

# **Englewood Public School District**

## **Visual Art**

### **Grade Kindergarten**

#### **Unit 1: Lines and Shapes**

#### **NEW JERSEY CONTENT STANDARDS**

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The standards for kindergarten act as a foundation for visual arts development. These standards emphasize development of cognitive skills, sensory skills, motor development and problem-solving. Students will learn the value of visual arts and how it connects to other areas of learning.

**Overview:** Lines/Shapes - Kindergarten art is an introduction to visual art. In art, students have an opportunity to explore and experiment with a wide variety of 2 and 3 dimensional materials as well as being introduced to a selection of artists. When possible, the art curriculum is tied into the classroom curriculum.

**Time Frame:** First Marking Period

**Enduring Understandings:** Students will develop a strong understanding of types of lines, geometric shapes and how important they are in creating art.

**Essential Questions:**

- How many different types of lines are there?
- How do we define shape?
- How can we use geometric shapes in art?



Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.2.D.1</b> Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p><b>1.1.2.D.2</b> Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p><b>1.3.2.D.1</b> 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.</p> <p><b>1.2.2.A.1</b> 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.</p> <p><b>1.3.2.D.3</b></p>	<p><b>Topics</b></p> <p><b>Types of Lines: Wavy, Zigzag, Straight, Angular, Broken, Radiant, Spiral.</b></p> <p><b>Direction of lines: Horizontal, vertical, diagonal</b></p> <p><b>Geometric Shapes: Identify and draw geometric shapes. Circle, square, diamond/rhombus, triangles, etc.</b></p> <p><b>Objectives</b></p> <p>SWBAT – Recognize the qualities of lines including straight, curved, vertical, horizontal, thick and thin lines in known two-dimensional works of art (e.g., paintings by Kenneth Noland, Martin Ramirez, Cy Twombly etc.).</p> <p>Students will apply similar use of varied lines in original artwork.</p>	<p>Students will be able to identify and draw lines and shapes and connect them by using directional lines. (NJSLS K.G.A.)</p> <p>Collaborate with students to create an anchor chart describing different lines and shapes. (NJSLS K.G.A., NJLSA.SL1)</p> <p>Students will bring in pictures of different lines and shapes. (NJSLS K.G.A.)</p> <p>Students will learn and create songs about different shapes.</p> <p>Students will view famous artwork and identify different types of lines. NJLSA.R7., 6.2.8.D.1.b</p> <p>Students will use colored popsicle sticks and tangrams to create different shapes. NJSLS K.G.B., K-2-ETS1-2</p> <p>Students will discuss with small groups the art they</p>	<p>The Lines Song <a href="https://www.youtube.com/watch?v=DQEVllmeWH4">https://www.youtube.com/watch?v=DQEVllmeWH4</a></p> <p>Kindergarten Lines <a href="https://www.youtube.com/watch?v=cDyksXdhqV4">https://www.youtube.com/watch?v=cDyksXdhqV4</a></p> <p>Lines and Shapes <a href="https://www.youtube.com/watch?v=92Md0zC7EGU">https://www.youtube.com/watch?v=92Md0zC7EGU</a></p> <p>Twombly: <a href="https://www.artsy.net/artist/cy-twombly">https://www.artsy.net/artist/cy-twombly</a></p> <p>Line Unit: <a href="https://cassiestephens.blogspot.com/2013/10/in-art-room-unit-on-line-for.html">https://cassiestephens.blogspot.com/2013/10/in-art-room-unit-on-line-for.html</a></p> <p>Shapes for kids <a href="https://www.youtube.com/watch?v=8uIjdIOqbi8">https://www.youtube.com/watch?v=8uIjdIOqbi8</a></p> <p>Shape Pictures: <a href="https://kinderart.com/art-lessons/sculpture/harold-purple-crayon-pictures/">https://kinderart.com/art-lessons/sculpture/harold-purple-crayon-pictures/</a></p> <p>Grandfather Tang's Tangrams read aloud: <a href="https://www.youtube.com/watch?v=my250HOeIJM">https://www.youtube.com/watch?v=my250HOeIJM</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul> <p><b>Summative:</b></p> <p>Students use observations to describe shapes in the natural world.</p> <p>Students can cut up and paste shapes to create an object.</p> <p>Students use their bodies to create various types of lines and shapes as a group.</p> <p>Students label various lines and shapes on a handout.</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p>

<p><b>Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</b></p>	<p>Students will use art vocabulary to describes lines and shapes.</p>	<p>view using art vocabulary. <b>NJSLSA.L6.</b></p>	<p>Tangram templates: <a href="http://www.makinglearningfun.com/themepages/MathTangrams.htm">http://www.makinglearningfun.com/themepages/MathTangrams.htm</a></p>	<p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Affirmations</li> <li>• 3-2-1</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**Key Vocabulary:**

Line, wavy, zigzag, straight, angular, broken, spiral, radiant, circle, square, rectangle, diamond, rectangle, heart, octagon, triangle, oval, geometric, tangram

**Integration of 21st Century Standards NJSLS 9:**

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>

- Oral prompts can be given.

## Interdisciplinary Connections:

### ELA - NJSLS/ELA:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

### Math:

NJSLS K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

NJSLS K.G.B. Analyze, compare, create, and compose shapes.

### Science:

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Integration of Technology Standards NJSLS 8:

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

## Career Ready Practices:

**CRP1.** Act as a responsible and contributing citizen and employee

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

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| <b>CRP6.</b>  | Demonstrate creativity and innovation.   |
| <b>CRP8.</b>  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>CRP12.</b> | Work productively in teams while using cultural global competence.                 |