Art****Diagnostic: Other visual assessments**

Students will create a piece of art that might have been done by an early human.

1.2.2.A.1

1.2.2.A.2

**Egyptian Portrait****Formative: Other visual assessments**

Students will draw self-portraits portraying themselves as an Egyptian pharaoh.

1.1.2.D.1

1.3.2.D.1

**Egyptian Portrait-Background****Formative: Other visual assessments**

Students will draw self-portraits portraying themselves as an Egyptian pharaoh and will add an appropriate Egyptian-themed background to the portrait.

1.1.2.D.2

1.2.2.A.2

**Grecian Urn****Formative: Other visual assessments**

Students will create a Grecian urn using model magic.

1.2.2.A.2

1.3.2.D.3

1.3.2.D.4

**Grecian Urn Story****Formative: Other visual assessments**

Students will decorate their Grecian urn with markers. The urns will be decorated in a manner that tells a narrative story.

1.2.2.A.1

1.2.2.A.2

1.3.2.D.3

1.3.2.D.4

**Mosaic****Summative: Visual Arts Project**

Students will create a tile mosaic which shows one initial in their name. Each student will cut small strips of construction paper and glue the strips to form one letter in the name. The students will use small squares, rectangles, and triangles to write their first initial.

1.1.2.D.1

1.1.2.D.2

- 1.2.2.A.1
- 1.2.2.A.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4

### End-of-Year Benchmark Assessment

#### Summative: Benchmark Assessment

Students will choose the best piece of art that they have created during the year and will critique the art through an oral examination.

- 1.1.2.D.1
- 1.1.2.D.2
- 1.2.2.A.1
- 1.2.2.A.2
- 1.3.2.D.1
- 1.3.2.D.2
- 1.3.2.D.3
- 1.3.2.D.4
- 1.4.2.B.2
- 1.4.2.B.3

#### Activities

- Show the students cave art from Lascaux, France
- Use a map and show the students where Lascaux, France is located in relation to Green Brook, NJ
- Show the students reproductions of artifacts from ancient Egypt
- Use a map and show the students where Egypt is located in relation to Green Brook, NJ
- Show the students pictures of Egyptian mummies and sarcophagi
- Use a map and show the students where Greece is located in relation to Green Brook, NJ
- Show the students reproductions of Grecian pottery
- Show the students reproductions of Grecian pottery with images of the ancient Olympics
- Show the students images of ancient tile mosaics; discuss the images present in the mosaics

#### Activities to Differentiate Instruction

- After students have created their own cave art, ask them to try to recreate a selected image from the Lascaux cave art
- While students are decorating the background of their Egyptian portraits, they will add background images in the following order: pyramids, Nile River, cats
- Students may use multiple colors to create an alternating pattern when designing their tile mosaic
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction	Resources
<p>Students learn the story of the famous boy pharaoh, King Tutankhamun. This story may be read to the students in either their language arts or social studies classes. When creating an Egyptian portrait, the students may include real details in the portrait from the sarcophagus of King Tutankhamun.</p>	<ul style="list-style-type: none"><li>• <a href="#">Explorations in Art</a> by Cathy Weisman Topal, Davis Publications, 2008</li><li>• Reproduction pictures of ancient cave art, Egyptian art, Greek pottery, and tile mosaics</li><li>• Art supplies</li></ul> <p> <a href="#">Visual Art K Benchmark End of Year.doc</a></p>

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Last Updated: Sunday, August 14, 2011, 3:17PM

Atlas Version 8.0

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