

GRADE K – Unit 1: CRITIQUE “The Art of Seeing”

| Mission and Vision Statements |
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| Unit Overview |
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| <p>In Unit 1, students will learn to:</p> <ul style="list-style-type: none"> describe and interpret works of art make connections with pieces of artwork through visual, and/or verbal responses |

| Year Long Pacing Guide | | | | |
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| Unit Title | Duration | Related Standards | Learning Goals | Topics and Skills |
| Unit 1: Critique : “The Art of Seeing” | Throughout the Year | 1.5.2.Pr4a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Re8a 1.5.2.R3a 1.5.2.Cn11a 1.5.2.Cn11b | <ul style="list-style-type: none"> Students will be introduced to the process of the art critique. They will examine a variety of mediums from multiple cultures and throughout history. Students will practice how to describe, analyze, and interpret works of art through visual and/or verbal responses. Students will practice critiquing their peers | <ul style="list-style-type: none"> use visual and/or verbal responses to critique a work of art discuss, question and practice constructive criticism in whole and small group formats. select, analyze and interpret their own artwork as well as their peers’ artwork. |

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| | | | in a kind/positive way. | |
| Unit 2: Drawing and Painting : “Observational and Expressive” | 8 Weeks/4 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | <ul style="list-style-type: none"> Students will practice basic drawing and painting skills that enhance their abilities to create and manipulate materials in order to produce artwork inspired by different cultures or art history. Students will recognize/utilize the Elements of Art with specific focus on line, shape and color. | <ul style="list-style-type: none"> practicing and understanding proper drawing and utensil-holding techniques and procedures practicing and understanding proper painting techniques and procedures line, shape and color categorizing create, present and share finished artwork for display in a hallway gallery or art show |
| Unit 3: Printmaking : “Make Your Mark” | 4 Weeks/2 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | <ul style="list-style-type: none"> Students will understand why Printmaking is known as “the art of making multiples.” Students will practice a variety of printmaking techniques after exploring the Art of Printmaking throughout history/culture to create a finished printed work of art. | <ul style="list-style-type: none"> stamping, stenciling, texturizing, monoprinting... etc inspired by or taken from nature and/or “man-made” art. emphasis on texture and pattern using everyday objects as printmaking tools create, present, and share a finished print for display in a hallway gallery or art show. |
| Unit 4: Collage : “Drawing with Scissors” | 8 Weeks/4 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b | <ul style="list-style-type: none"> Students will practice basic collage | <ul style="list-style-type: none"> “Drawing with Scissors” activity |

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| | | 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | techniques: proper way to hold scissors, cut paper, and glue with a variety of art tools and mediums. <ul style="list-style-type: none"> Students will organize and apply shapes onto spaces that will create a finished collage. Students will recognize/utilize the Elements & Principles of Art with specific focus on line, shape, texture and pattern. | emphasizing the element of shape. <ul style="list-style-type: none"> line and shape categorizing Composition exercises using “actual” and “invented” textures to compose a work of art. create, present, and share a finished collage for display in a hallway gallery or art show. |
| Unit 5: Sculpture : “3D Forms” | 4 Weeks/2 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | <ul style="list-style-type: none"> Students will identify a sculpture as a 3 dimensional form. (AKA: an artwork that “you can see all the way around”) when viewing artwork from history and culture Students will explore and construct sculptures with a variety of art media Emphasis on the Element of Form | <ul style="list-style-type: none"> using paper manipulation, material construction and/or building techniques to create 3d sculptural forms in a variety of art media create, present, and share a finished sculpture for display in a hallway gallery or art show. |
| Unit 6: Fiber Arts “Woven Connections” | 3 Weeks/1-2 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a | <ul style="list-style-type: none"> Students will practice basic weaving techniques using warp and weft loom construction | <ul style="list-style-type: none"> paper weaving simple string tying create, present, and share a finished fiber artwork for display in a hallway gallery or art |

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| | | 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | | show. |
| Unit 7: Clay : “Pottery and Functional Art” | 4 Weeks/2 Lessons | 1.5.2.Cr1a 1.5.2.Cr1b 1.5.2.Cr2a 1.5.2.Cr2b 1.5.2.Cr2c 1.5.2.Cr3a 1.5.2.Pr5a 1.5.2.Pr6a 1.5.2.Re7a 1.5.2.Re7b 1.5.2.Cn10a | <ul style="list-style-type: none"> Students will practice basic clay techniques to create functional sculptures from a variety of clay mediums. Students will explore a variety of clay artwork and pottery that is used in different cultures and throughout history | <ul style="list-style-type: none"> compare sculptural art as an aesthetic form vs. a functional form hand building techniques: slab, coil, pinch, and form create, present, and share a finished sculpture for display in a hallway gallery or art show. |

| Grade K – Unit 1 “Critique” | | | | |
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| Unit Vocabulary | | | | |
| Critique | Observe/Look | Describe/Explain | Museum | Inspiration/Ideas |
| Kindness | Thoughtful | Opinions/Thoughts | Facts | |
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| Grade K – Unit 1 “CRITIQUE: The Art of Seeing” | | | |
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| Topic & # Days | NJ Standard | Critical Knowledge & Skills | Possible Resources & Activities |

