# Unit 6: Resist Techniques

Content Area: **Art**
Course(s): **Art Gr. K**
Time Period: **MayJun**
Length: **30 Days**
Status: **Published**



## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Kindergarten Art

# Unit 6: Resist Techniques

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Zuleyka Acevedo

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## Unit Overview

Unit six focuses on resist techniques.

- Define a resist technique as two mediums, which are unable to coexist, when combined create layered effects with color and texture.
- Discuss the basics of creating a resist technique, first use the medium that will prevent the other medium from affecting the surface, then apply the second medium atop the first medium.
- Demonstrate various types of resist techniques like crayon and watercolor, tape resist, or adhesive resists.
- Explore resist techniques.

## Enduring Understandings

- Certain mediums create an unexpected effect due to the properties of their makeup.
- Mediums can be used to shield one area of artwork from another medium to create desired effects.
- Mediums can be used together to create more interesting art.

## Essential Questions

- Why do people use resist techniques?
- What does it mean to resist?
- Are resist techniques used only in two-dimensional art?
- Have you ever seen a resist technique outside of the classroom?

## Exit Skills

By the end of Unit 6:

- All students will demonstrate an understanding of resist techniques by:
    - Defining what a resist technique is.
    - Explaining the basics of resist techniques.
    - Creating a work of art that uses a resist technique.

## 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.1.2.2.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. |
| VPA.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. |
| 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.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. |
| 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.1 | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| VPA.1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. |
| 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.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art. |
| VPA.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. |
| VPA.1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances. |
| VPA.1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art. |

## Interdisciplinary Connections

| | |
|---|---|
| MA.K.CC | Counting and Cardinality |
| 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.2 | With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). |
| 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. |
| HPE.2.1.2.A.2 | Use correct terminology to identify body parts, and explain how body parts work together to support wellness. |
| HPE.2.1.2.D.1 | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). |
| HPE.2.1.2.D.CS1 | Using personal safety strategies reduces the number of injuries to self and others. |

## Learning Objectives

After completing resist techniques, students will be able to:

- **Recall** certain mediums that will not work together.
- **Explain** what happens when mediums that don't work together are applied in the same area.
- **Manipulate** a resist technique to create an artwork of their own.
- **Test** different methods of resist technique to explore various outcomes.

## Suggested Activities & Best Practices

1. Have students watch videos of different resist techniques through the SmartBoard.

2. Do a live demonstration of resist techniques for students to see.

## Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (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
- Self- assessments
- Teacher Observation Checklist
- Unit review/Test prep

## Primary Resources & Materials

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

## 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.

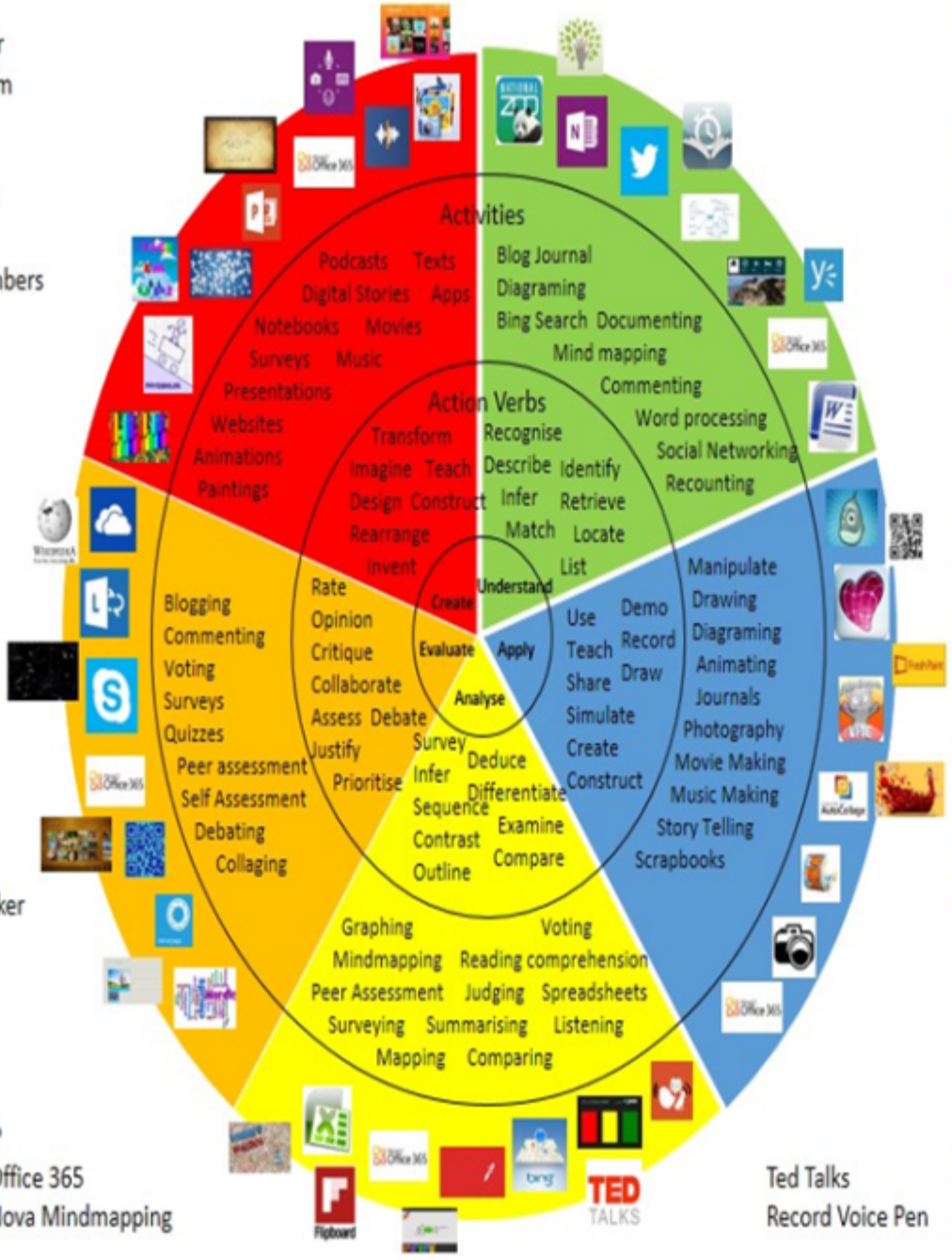
## Technology Infusion

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

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## 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
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

| | |
|---|---|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| 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.CRP6.1 | 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. |

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## 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**

## Special Education Learning (IEP's & 504's)

1. Use hands-on assistance to help child get used to making their own resist techniques.

2. Give student more time at the beginning and end of class to work on their project if needed.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

## English Language Learning (ELL)

1. Slower rate of speech and verbal emphasis on important phrases and directions for this unit.

- 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
- tutoring by peers

## At Risk

1. Have student choose what type of resist technique they'd like to use in their project.

- 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
- decreasing the amount of workpresented or required
- marking students' correct and acceptable work, not the mistakes
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

1. Show student tape and glue resist techniques and have them create small art pieces.

- Advanced problem-solving
- Allow students to work at a faster pace
- Create a plan to solve an issue presented in the class or in a text
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

*Sample lesson is located in Unit 1.*

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: