## Englewood Public School District <br> Visual Art <br> Grade 1

## Unit 2: Color and Value

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 colors and values to the natural world. They will use observations of art to identify types of color and explain how they change in value. Students will demonstrate an initial step toward visual literacy as they differentiate primary versus secondary colors.

## 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: Second Marking Period

## Enduring Understandings:

- Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry.
- Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed.
- Color in artwork allows people to make various personal connections and interpretations.


## Essential Questions:

- What is color?
- How can colors depict or emphasize a mood or emotion?
- Why would an artist limit their palette of colors?
- Why is color such an important element of art for an artist to utilize?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| 1.1.2.D. 1 <br> Identify the basic elements of art and principles of design in diverse types of artwork. <br> 1.1.2.D. 2 <br> Identify elements of art and principles of design in specific works of art and explain how they are used. <br> 1.3.2.D. 1 <br> Create two- and threedimensional 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. <br> 1.3.2.D.5 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. | Topics <br> Color-wheel; <br> Primary colors, Value scale, Create contrast, Identify Brightness/ Dullness <br> Objectives SWBAT identify primary colors. <br> Label colors in a color wheel. <br> Identify primary colors in works of art. <br> Describe how color is used in works of art. <br> Use an art vocabulary (primary vs. secondary colors) to describe works of art. <br> Students will identify primary colors and apply them in original works of art (Lichtenstein and Rothko activities). | Students will watch a video viewing works of art and identify various types of colors in art. NJSLSA.SL2., M1.G, 6.1.4.C. 18 <br> Students will label and identify colors on a color wheel. NJSLSA.L6., <br> NJSLS L.5B <br> Students will paint a value scale. M.1.OA.A. <br> Discuss with a small group how the artist used color is his/her work. <br> (NJSLSA.SL1) <br> Students will play an online shape game identifying the correct colors. <br> M1.G.A. 1 | YouTube - RoyGBiv video; <br> https://www.youtube.com/ watch? $\mathrm{v=Gf33ueRXMzQ}$ <br> Colors in Art video: https://jr.brainpop.com/arts andtechnology/art/colors/ <br> Painting a Value Scale: https://www.youtube.com/ watch?v=Gr1gu4wK6d4 <br> Color Wheel activities: https://www.theartofed.co m/2013/01/18/3-fresh-new-ways-to-teach-about-color/ <br> Color wheel for labeling: http://www.kidzone.ws/sci ence/colorwheel.htm <br> Colors in Artwork: https://artclasscurator.com/ color-in-art-examples/ <br> Lichtenstein (primary colors): <br> https://www.metmuseum.o rg/art/collection/search/482 133 <br> Rothko (primary colors): https://www.wikiart.org/en /mark-rothko/untitled-yellow-red-and-blue-1953 | Benchmark Assessment: <br> - Common Formative Assessment <br> Formative: <br> - Observation <br> - Question and answer group discussion <br> Summative: <br> Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria. <br> Students label colors on a color wheel. <br> Skill evaluation through online gaming scores. <br> Value scale activity <br> Individual artwork <br> Alternative <br> Assessments: |



| mediums and <br> application methods. | Use an art vocabulary <br> (primary vs. secondary <br> colors) to describe works of <br> art. |  | Gallery walk <br> displaying student <br> work. |
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| 1.3.2.D.5 Create works <br> of art that are based on <br> observations of the <br> physical world and that <br> illustrate how art is part <br> of everyday life, using a <br> variety of art mediums <br> and art media. | Teacher-made check <br> sheets and rubrics. |  |  |
| 1.4.2.A.4 <br> Distinguish patterns in <br> nature found in works of <br> dance, music, theatre, <br> and visual art. | Alternative <br> Assessments: |  |  |
|  | 20 Quick Formative <br> Assessments from the <br> art of education: <br> Outcome |  |  |

9.1.4.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.
$\boldsymbol{E L L} / \boldsymbol{E S L}$ 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 requirements. This will include allowing more opportunities to demonstrate creativity.

## English Language Learners

- 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


## Special Education

- 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


## At-Risk

- 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


## Gifted and Talented

- 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

|  | directions | lesson. <br> - Review behavior expectations and make adjustments for personal space or other behaviors as needed. <br> - Oral prompts can be given. |  |
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## 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.
M.1.OA.A. Represent and solve problems involving addition and subtraction.

## 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.
8.1.2.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.

