Unit 1: Lines and Shapes

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Unit 1: Lines and Shapes

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten Art

Unit 1: Lines and Shapes

Belleville Board of Education

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Unit Overview

Unit one focuses on two Elements of Art, line and shape.

Line

- Define line as a mark with length and direction. A line is a continuous mark made on a surface by a moving point.
- Describe various types of lines such as: straight, wavy, curved, zig-zag, dotted, dashed, spiraling, thick, thin, bold, etc.
- Discuss line directions such as vertical, horizontal, diagonal.
- Go over how to draw different lines and practice drawing them.

Shape

- Define a shape as a flat enclosed area created by a line that begins and ends at the same point.
- Discuss geometric shapes such as square, circle, oval, rectangle, triangle, etc.
- Go over the number of sides each geometric shape has.
- Go over how to draw each shape and practice drawing them.

Enduring Understandings

- Lines are used to communicate thoughts.
- Lines can create numbers, letters and shapes.
- Lines can be infinite.
- Shapes are created by lines.
- Shapes can be used to create images.

Essential Questions

- Why do we have lines?
- How does drawing lines help with communication?
- What are other forms of communication?
- Why do certain shapes have names?
- How does the understanding of sides to a shape help to interpret what shape is being drawn?

Exit Skills

By the end of Unit 1:

- All students will demonstrate an understanding of line by:
    - Defining what a line is.
    - Drawing various types of lines in different directions.

- All students will demonstrate an understanding of shape by:
    - Defining what a shape is.
    - Naming various geometric shapes.
    - Drawing various geometric shapes.
    - Ability to state the number of sides each shape has.

New Jersey Student Learning Standards (NJSLS)

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.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
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.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
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.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.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.

Interdisciplinary Connections

MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Learning Objectives

After completing lines and shapes, students will be able to:

- **List** various types of lines and shapes.
- **Illustrate** various types of shapes and lines.
- **Produce** artwork using lines and shapes as a basis for their drawing.
- **Differentiate** shapes by the number of sides they have.
- **Develop** strong basis drawing skills.

Suggested Activities & Best Practices

1. Reviewing student's knowledge of different shapes by using charts around the room or flashcards/drawings posted on a whiteboard.
2. Having students come up to the board to draw different types of lines and name them afterward.
3. Students will create a drawing of their family using 5 different types of line and/or 5 different shapes.

Evidence of Student Learning - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Flashcards to review different elements of art (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Outline
- Self- assessments
- Teacher Observation Checklist

Primary Resources & Materials

- Color wheel poster, or printout
- School and town libraries
- Various internet websites for art education
- Shape posters, flashcards, printouts.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Technology Infusion

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills

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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of

	problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

21st Century Skills

- Environmental Literacy
- Global Awareness

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

Differentiations:

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

Hi-Prep Differentiations:

- **Independent research and projects**
- **Project-based learning**

Lo-Prep Differentiations

- **Choice of books or activities**
- **Goal setting with students**

- **Varied supplemental materials**

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- marking students' correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

1. Visual examples of tools being used at the beginning of each lesson.
2. Picture chart with project order put on the board to help students review what their responsibilities are for the project, reviewed at the beginning of each class.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating

- preview of content, concepts, and vocabulary
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Using picture charts to help students understand the directions for their project at the beginning of every class.
2. Using thumbs up/down and other visual cues to check for student understanding when working on their artwork.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- modifying tests to reflect selected objectives
- tutoring by peers

Sample Lesson

Unit Name: Shape and Line Cozy Sweaters

NJSLS: Attached below

Interdisciplinary Connection: Math, attached below.

Statement of Objective: Students will review all that we've learned about lines and shapes by creating a sweater drawing.

Anticipatory Set/Do Now: Lesson will begin with me asking students to volunteer to draw different shapes and lines that we've learned about during this unit on the board. Students who are not drawing will be asked to name the shapes and the lines being drawn on the board. Once we've reviewed a majority of these things, students will be shown a sample of the project they will be completing, a "sweater", decorated with all the shapes and lines they've learned about throughout the unit.

Learning Activity: Students will be given a 12x18 piece of tag board paper, a pencil and an eraser. On the board, using different sized squares and rectangles, they'll be shown how to step-by-step draw their own sweater. Once the shape of the sweater is done, students will be able to decorate/"design" their sweater with the shapes and lines drawn on the board during review. For example, they can use the shapes and lines to combine and create an image of an animal with them, or make patterns using different shapes/lines as the base for it. Once the student is satisfied with their drawing, they'll be given a sharpie to trace over their work. After tracing, students will use markers and crayons to color in their sweater, and scissors to cut their sweaters out.

Student Assessment/CFU's: Were students able to recall the numerous shapes and lines reviewed during this

unit? If so, is this apparent when drawing on the board? Did this information "stick" with them? If so, is it apparent in the end product of their project?

Materials: 12x18 Tag board paper, pencils, erasers, sharpies, crayons, markers and scissors.

21st Century Themes and Skills: Attached below

Differentiation/Modifications:

- More time, space, and hands-on assistance if needed or requested
- Handout with reviewed shapes and line at the beginning of each lesson if needed.
- Visual chart with picture "icons" to show the steps needed to complete their project in a clearly visible area.

Integration of Technology: Use of smart board to display "flashcards" of different shapes/lines to quickly review them at the beginning of each class.

MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
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.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
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.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.1.3.2.D.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.