

# Englewood Public School District

## Visual Art

### Grade 1

#### Unit 1: Lines and Shapes

**Overview:** This unit introduces students to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design connecting lines and shapes to the natural world. They will use observations of art to identify types and directions of lines and explain how they are used to create geometric shapes and forms. Students will demonstrate an initial step toward visual literacy as they connect directional lines to draw shapes and forms.

#### 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 first grade act as a foundation for further 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.

**Time Frame:** First Marking Period

#### Enduring Understandings:

- *Lines and geometric shapes are principle foundations in the creation of art.*
- *Lines and shapes are also used in the study of Mathematics and Science.*
- *There are various types and directions of lines.*
- *Artists use lines and shapes that are found in nature and the environment.*

#### 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>1.3.2.D.5</b> Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <p><b>1.4.2.A.4</b> Distinguish patterns in nature found in works of</p>	<p><b>Topics</b></p> <p>Line and Shape.</p> <p>Geometric Shapes: Circle, square, diamond/rhombus, triangles, etc.</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C's</li> <li>Life and Career Skills</li> </ul> <p><b>Objectives</b></p> <p>Students will use observations of art to identify types and directions of lines and explain how they are used to create geometric shapes and forms.</p> <p>Students will be able to identify shapes and connect them by using directional lines.</p>	<p>Students will watch a video viewing works of art and identify various types of lines, and the directions of those lines. (NJSL SL 1, SL2, M1.G)</p> <p>Students will view works of art and identify geometric shapes. (M1.GMD.C)</p> <p>Students will label and identify shapes on a handout. NJSLA.L3.</p> <p>Students will find and count all the shapes they can find in a picture.</p> <p>Students will go on a shape hunt (outside or in the school building). They will list items in nature and the community that represent various shapes. (M1.G)</p> <p>Students learn basic geometry as they color in shapes as they learn two smaller part of a shape can make a larger whole shape. (M1.G)</p>	<p>Videos about Kandinsky:  <a href="https://www.youtube.com/watch?v=H6yy6RUpl7E">https://www.youtube.com/watch?v=H6yy6RUpl7E</a>  <a href="https://www.youtube.com/watch?v=qXcAkgPKDxc">https://www.youtube.com/watch?v=qXcAkgPKDxc</a></p> <p>Video Scholastic types of lines:  <a href="http://studyjams.scholastic.com/studyjams/jams/math/geometry/types-of-lines.htm">http://studyjams.scholastic.com/studyjams/jams/math/geometry/types-of-lines.htm</a></p> <p>Artists that use geometric shapes:  <a href="https://artclasscurator.com/art-works-that-use-shape/">https://artclasscurator.com/art-works-that-use-shape/</a></p> <p>Moving lines video:  <a href="https://www.youtube.com/watch?v=H-075lxIXjA">https://www.youtube.com/watch?v=H-075lxIXjA</a></p> <p><b>Handouts:</b></p> <p>Shape Hunt chart:  <a href="http://www.mykidsadventures.com/wp-content/uploads/2014/02/Nature-Shapes-Scavenger-Hunt-PDF.pdf">http://www.mykidsadventures.com/wp-content/uploads/2014/02/Nature-Shapes-Scavenger-Hunt-PDF.pdf</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>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p> <p>Students label various lines and shapes on a handout.</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>dance, music, theatre, and visual art.</p>		<p>Students will play an online shape game identifying the correct shape based on described attributes. (M1.G, 1.G.A.1)</p>	<p>Shapes in a picture:  <a href="https://www.education.com/worksheet/article/shapes-pictures-secret-garden/">https://www.education.com/worksheet/article/shapes-pictures-secret-garden/</a></p> <p>Shapes match:  <a href="https://www.education.com/worksheet/article/shape-match-2/?source=related_materials&amp;order=3">https://www.education.com/worksheet/article/shape-match-2/?source=related_materials&amp;order=3</a></p> <p><b>Online Games:</b></p> <p>Shape Attributes game:  <a href="https://www.education.com/game/shapes-quiz/?source=related_materials&amp;order=3">https://www.education.com/game/shapes-quiz/?source=related_materials&amp;order=3</a></p> <p>Name the two dimensional shape:  <a href="https://www.ixl.com/math/grade-1/name-the-two-dimensional-shape">https://www.ixl.com/math/grade-1/name-the-two-dimensional-shape</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> <p>Students use their bodies to create various types of lines and shapes as a group.</p>
<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</p>	<p><b>Topics</b></p> <p>Types of Lines: Wavy, Zigzag, Straight, Angular, Broken, Radiant, Spiral.</p> <p>Direction of lines: Horizontal, vertical, diagonal</p>	<p>Students will review different types of lines – straight, angled, curly, etc. Introduce the words horizontal, vertical, and diagonal. <b>NJSLSA.L6</b></p>	<p>Drawing with lines:  <a href="https://kinderart.com/art-lessons/drawing/lines-of-all-kinds/">https://kinderart.com/art-lessons/drawing/lines-of-all-kinds/</a></p> <p>Drawing with lines</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Question and answer group discussion</li> <li>• Reflections</li> <li>• Self-Assessment</li> </ul>