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| N/A | <ul style="list-style-type: none"> 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools contribute to communities. 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.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Think about the content and meaning of works of art to make personal, historical, and cultural connections. Practice using art vocabulary. Make connections and give feedback to the artist. Talk and interact with one another kindly. <p>Anchor Standards:</p> <ul style="list-style-type: none"> 5: Selecting, analyzing and interpreting work. 7: Perceiving and analyzing products 8: Applying criteria to evaluate products. 9: Interpreting Intent and meaning. 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> Responding Connecting Presenting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. <p>Essential Questions:</p> <ul style="list-style-type: none"> How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do | <ul style="list-style-type: none"> Texts https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/educators/art-critiques-made-easy/ Materials <ul style="list-style-type: none"> Art Detective Game: Visit an “On-site” or virtual Art Gallery and find “clues” (answers from Art Critique Questions) about an artwork of choice. Discuss & report findings as an individual or group. Various projections and examples of a wide range of artists and cultural creations Slideshow Presentation of how to engage in friendly and kind critiquing processes. |
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| | <p>identifying subject matter, details, mood, and formal characteristics</p> <ul style="list-style-type: none"> ● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork. ● 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. | <p>people value objects, artifacts and artworks, and select them for presentation?</p> <ul style="list-style-type: none"> ● What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? ● How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze ● Perceive ● Interpret ● Synthesize ● Relate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Art Criticism inspired Lesson Exit Questions ● Anecdotal notes during the whole group, small group and individual Critique Process. ● Art Critique process : Think, Pair, & Share ● Critiques and self evaluations | |
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Preparation for College, Careers, and Beyond

Career Ready Practices

Personal Financial Literacy (9.1) and
Career Awareness, Exploration, and Preparation (9.2)

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| CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. | 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
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| Cross-Curricular Connections | | | | | | |
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| Interdisciplinary Connections | Technology Integration and Literacy | Climate Change | Amistad Law | Holocaust Law | LGBTQ & Disability Law | Asian Pacific Islander |
| <ul style="list-style-type: none"> Literature connections Tell Me a Picture by Quetin Blake Ish by Peter Reynolds ELA- Art Critique writing responses. Social Studies- identifying and connecting with historical art from many different cultures around the world. Science- making observations to magnify data collecting and finding information in an artwork. | <ul style="list-style-type: none"> Using Student Chromebooks to record "FLIPGRID" responses to an artwork using guided Art Critique questions. Guided Virtual Art Museum field trip to select artwork to critique. | <ul style="list-style-type: none"> Art Criticism can be applied and connected to any example of artwork throughout a variety of cultures and history illustrating and exploring Climate Change. Some examples may include sculpture art: "13 Incredible Artists Using Recycled Materials in Their Creations" | <ul style="list-style-type: none"> Art Criticism can be applied and connected to any example of artwork throughout history illustrating and exploring Amistad Law. Some examples may include artwork by... Harlem Renaissance African American Artists: Jacob Lawrence, Romare Bearden, Aaron Douglas, etc. Female African American artists including: Faith Ringgold, Amy Sherald, Alma Woodsey Thomas, Lois Mailou Jones. Art depicting scenes of | <ul style="list-style-type: none"> Art Criticism can be applied and connected to any example of artwork throughout a variety of cultures and history illustrating and exploring Holocaust Law. Some examples may include Artwork examples from Jewish artists or the Arts of Jewish Culture. Learning to respect the | <ul style="list-style-type: none"> Art Criticism can be applied and connected to any example of artwork throughout a variety of cultures and history illustrating and exploring LGBTQ & Disabilities Law. Some examples may include artwork by Keith Haring, Stephen Wiltshire, Sandra Silberzwig, and/or Frida Kahlo. | <ul style="list-style-type: none"> Art Criticism can be applied and connected to any example of artwork throughout a variety of cultures and history including art from Asian Pacific Islands. Some examples may include Aboriginal Australian Artwork, Terry Fan, Grace Lin, Mark Chai, Mulyana, Andrew Hem and Niki Waters. |

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| | | | the “Underground Railroad” and the African American experience. Paralleling the Jazz Age of music. | beliefs and opinions of others as they express themselves through Art Critique. | | |
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| Possible Assessment and Instructional Modifications | | | |
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| Special Education | At-Risk | Gifted | English Language Learners |
| <p><i>*All teachers of students with special needs must review each student’s IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes | <p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated | <ul style="list-style-type: none"> • Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self directed learning | <ul style="list-style-type: none"> • Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment) |

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| | <ul style="list-style-type: none"> • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting | | |
| Individualized Learning Opportunities | | | |
| <ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. | | | |

| Possible Assessments | | | |
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| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/Assignments |
| <ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off | <ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses | <ul style="list-style-type: none"> • Does the student participate in critiques during lesson introductions? • Does the student use art vocabulary to describe their or their peers’ artwork? • Does the student make internal & external connections to themselves and the world around them? | <ul style="list-style-type: none"> • Think, Pair, Share • Gallery Walk Critiques • “Name that _____” Game • Verbal Self Evaluations |