Unit 3: Connecting

Content Area: **Fine Arts**
Course(s):
Time Period: **Trimester 1**
Length: **full year**
Status: **Published**

Summary

Introduction

Students will practice making connections in personal artmaking and identifying connections in artists' art. Connecting helps us to evaluate how the arts convey meaning and allows us to understand that art is all around us and part of our everyday lives. In synthesizing and relating art, we understand that art connects to and reflects culture and history. By exploring diverse artistic traditions, learners will develop a deeper appreciation for various global perspectives. Additionally, this unit encourages collaborative discussions to foster empathy and community awareness.

Revision Date

July 2026

Standards

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.2.Cn	Connecting
1.5.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? Synthesize

1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
	Relate
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Essential Questions/Enduring Understandings

Essential Questions

- How does art enrich people's lives? How does artmaking attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and communities through artmaking?
- How does art help us understand different societies, cultures, geographical locations, etc.?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

Enduring Understandings

- People make meaning in art by investigating, analyzing, and learning about experiences, knowledge, and perceptions.
- People's ideas and understandings of society, culture, and history are varied based on their interactions with art.
- Visual imagery can vary depending on the viewer's understanding of and response to the world.
- We respond to art differently because of factors like our history, culture, experiences, and geographical locations.
- Understanding our response and emotions to art and its many facets can assist us with understanding ourselves and the world.

Students Will Know/ Students Will be Skilled At

Content Area Knowledge

- Students will know culture influences imagery and our perception of imagery.
- Students will know historical context is important when analyzing art.
- Students will know personal, historical, and cultural choices are taken into account when creating art.

Skills

- Students will be skilled at comparing and identifying artwork by context.
- Students will be skilled at gathering information about the culture, location, time period, etc. an artwork was created.
- Students will be skilled at relating and synthesizing knowledge and personal experiences to make art.

- Students will be skilled at connecting artistic ideas with societal, cultural, and historical contexts to deepen understanding.

Learning Plan

- Present and discuss essential questions, making connections to these questions throughout the unit.
- Design a range of themes to appeal to all students and encourage students to recognize art is all around us.
- Introduce different cultural, societal, and historical themes for students to analyze and learn about.
- Build upon personal experiences and knowledge to connect art and inspire artmaking.
- Provide community experiences and connections when possible/applicable to deepen understanding.
- Provide opportunities for students to share prior knowledge through small groups, pairs, etc.
- Create a safe space for discussion and debate about artwork and critique.
- Allow for brainstorming activities to aid the creative process.
- Incorporate eco-friendly art projects to prompt discussions about environmental issues, such as climate change, and how artists respond to their environment.

Evidence/ Performance Tasks

- Pre-assess student knowledge and understanding of societal and cultural influence in art in the beginning of the unit.
- Ongoing assessment of connections made in art through personal, community, societal, cultural, etc. connections and experiences.
- Formative assessment through verbal and visual check-ins, Google Forms, exit slips, informal peer check-ins.
- Communication through discussion, critique, and dialogue of artwork.
- Collaboration and dialogue with peers about process, product, and opinions on artwork.
- Rubrics provided as needed for craftsmanship, student objectives, etc.

Materials

Classroom sets per school of the following:

- Pencils

- Erasers
- Markers
- Crayons
- Colored pencils
- Oil pastels
- Chalk
- Watercolors
- Tempera paint
- Washable tempera cakes
- Glue bottles
- Glue sticks
- Cups
- Paper towels
- Sharpies
- Scissors
- Clay
- Tape
- Modeling dough
- Fabric
- Yarn
- Found objects
- Tools
- Various paper: construction paper, drawing paper, watercolor paper, newspaper, magazines, etc.
- Chromebooks
- Recycled/upcycled materials, natural found objects (leaves, twigs), and sustainable art supplies.

At least one per school of the following:

- Document camera
- Color printer

- Smartboard

Resources:

- Color wheel
- Sample artworks
- Art and Education publications

Integrated Accommodations and Modifications

Click HERE to view K-2 Art Accommodations and Modifications.