<p><b>in specific works of art and explain how they are used.</b></p> <p><b>1.3.2.D.1</b> <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.</b></p> <p><b>1.3.2.D.5</b> Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <p><b>1.4.2.A.4</b> <b>Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</b></p>	<p>Geometric Shapes: Circle, square, diamond/rhombus, triangles, etc.</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Life and Career Skills</li> </ul> <p><b>Objectives</b></p> <p>Students will be able to identify line and shape in works of art.</p> <p>Students will be able to identify and draw lines and shapes and connect them by using directional lines.</p>	<p>Students use crayons to draw unique works of abstract art based on one set of teacher's directions. <b>M.1.G.A</b></p> <p>Students draw different types of lines on their papers using oil pastels. Once the lines have been drawn, children fill in the spaces between the lines using brightly colored tempera paints. <b>NJSLS L1.5B</b></p> <p>Students will trace objects of various sizes to make primary colored art paintings.</p> <p>Students will create an abstract composition based on the later works of Wassily Kandinsky using the primary colors and various sizes of shapes and lines. <b>M.1.G.A</b></p> <p>Students will use various mediums to create lines and shapes:</p> <ul style="list-style-type: none"> <li>• Yarn</li> <li>• Popsicle sticks</li> <li>• toothpicks</li> </ul>	<p>(Kandinsky) <a href="https://kinderart.com/art-lessons/painting/paint-like-kandinsky/">https://kinderart.com/art-lessons/painting/paint-like-kandinsky/</a></p> <p>Concentric circles (Kandinsky): <a href="https://artprojectsforkids.org/category/view-by-artist/artist-kandinsky/">https://artprojectsforkids.org/category/view-by-artist/artist-kandinsky/</a></p> <p>Drawing with lines/shapes: <a href="https://kinderart.com/art-lessons/drawing/unique-drawing-experience/">https://kinderart.com/art-lessons/drawing/unique-drawing-experience/</a></p>	<ul style="list-style-type: none"> <li>• Peer Assessment</li> </ul> <p>Summative: Gallery walk displaying student work.</p> <p>Teacher-made check sheets and rubrics.</p> <p>Line drawings</p> <p>Kandinsky project</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**– An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.
- **Wavy** – curving alternately in opposite directions
- **Zigzag** – a line or course having abrupt alternate right and left turns.
- **Straight** – extending or moving uniformly in one direction only; without a curve or bend.
- **Angular**– having angles or sharp corners.
- **Broken**– having breaks or gaps in continuity.
- **Spiral**– winding in a continuous and gradually widening (or tightening) curve, either around a central point on a flat plane or about an axis
- **Radiant**– sending out light; shining or glowing brightly.
- **Circle**– a round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (the center).
- **Rectangle**- a plane figure with four straight sides and four right angles, especially one with unequal adjacent sides, in contrast to a square.
- **Diamond**- a figure with four straight sides of equal length forming two opposite acute angles and two opposite obtuse angles; a rhombus.
- **Heart**- a figure with two equal curves meeting at a point at the bottom and a cusp at the top.
- **Octagon**- a plane figure with eight straight sides and eight angles.
- **Triangle**- a plane figure with three straight sides and three angles.
- **Oval**- having a rounded and slightly elongated outline or shape, like that of an egg.
- **Geometric**- (of a design) characterized by or decorated with regular lines and shapes.
- **Directional lines**- lines that can be used to lead the viewer's eye through an image

### Integration of 21st Century Standards NJSL 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 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/)

**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 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> <li>● Oral prompts can be given.</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>

**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

- 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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 L1.5B Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

**Social Studies:**

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

**Math:**

M.1.GMD.C. Represent and interpret data.

M.1.G.A. Reason with shapes and their attributes.

**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.

**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.