

Englewood Public School District

Visual Art

Grade Kindergarten

Unit 4 - Aesthetic Responses and Critique Methodologies

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: Aesthetic Responses and Critique Methodologies - 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. This unit will also emphasize using imagination to tell a story that communicates an emotion or feeling through visual art.

Time Frame: 4th Marking Period

Enduring Understandings: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

Essential Questions:

- What emotions does artwork convey and how does the artist convey those emotions?
- How does an artist create a work of art that tells a story?
- How can we review and respond to an artist's emotion?
- How are the different elements of art utilized in the creation of original artwork?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>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.</p> <p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p>	<p>Topics</p> <p>Different elements of art, line weight, color, shape, value and texture, self-generated and peer creation artwork. Review and compare famous prints.</p> <p>Objectives</p> <p>SWBAT - After viewing a master work(s) that communicates emotion(s), describe what emotions the artwork conveys and how the artist conveys those emotions (i.e., through content/subject; through medium used; through use of line, shape, color, repetition, etc.).</p> <p>Create a work of art that tells a story of that emotional response.</p>	<p>Students will observe the basic elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art. NJSLSA.SL1., NJSLS.RL.K.7., NJSLSA.L6., NJSLS K.G.A</p> <p>They will create their own graphs and diagrams describing the differences between different pieces of famous prints. NJSLS K.MD.B, NJSLS K.MD.A, 6.2.8.D.1.b</p> <p>They will describe in groups and one on one conversations what they see. NJSLSA.SL1.</p> <p>Students will read picture books with the teacher. NJSLS RLK.10</p> <p>Students will discuss which elements help the artwork to express emotion (i.e. color). NJSLSA.L3., NJSLS.RI.2.7., NJSLSA.L6.</p> <p>Students will create their own pieces of art work that</p>	<p>Artwork that evokes emotion: https://artsology.com/artemoti on.php</p> <p>Emotion in art: http://www.arthistorykids.com/blog/2016/8/30/exploring-colors-and-emotions-in-paintings</p> <p>Art Channels for Kids https://www.pinterest.com/pin/197173289913728856</p> <p>ARTSEdge: Teaching Students to Critique https://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx</p> <p><i>How to look at Art - The elements of Art part1</i> https://www.youtube.com/watch?v=pigFSxi25qc</p> <p>The TAG Method of Critique https://www.theartofed.com/2015/10/21/an-engaging-critique-that-taps-into-your-students-love-of-quick-communication/</p> <p>Emotion Paintings https://kinderart.com/art-lessons/painting/emotion/</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Question and answer group discussion Observation Nature Hunt <p>Summative: Group critique</p> <p>Graphs/diagrams</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p> <p>Original artwork</p> <p>Discussions with peers about art using emotion</p> <p>Alternative Assessments:</p>

<p>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).</p>		<p>evokes emotion in response to the artwork they have viewed. NJSLS K.G.B. , K-2-ETS1-2</p> <p>Students will describe the emotion evoked in their work and identify the elements of art that help tell the story.</p> <p>Students will pair with a partner and try to guess the emotion being displayed in their peer's art. NJSLSA.SL1.</p>	<p>Art Books for Kids: https://www.pinterest.com/patty_palmer2/inspiring-books-for-children-s-art/</p> <p>60+ Picture Books with Coordinating Art Projects: https://www.deepspacesparkle.com/art-and-literature-2/</p>	<p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Affirmations • 3-2-1 <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</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

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/

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

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.

NJSLS.RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
NJSLS RLK.10 Actively engage in group reading activities with purpose and understanding.

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.MD.A Describe and compare measurable attributes.

NJSLS K.MD.B Classify objects and count the number of objects in each category.

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:

8.1.2.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.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.