

Englewood Public School District
Visual Art
Grade Kindergarten

Unit 2 – Shape and Form

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: This unit will cover the elements of shape, form and space, as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art. They will also be exposed to the vast variety of professions in the art world and see the strong correlation between art and math.

Time Frame: 2nd 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:

- How and why would an artist depict a place? Realistic? Imaginary?
- How does math influence perspective in art?
- What is space, in relation to visual art?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| <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>1.3.2.D.4 Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that</p> | <p>Topics</p> <p>Elements of shape, form and space. Principles of perspective and proportion.</p> <p>Objectives</p> <p>SWBAT – Identify two and three dimensional shapes in works of art.</p> <p>Create two and three dimensional works of art using the basic elements color, line, shape, form and space.</p> <p>Use art vocabulary to describe shapes in artwork they view and create.</p> <p>Compare and contrast the patterns they see in artwork to those in nature.</p> <p>Create works of art that are based on what they see in the world around them.</p> | <p>Students will identify various shapes seen in everyday life and make connections. (NJSLS M.K.G.A, NJSLS M.K.G.B.)</p> <p>Work in small groups with precut shapes and name each shape in front of them. (NJSLS K.MD.B, NJSLS K.G.A.. NJSLSA.L6., 6.2.8.D.1.b)</p> <p>View artworks and identify various 2 and 3 dimensional shapes. (NJSLSA.R7., NJSLS K.G.A.)</p> <p>Pair with a partner to talk about the shapes they see in artwork, using art vocabulary. (NJSLSA.SL1., NJSLSA.L6.)</p> <p>Students will draw, cut and glue different types of geometric shapes to make other images, based on what they see in the world around them. (NJSLS K.MD.A, NJSLS K.G.A, NJSLS K.OA.A)</p> | <p>7 Elements of Art - https://www.youtube.com/watch?v=BwNQkhKg2Ig</p> <p>How to look at Art - The elements of Art part1 https://www.youtube.com/watch?v=pigFSxi25qc</p> <p><u>Mondrian Art:</u> https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian</p> <p><u>Mondrian inspired art:</u> https://www.youtube.com/watch?v=7GB_qJXH8Nk</p> <p><u>Shapes to make a Pet House:</u> https://kinderart.com/art-lessons/crafts/my-pet-house/</p> <p><u>Shape drawings:</u> https://www.youtube.com/watch?v=vNalp50zDgk</p> | <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion <p>Summative: Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria (names of shapes, shapes in their environment).</p> <p>Students label shapes on a handout.</p> <p>Students discuss with peers shapes they see in artworks.</p> <p>Completed original art work.</p> <p>Alternative Assessments:</p> |

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| <p>illustrate how art is part of everyday life, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> | | <p>They will practice writing the names of all the shapes and colors they utilized. that they see every day. (NJSLSA.L6.)</p> | <p>Shapes project (resist art): https://www.messforless.net/contact-paper-shape-art/#_a5y_p=1087690</p> <p>Shape Word Cards (printable): https://www.prekinders.com/shape-cards/</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> |
| <p>Key Vocabulary: Line, movement, geometric, organic, freeform, natural, square, rectangle, triangle, circle, oval, trapezoid, pentagon, semi-circle, diamond, star, heart, hexagon, octagon, crescent, teardrop/raindrop</p> | | | | |
| <p>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.</p> | | | | |
| <p>Accommodations and Modifications: <i>Students with special needs:</i> 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.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p> <p><i>Students at risk of school failure:</i> 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.</p> <p><i>Gifted and Talented Students:</i> 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.</p> | | | | |
| English Language Learners | Special Education | At-Risk | Gifted and Talented | |

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| <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 |
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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.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

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:

8.2.2.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.