

# WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM

## *Art Curriculum*

<b>Grade</b>	K-2
<b>Unit</b>	1
<b>Unit Duration</b>	13 Weeks
<b>Course</b>	Art K-2
<b>Overview/Rationale</b>	This unit will cover learning about the element of color; understanding the essential terminology related to the element; applying this knowledge to interpret an artist's implementation of the element of color within their artwork and how the element of color can emphasize subject matter.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
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.	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.	
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.	
1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	

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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.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

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.

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.

1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

***In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:***

<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
<b>X</b>	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
<b>X</b>	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

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### ***Interdisciplinary Connections***

#### **English Language Arts**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

#### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

#### **Integration of 21st Century Standards**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

#### **Social Studies**

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

#### **Technology**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

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8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

### Key Terms

### *Student Learning Objectives (SLO)*

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.

### *Instructional Strategies*

- Class Discussion
- Cooperative Learning Activities
- Think, Pair, Share Strategies
- Project based strategies

### *Essential Questions*

#### **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?

### *Enduring Understandings*

- Moods and emotions are often associated with colors and used in everyday living such

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as advertising and the food industry to name a couple. Due to this relationship, a color can enhance the message or theme of a piece of artwork.

- Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed.
- People make different associations with color due to their own personal experiences. Color in artwork allows people to make various personal connections and interpretations.

***Assessments***

- Teacher Observation
- Completed Projects
- Oral Student Feedback
- Peer Review
- Level of Creativity
- Reflection
- Class Discussion
- Rubrics

***Differentiated Activities***

<p align="center"><b>Enrichment</b></p>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<p align="center"><b>Gifted and Talented</b></p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>

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<p><b>ELL</b></p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b>Special Education</b></p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p>

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	<p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b>          Implement RAFT activities as they pertain to the typical Extended complete assignments.          Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.          Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.          Student may take/complete tests in an alternate setting as needed.          Restate, reread, and clarify directions/questions          Distribute study guide for classroom tests.          Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><b><i>At-Risk (Intervention)</i></b></p>	<p><b>Modifications for Classroom</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>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</p>

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	<p>strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<b>Resources</b>	
<b>Student Resources</b>	<ul style="list-style-type: none"><li>• Crayons, glue, scissors</li><li>Paint, brushes, drawing paper, construction paper, tissue paper</li><li>Cotton swabs for mixing Color Wheel Charts</li><li>• Internet resources</li></ul>
<b>Teacher Resources</b>	<ul style="list-style-type: none"><li>• <a href="http://artprojectsforkids">http://artprojectsforkids</a></li><li>• Trade books</li><li>Eric Carle <u><a href="#">The Mixed Up Chameleon</a></u></li></ul>
<b>Core Instructional Materials</b>	



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<b>Grade</b>	K-2
<b>Unit</b>	<b>Unit 2 SHAPE:</b> Form, Perspective, Space, Proportion
<b>Unit Duration</b>	13 Weeks
<b>Course</b>	Art K-2
<b>Overview/Rationale</b>	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.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4 Aesthetic Responses &amp; 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.</p>	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
<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,</p>	

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line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

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.

1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

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.

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.

1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

***In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:***

<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
<b>X</b>	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
<b>X</b>	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
<b>X</b>	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.
<b>X</b>	CRP12. Work productively in teams while using cultural global competence.

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## ***Interdisciplinary Connections***

### **English Language Arts**

- Kindergarten: W.K.1;.SL.K.1 a-b; SL.K.4; SL.K.4; SL.K.6; L.K.1 a-e; L.K.2 a-d
- 1<sup>st</sup> Grade:W.1.3; SL.1.1c; SL.1.4; SL.1.6; L.1.1 a-i;.1.2 a-e; L.1.5d; L.1.6;
- 2<sup>nd</sup> Grade:W.2.3; W.2.5; SL.2.1c; SL.2.3; SL.2.6; L.2.1a-f; L.2.2 a-c,e

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

### **Integration of 21st Century Standards**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

### **Social Studies**

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### **Technology**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources

to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

### **Key Terms**

Perspective, Space

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### *Student Learning Objectives (SLO)*

- 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.
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- 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.
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### *Instructional Strategies*

- Students will identify various shapes seen in everyday life and make connections.
- Students will draw, cut and glue different types of geometric shapes to make other images. They will complete their composition but drawing details in the background.
- Students will write the names of all the shapes and colors they utilized.
- Students will be able to show knowledge of types and directions of line by drawing 20 different lines and demonstrating a wax resist technique using oil pastels or crayons and watercolor paints. They will be assessed via rubric, by self and teacher.
- Students will observe artwork and imagery that illustrates perspective in a two-dimensional format, participating in an oral discussion analyzing the different aspects of the artwork.
- Students will use various cut paper shapes, creating a snowperson glued onto the foreground of a landscape they have created with a horizon line. They will showcase perspective by placing objects in varied sizes in the proper location: foreground, middle ground and background.
- Students will create a house, illustrating as many different architectural details collected and viewed during class discussion, mainly from imagery of detailed Victorian houses. The house will be cut and glued onto another piece of paper, where the horizon line will be drawn and objects added to the foreground and background to demonstrate knowledge of perspective.
- Students will write a story about their house, with either the house as the main character or the setting.

