

Beach Haven School District

Art Curriculum

Kindergarten

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
Standard		
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.	
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
Interdisciplinary Connections		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
Technology Standards		
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
Career Ready Practices:		
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.	
Essential Understandings	Essential Questions
<p><i>Students will understand that the compositional building blocks of visual art are: line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.</i></p> <ul style="list-style-type: none"> • 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 effect how people create and interpret art?

Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> • TPR (Total Physical Response) Method to Teach Language and Vocabulary • Flexible/cooperative grouping • Teacher tutoring 	
Gifted and Talented	
<ul style="list-style-type: none"> • Alternative assignments • Employ valid and reliable research strategies • Modified instruction/assignments • Encourage peer tutoring for struggling students 	
Basic Skills	
<ul style="list-style-type: none"> • Modified instruction/assignments • Graphic organizers • Teacher/peer tutoring 	
Economically Disadvantaged	
<ul style="list-style-type: none"> • Provide Student will 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

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Restate, reword and clarify directions
- Provide varying means through which students can express what they learned

504

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Restate, reword and clarify directions
- 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.

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 identify the primary colors (red, yellow and blue) and learn how to mix them to create the secondary colors (orange, purple and green).	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals
Students will look for the basic shapes in their environment and be able to identify them by name. Teacher will read a book about cubist artist Pablo Picasso and students will draw portraits of themselves using square and rectangle shapes.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Mike Venezia book about Picasso
Students will create line designs for the first letter of their first name using black lines. Students will draw letter and fill in with straight, wavy and zig-zag lines to create patterns and designs. Students can add color to their designs with choice of crayons, markers or colored pencils.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals
Students will create animals of their choice by finger painting and using texture tools, cutting and collaging techniques over a period of 3 sessions.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Animals, Animals by Eric Carle
Students will learn about negative space by drawing and cutting out heart shapes, taping them down to paper and sponge painting over the hearts. Hearts are removed after painting, exposing the original color of the paper.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals
Literature	
Getting to Know Series: The World's Greatest Artists by Mike Venezia	

Websites

Elementary art videos	https://www.youtube.com/playlist?list=PLX11caOZtHXYt1ANmpu74vPC0C7_Oc8I-
Resources, lesson plans,	www.crayola.com
Gallery, lesson plans	www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html

Evidence of Student Learning	
Assessments	
Formative	• Summative
<ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Student’s oral responses to open-ended questions • Peer and self-critique 	<ul style="list-style-type: none"> • Teacher created assessments • Rubrics • 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: September-June
Standard		
1.2.2. A.1	Identify characteristic theme-based works of 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		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.	
Technology Standards		
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	

	<p style="text-align: center;">Career Ready Practices:</p> <p>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.</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>	
Essential Understandings	Essential Questions	
<p><i>Students will understand that 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.</i></p> <ul style="list-style-type: none"> ● art reflects as well as shapes culture 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 ● Modified instruction/assignments ● Encourage peer tutoring for struggling students 	

Basic Skills	
<ul style="list-style-type: none"> • Modified instruction/assignments • Graphic organizers • Teacher/peer tutoring 	
Economically Disadvantaged	
<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	
<ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications • Provide manipulatives or the opportunity to draw solution strategies • Play YouTube videos in addition to read aloud texts • Restate, reword and clarify directions • Provide varying means through which students can express what they learned 	
504	
<ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all 504 plan modifications • Provide manipulatives or the opportunity to draw solution strategies • Play YouTube videos in addition to read aloud texts • Restate, reword and clarify directions • Provide varying means through which students can express what they learned 	
Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● that theme-based visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● demonstrate understanding of diverse cultures and historical eras within works of art. ● recognize various themes in art.
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<p>that the function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	
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Instructional Plan

Suggested Activities	Resources
<p>Students will learn about artist Vincent van Gogh and create replication of his “Starry Night” painting using craypas, shaving cream and watercolor paints.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Artist representations ● Mike Venezia book about van Gogh ● YouTube videos
<p>Students will learn about cave painting and assist teacher with making homemade paint with lard and different colored dirt. Students will view examples of primitive cave paintings and attempt to recreate.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Artist representations ● Nature walk
<p>Students will learn about artist Wassily Kandinsky and create geometric compositions based on his painting “Concentric Circles”.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Artist representations ● Mike Venezia book about Kandinsky ● YouTube videos

Students will take a virtual reality tour of a museum on the iPads. Students will work in small group to share information they learn and draw pictures of their favorite room in the library.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● iPads ● Virtual museum tour
Students will learn about impressionism through a lesson about Claude Monet's Waterlilies.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Artist representations ● Mike Venezia book about Monet

