

Beach Haven School District

Art Curriculum

Grade 1-2

Introduction

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies, 21st Century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini
Proposed Revision Date:	Summer 2022

Art Pacing Guide

Unit 1 Elements of Principles of Design	31 days- ongoing
Unit 2: Art and Multicultural	31 days-ongoing
Unit 3: Methods and Media	31 days-ongoing
Unit 4: Aesthetics and Critique	31 days-ongoing

Unit 1: Elements and Principles of Design		Duration: 31 days- ongoing
Standards		
1.1.2. D.1	Identify the basic elements of art and principles of design in diverse types of artwork.	
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.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
	Interdisciplinary Connections	
	ELA Standards	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>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.</p>	
	Technology Standards	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The compositional building blocks of visual art are: line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity. • The elements of art are the building blocks of design. • Art is a personal experience. 	<ul style="list-style-type: none"> • What are the elements of art? • How do personal experiences affect how people create and interpret art?

Accommodations & Modifications
<p>English Language Learners</p> <ul style="list-style-type: none"> • TPR (Total Physical Response) Method to Teach Language and Vocabulary • Flexible/cooperative grouping • Teacher tutoring
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Alternative assignments • Employ valid and reliable research strategies • Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics
<p>Basic Skills</p> <ul style="list-style-type: none"> • Modified instruction/assignments • Adjust timelines to provide additional time for students to complete work • Teacher/peer tutoring
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> • Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals • Send Home Materials for the Student to Use Relating to the Lesson • Pre-teach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

Knowledge and Skills**Content***Students will know...*

- That the basic elements of art and principles of design are used to create art.
- Technology systems impact every aspect of the world in which we live.

Skills*Students will be able to ...*

- Perform in all four art disciplines at an age appropriate level.
- Create art based on the elements and principles of design.

Instructional Plan	
Suggested Activities	Resources
Students will learn about the elements and principles of design of art as they draw foods in a paper refrigerator.	Art supplies/art room equipment, Teacher created visuals, Art reproductions
Students will learn about the elements and principles of design of art as they draw a still-life basket of apples.	Art supplies/art room equipment, Teacher created visuals, Art reproductions
Students will learn about the elements and principles of design of art as they create boxes in 1-point perspective.	Art supplies/art room equipment, Teacher created visuals, Art reproductions
Students will learn about the elements and principles of design of art as they sketch birds in nature.	Art supplies/art room equipment, Teacher created visuals, Art reproductions
Students will learn about the elements and principles of design of art as they cut and glue construction paper shapes to create a cat.	Art supplies/art room equipment, Teacher created visuals, Art reproductions
Literature	
<p><i>Know the Artist</i> by Crystal Productions Co.</p> <p><i>Multicultural Art Print Series</i> by Crystal Productions Co.</p> <p><i>Getting to Know the World's Greatest Artists</i> by Mike Venezia</p> <p><i>Discover Art</i> by Laura H. Chapman</p>	

Websites	
Scholastic Art Magazine brings students full-color features on contemporary, classic and student artists from around the world.	http://art.scholastic.com
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	https://www.theartofed.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Student's oral responses to open-ended questions • Verbal feedback 	<ul style="list-style-type: none"> • Teacher created assessments • Peer and Self-critique <p>Benchmark</p> <ul style="list-style-type: none"> • Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> • Student drawing to stretch project ideas or layout • Student self-reflection about art creation or discussion while planning art project • Conversation/presentation rubric to score student work and presentation of final creation

Unit 2: Art History		Duration: 31 days- ongoing
Standards		
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 visual art reflect and are affected by past and present cultures.	
	Interdisciplinary Connections	
	ELA Standards	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
	Social Studies	
6.1.4.D.1 3	Describe how culture is expressed through and influenced by the behavior of people.	
	Career Ready Practices: <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP4. Communicate clearly and effectively and with reason.● CRP12. Work productively in teams while using cultural global competence. 21st Century Life and Career Standards: 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.	

Technology Standards	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Visual artworks from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. • Art reflects, as well as shapes cultures and society. • Visual arts inform us about culture, history and society 	<ul style="list-style-type: none"> • What can artworks tell us about a culture or society? • How do artists illustrate culture, history and society through images?

Accommodations & Modifications
<p>English Language Learners</p> <ul style="list-style-type: none"> • TPR (Total Physical Response) Method to Teach Language and Vocabulary • Flexible/cooperative grouping • Teacher tutoring
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Alternative assignments • Employ valid and reliable research strategies • Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics
<p>Basic Skills</p> <ul style="list-style-type: none"> • Modified instruction/assignments • Adjust timelines to provide additional time for students to complete work • Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
- Pre-teach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

- one -on-one instruction
- Adaptive devices
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- Provide varying means through which students can express what they learned

Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none">● That theme-based visual artwork from diverse cultures and historical eras has distinct	<i>Students will be able to ...</i> <ul style="list-style-type: none">● Demonstrate understanding of diverse cultures and historical eras within works of art.