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- View the Pop Art work of Keith Haring and identify the theme or message presented.
- Students will be able to express a universal message that is important to them using figures and imagery drawn using contour lines, similar in style to those of Haring.
- Students will assess and critique each other using proper discipline and terminology.

### *Essential Questions*

#### **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?

### *Enduring Understandings*

- Perspective is generated by an object's size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point. Perspective can be brought down to a series of lines, angles and points: geometry.
- Space can be the given area an artist created his/her work within or space can be how that given area is utilized
- The ways in which an artist chooses to depict a place depends on the message or theme they are trying to convey.

### *Assessments*

- Teacher Observation
- Completed Projects
- Oral Student Feedback
- Peer Review
- Level of Creativity
- Reflection
- Class Discussion
- Rubrics

### *Differentiated Activities*

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<p align="center"><b>Enrichment</b></p>	<p>Conduct research and provide presentation of cultural topics.          Design surveys to generate and analyze data to be used in discussion.          Debate topics of interest / cultural importance          Authentic listening and reading sources that provide data and support for speaking and writing prompts.          Exploration of art and/or artists to understand society and history.          Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).          Anchor Activities          Use of Higher Level Questioning Techniques          Provide assessments at a higher level of thinking</p>
<p align="center"><b>Gifted and Talented</b></p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p align="center"><b>ELL</b></p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment          Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions          Extended time for assignment completion as needed          Highlight key vocabulary</p> <p>Define essential vocabulary in context          Use graphic organizers, visuals, manipulatives and other concrete materials          Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can</p>

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	do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>
<b>Special Education</b>	<p>Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments.            Repetition and practice            Model skills / techniques to be mastered.            Extended time to complete class work            Provide copy of class notes            Preferential seating to be mutually determined by the student and teacher            Student may request to use a computer to complete assignments.            Establish expectations for correct spelling on assignments.            Teachers will check/sign student agenda daily            Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b>            Implement RAFT activities as they pertain to the typical Extended complete assignments.            Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.            Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>            Extended time on classroom tests and quizzes.</p>

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	<p>Student may take/complete tests in an alternate setting as needed.          Restate, reread, and clarify directions/questions          Distribute study guide for classroom tests.          Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><b><i>At-Risk (Intervention)</i></b></p>	<p><b>Modifications for Classroom</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>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.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p><b>Resources</b></p>	
<p align="center"><b>Student Resources</b></p>	
<p align="center"><b>Teacher Resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://artprojectsforkids">http://artprojectsforkids</a></li> </ul>



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<p><b>Core Instructional Materials</b></p>	
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*Art Curriculum*

<b>Grade</b>	K-2
<b>Unit</b>	<b>Unit 3: Pattern:</b> Rhythm, Symmetry, Balance, Movement
<b>Unit Duration</b>	13 Weeks
<b>Course</b>	Art K-2
<b>Overview/Rationale</b>	In this unit students will discover patterns and experiment different ways to create them not limiting themselves to only using the elements of art and principles of design. They will also be able to create the effect of rhythm and movement within a stationary piece of art. This unit will emphasize the importance of balance within art to draw attention to a focal point, theme or message; as well as the different types of and ways to utilize principle of symmetry. Throughout the duration of this unit students will draw upon knowledge from the previous units and begin to see how all the elements of art and principles of design are connected and intertwined.
<b>DESIRED OUTCOMES</b>	
<b>NJSLS Standards Addressed</b>	
<b>Visual and Performing Arts Student Learning Standards:</b>	
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.	
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<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
<b>1.1.2.D.1</b> - Identify the basic elements of art and principles of design in diverse types of artwork.	

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**1.1.2.D.2** - Identify elements of art and principles of design in specific works of art and explain how they are used.

**1.2.2.A.1** - 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.

**1.2.2.A.2** - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**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.

