Nov. K Art

Content Area: **Art**
Course(s):
Time Period: **November**
Length: **4-5Weeks**
Status: **Published**

Unit Overview

Integrating S.E.L, students willdiscuss the many emotions one can feel during a school day. Students will demonstrate emotions through shape, line and color in the creation of monsters using crayon and paint.

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.

Enduring Understandings

Art can be used to convey emotions and tell a story.

VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.3.2.D.CS2	Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Essential Questions

How can we use the color wheel to identify warm and cool colors?

Instructional Strategies & Learning Activities

Kindergarten
November

Objectives	Suggested Activities	Evaluations	Resources
Week 1,2, 3, 4 Students will discuss	Read Monsters Love School by Mike	Peers exchange and describe each other's	smart notebook slides

emotions students are experiencing with the newness of school and how to recognize emotion on faces through expression. Students will use art to convey those emotions through the depiction of monsters attending school.	Austin Students will trace or draw basic shapes to create their mosters. A drawing guide will be provided Students will use warm colors and cool colors for emotions. Students will experiment with shapes of eyes and mouths to convey emotions.	monsters in class Teacher observation	handouts to assist with shape drawing Guide for drawing emotions

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT	Critical Thinking and Problem-solving

Technology and Design Integration

Students will interact with the Smartboard during instruction.

Interdisciplinary Connections

Students learn about creating expression through art.

1.1	Recognize one's feelings and thoughts
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
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.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SCI.2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Encourage risk taking in creating thier pictures as opportunities to stretch skills during production.

Support students with motor skills needed to manipulate art materials.

Actively assess to identify student interests, learning preferences and the ability to work independently.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

Follow all IEP and 504 accommodations as specified.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA, Aimsweb for math and language arts.

Teacher observation and recording of progression of skills

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Frequent conferencing with students throughout the process. Making adjustments to instruction as needed.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Peers exchange and describe each other's work to the class

Teacher observation

Instructional Materials

Images of Fall

Collections of leaves

image of photosynthesis cycle

Standards

1.5.2.Cr	Creating
1.5.2.Cr1	Generating and conceptualizing ideas.
	Explore
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2	Organizing and developing ideas.
	Investigate
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Pr6	Conveying meaning through art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re9	Applying criteria to evaluate products.
	Analyze
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.