<p>characteristics and common themes that are revealed by contextual clues within the works of art.</p> <ul style="list-style-type: none"> • That the function and purpose of art-making across cultures is a reflection of societal values and beliefs. • Technology systems impact every aspect of the world in which we live. 	<ul style="list-style-type: none"> • Recognize various themes in art.
Instructional Plan	
Suggested Activities	Resources
Students will learn about art history and the art movement of impressionism as they recreate Claude Monet's lily pond at Giverny.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and the Chinese ancient art of origami as they fold paper to create origami animals.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and Native American art as they create dream catchers.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about art history and the art movement of abstraction as they recreate Wassily Kandinsky's Composition series.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Literature	
<p><i>Know the Artist</i> by Crystal Productions Co.</p> <p><i>Getting to Know the World's Greatest Artists</i> by Mike Venezia</p> <p><i>Multicultural Art Print Series</i> by Crystal Productions Co.</p>	

<i>Discover Art</i> by Laura H. Chapman	
Websites	
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Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	https://www.theartofed.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Student's oral responses to open-ended questions 	<ul style="list-style-type: none"> • Teacher created assessments • Verbal feedback • Peer and self-critique <p>Benchmark</p> <ul style="list-style-type: none"> • Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> • Student drawing to stretch project ideas or layout • Student self-reflection about art creation or discussion while planning art project • Conversation/presentation rubric to score student work and presentation of final creation
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Unit 3: Methods and Media		Duration: 31 days- ongoing
Standards		
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.	
	Interdisciplinary Connections	
	ELA Standards	

SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	<p style="text-align: center;">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;">21st Century Life and Career Standards:</p> <p>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.</p>

Technology Standards	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Manipulation of the basic elements of art and principles of design for personal expression results in the sharing of ideas primarily through visual means. • Specific techniques are used to create different works of art. • The elements and principles of design are visible in artwork. 	<ul style="list-style-type: none"> • How do artists use a variety of materials and techniques to create art? • Where do I see examples of art elements and design?

Accommodations & Modifications

English Language Learners

- TPR (Total Physical Response) Method to Teach Language and Vocabulary
- Flexible/cooperative grouping
- Teacher tutoring

Gifted and Talented

- Alternative assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

Basic Skills

- Modified instruction/assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
- Pre-teach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to help Achieve Lesson and Unit Goals

Special Education

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

- one -on-one instruction
- Adaptive devices

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

Knowledge and Skills

Content

Students will know...

Skills

Students will be able to ...

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
- That symbols convey meaning agreed upon by a group or culture
- that each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
- Technology systems impact every aspect of the world in which we live.

- Manipulate the basic elements of art and principles of design for personal expression that result in visual communication
- Use various materials, tools, and techniques associated with unique verbal and visual vocabularies.
- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life.

Instructional Plan

Suggested Activities

Students will learn about the methods and media of art as they use oil pastels to blend colors as they draw a pumpkin.

Resources

Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions

Students will learn about the methods and media of art as they use earth clay to create heart necklaces.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they use watercolor paint to create a summer landscape.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they create yarn weavings.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about the methods and media of art as they use mixed media to create collage.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> Teacher Observation Student demonstrated Student's oral responses to open-ended questions Verbal feedback 	<ul style="list-style-type: none"> Teacher created assessments Peer and self-critique <p>Benchmark</p> <ul style="list-style-type: none"> Student Art Piece with Rubric <p>Alternative</p> <ul style="list-style-type: none"> Student drawing to stretch project ideas or layout Student self-reflection about art creation or discussion while planning art project Conversation/presentation rubric to score student

	work and presentation of final creation
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Unit 4: Aesthetics and Critique		Duration: 31 days- ongoing
Standards		
1.4.2. A.1	Identify aesthetic qualities of exemplary works of 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 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 each of the four arts disciplines (dance, music, theatre, and visual art).	
1.4.2. A.4	Distinguish patterns in nature found in works of dance, music, theatre, and 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.	
1.4.2. B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
	Interdisciplinary Connections	
	ELA Standards	
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

	<p align="center">Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p align="center">21st Century Life and Career Standards:</p> <p>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.</p>	
	Technology Standards	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Visual art has distinct characteristics, as do the artists who create them. • Art is a personal experience. • Studying art allows one to make informed opinions when viewing art. 		<ul style="list-style-type: none"> • How does art evoke emotion? • How does studying art help you observe art?

Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> • TPR (Total Physical Response) Method to Teach Language and Vocabulary • Flexible/cooperative grouping • Teacher tutoring 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Alternative assignments • Employ valid and reliable research strategies • Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics 	
<p>Basic Skills</p> <ul style="list-style-type: none"> • Modified instruction/assignments • Adjust timelines to provide additional time for students to complete work 	

- Teacher/peer tutoring

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Help Student Achieve Lesson and Unit Goals
- Send Home Materials for the Student to Use Relating to the Lesson
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Special Education

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

504

- one -on-one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide varying means through which students can express what they learned

Knowledge and Skills	
Content: students will know... <ul style="list-style-type: none"> • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Technology systems impact every aspect of the world in which we live. • Visual art has distinct characteristics, as do the artists who create them. 	Skills: Students will be able to ... <ul style="list-style-type: none"> • Apply the principles of positive critique in giving and receiving responses to artwork. • Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

	<ul style="list-style-type: none"> • Use their imaginations to create a story based on an arts experience that communicates an emotion or feeling
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Instructional Plan	
Suggested Activities	Resources
Students will learn about aesthetics and critique of art as they discuss and review their own art.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they discuss and review the artwork of their peers.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they discuss and review famous works of art.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions
Students will learn about aesthetics and critique of art as they write a reflection of understanding of the lesson.	Art supplies/Art Room Equipment, Teacher made visuals, Art Reproductions

<p><i>Know the Artist</i> by Crystal Productions Co.</p> <p><i>Multicultural Art Print Series</i> by Crystal Productions Co.</p> <p><i>Getting to Know the World's Greatest Artists</i> by Mike Venezia</p> <p><i>Discover Art</i> by Laura H. Chapman</p>
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Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History	https://www.artrageouswithnate.com
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	https://www.theartofed.com

Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments

- Teacher Observation
- Student demonstrated skills
- Student's oral responses to open-ended questions

- Teacher created assessments
- Verbal feedback
- Peer and self-critique

Benchmark

- Student Art Piece with Rubric

Alternative

- Student drawing to stretch project ideas or layout
- Student self-reflection about art creation or discussion while planning art project
- Conversation/presentation rubric to score student work and presentation of final creation