**1.3.2.D.2** Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

**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.

**1.3.2.D.4** - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

**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.

**1.4.2.A.1** - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

**1.4.2.A.2** - Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

**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 visual art.

**1.4.2.A.4** - Distinguish patterns in nature found in works of visual art.

**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.

**1.4.2.B.2**- Apply the principles of positive critique in giving and receiving responses to performances.

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<i><b>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</b></i>	
<b>X</b>	CRP1. Act as a responsible and contributing citizen and employee.
<b>X</b>	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
<b>X</b>	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
<b>X</b>	CRP6. Demonstrate creativity and innovation.
<b>X</b>	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
<b>X</b>	CRP11. Use technology to enhance productivity.
<b>X</b>	CRP12. Work productively in teams while using cultural global competence.
<b><i>Interdisciplinary Connections</i></b>	
<b>English L</b>	
<b>Grade K: W.K.2; W.K.5; SL.K.1 a-b; SL.K.3;SL.K.5; SL.K.6; L.K.1 a-f; L.K.2 a-d</b>	
<b>Grade 1: W.1.2; SL.1.1c; SL.1.4; SL.1.6; L.1.1 a-j; L.1.2 a-e; L.1.6</b>	
<b>Grade 2: W.2.1; W.2.5; SL.2.1c; L.2.1 a-f; L.2.2 a-e; L.2.3; L.2.6</b> language Arts	
<b>Career Ready Practices</b>	
CRP2. Apply appropriate academic and technical skills.	
CRP4. Communicate clearly and effectively and with reason.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
CRP11. Use technology to enhance productivity.	
<b>Integration of 21st Century Standards</b>	

## **WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

### **Social Studies**

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### **Technology**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

<b>Key Terms</b>	Pattern,Rhythm, Movement, Radial, Composition, Geometric, Negative Space, Asymmetry, Elements of Art
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### ***Student Learning Objectives (SLO)***

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.

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### *Instructional Strategies*

- Students will discover and be able to verbally identify examples of patterns and symmetry in nature. They will work in small groups or pairs to record their observations. They will write three examples of where they found symmetry in nature and three observations of where they found symmetry in artwork.
- Students will work individually, using lateral symmetry to create a butterfly.
- The pattern on the wings will also demonstrate symmetry. They will also adhere to a chosen color scheme.
- Students will use multi-media to create the patterns on their butterfly wings.
- Students will review positive and negative space.
- They will also look at different examples of masks from around the world, observing not only the elements and principles of art evident in each, but also the media used to create it.
- Students will sketch out their own idea for a mask. They must utilize at least one line of lateral symmetry (see extensions).
- Students will use a variety of art media, application methods and select tools depending on various factors: class size, skill level, material availability, etc.
- Students will discuss different ways artists have depicted movement in their stationary artwork. They will analyze several pieces of work and identify the specific elements of art and principles of design utilized to achieve this.
- Students will generate a list of various forms of weather that have movement. They will choose one and decide how to depict the movement of that particular form of weather using the elements and principles of design and various available media.

### *Essential Questions*

#### **Essential Questions:**

- What is pattern? What can be used to create a pattern?
- Where are patterns found in nature?
- How can an artist create rhythm or movement in a stationary piece of artwork?
- Why is balance important in art? What are different ways a composition can be balanced?
- What is symmetry and what are the different types of symmetry?
- Where can you find examples of symmetry in nature?

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<b><i>Enduring Understandings</i></b>	
<ul style="list-style-type: none"> <li>• Pattern is repetition of the elements of art or anything else; there are patterns in music, in math, jumping jacks are a pattern of repeated movements, patterns are everywhere.</li> <li>• Patterns are found quite frequently in nature, in animals on their feathers or fur, insect wings, reptile or fish scales; flowers and plants; bricks on a house; rainbows; clouds, etc.</li> <li>• An artist can create rhythm or movement by using one or a combination of the elements of art or principles of design.</li> <li>• Balance is important in art because no matter what type of balance is present within the composition it will help draw the viewer to the focal point, thus enhancing the message or theme. Different types of balance include symmetrical, asymmetrical and radial. Symmetry is when things are exactly the same on either side of a line; when shape is exactly the same when you flip, slide or turn it.</li> <li>• Types of symmetry are bilateral or reflection symmetry, radial or rotational symmetry, translational symmetry, and asymmetry, or lack of symmetry. Examples of symmetry in nature are everywhere, from tree leaves to butterfly wings, from flowers to humans.</li> </ul>	
<b><i>Assessments</i></b>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Completed Projects</li> <li>● Oral Student Feedback</li> <li>● Peer Review</li> <li>● Level of Creativity</li> <li>● Reflection</li> <li>● Class Discussion</li> <li>● Rubrics</li> </ul>	
<b><i>Differentiated Activities</i></b>	
<b>Enrichment</b>	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p>

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<p><b>Gifted and Talented</b></p>	<p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p><b>ELL</b></p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<p><b>Special Education</b></p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice</p>



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	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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<p><b><i>At-Risk</i></b> <b><i>(Intervention)</i></b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.</p> <p>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.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p align="center"><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<ul style="list-style-type: none"> <li>• Chrombooks</li> <li>• Art materials</li> </ul>
<p><b>Teacher Resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://artprojectsforkids">http://artprojectsforkids</a></li> <li>• Trade books</li> <li>• Teacher made Power Point</li> </ul>

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<p><b>Core Instructional Materials</b></p>	
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