Literature	
Getting to Know Series: The World's Greatest Artists by Michael Venezia	
Websites	
Technology, displaying student's work	www.artsonia.com
Art history lessons	http://www.kindergarten-lessons.com/art-history-for-children
Gallery, lesson plans	www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html
YouTube series: Art with Mati and Dada (multiple artists)	www.youtube.com/watch?v=9IGEm1Lve0
Art history resources	http://www.metmuseum.org/learn/educators/lesson-plans
Virtual museum tours	https://www.google.com/culturalinstitute/beta/

Evidence of Student Learning
Assessments

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Students' oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● 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: 3 Methods and Media		Duration: 31 days-ongoing
Standard		
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		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
Technology Standards		
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
Career Readiness Practices		
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.	

Essential Understandings	Essential Questions
<p><i>Students will understand that manipulation of the basic elements of art and principles of design for personal expression results in the sharing of ideas primarily through visual means.</i></p> <ul style="list-style-type: none"> ● specific techniques are used to create different works of art. ● the elements of art and the 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
<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 ● Modified instruction/assignments ● Encourage peer tutoring for struggling students
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Modified instruction/assignments ● Graphic organizers ● 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

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Restate, reword and clarify directions
- Provide varying means through which students can express what they learned

504

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Restate, reword and clarify directions
- Provide varying means through which students can express what they learned

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 ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● 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
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● that visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● manipulate the basic elements of art and principles of design for personal expression that result in visual communication that may be relevant in a variety of settings.

<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.
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Instructional Plan

Suggested Activities	Resources
Students will create 3-D fruit of their choice using balloons, glue and bulletin board paper. Children will learn about paper mache through guided lesson.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Fresh fruit bowl
Students will draw picture of a child/teacher in the classroom. Each child will take turns standing up and showing their picture while the other students try to guess who they drew. Emphasis on colors, shapes, patterns and realistic detail in figure drawing.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Mirror
Students will create compositions with a variety of purple art materials (crayons, markers, paper, tissue, pom poms, buttons, pipecleaners, paint, scissors, glue sticks, etc.) after listening to the story.	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Harold and the Purple Crayon” by Crockett Johnson
Students will learn how to use watercolor paint sets properly while painting a picture of a sunny day at the beach. Teacher will instruct proper way to clean brush, how	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Artist representations

Evidence of Student Learning

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Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Student’s oral responses to open-ended questions ● Peer and self-critique 	<ul style="list-style-type: none"> ● Teacher created assessments ● Rubrics ● 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: 4 Aesthetics and Critique		Duration: 31 days-ongoing
Standard		
1.4.2. A.1	Identify aesthetic qualities of exemplary works of 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 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	
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Technology Standards	
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Career Readiness Practices	
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.
Essential Understandings	
<p><i>Students will understand that visual art has distinct characteristics, as do the artists who create them.</i></p> <ul style="list-style-type: none"> • Art is a personal experience. • Studying art allows one to make informed opinions when viewing art. 	
Essential Questions	
<ul style="list-style-type: none"> • How does art evoke emotion? • How does studying art help you observe art? 	

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
- Modified instruction/assignments
- Encourage peer tutoring for struggling students

Basic Skills

- Modified instruction/assignments
- Graphic organizers
- 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

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- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
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- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Restate, reword and clarify directions

- Provide varying means through which students can express what they learned

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Visual art has distinct characteristics, as do the artists who create them. • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • 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. • Apply the principles of positive critique in giving and receiving responses to artwork.
Instructional Plan	
Suggested Activities	Resources
<p>Students will compare and contrast characteristics of multiple impressionist artists work and then create their own impressionistic compositions with a variety of mediums (paint, craypas, etc.).</p>	<ul style="list-style-type: none"> • Art supplies/art room equipment • Artist representations • Mike Venezia books
<p>Students will view “Starry Night” by Vincent van Gogh and discuss the emotional impression it makes. Students will create their choice of landscapes based on the style of “Starry Night”.</p>	<ul style="list-style-type: none"> • Art supplies/art room equipment • Artist representations • Mike Venezia books

<p>Students will view images from Picasso’s Blue Period and discuss the emotions they evoke. Children will choose and create their own monochromatic palettes to create a painting that depicts their emotion. Children will take turns sharing the ideas behind their paintings.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Artist representations ● Teacher created visuals ● Mike Venezia book about Pablo Picasso
<p>Students will create abstract collages by simulating a variety of patterns found in nature (leaves, flowers, grass, sand, ocean, etc.). Teacher will show examples from famous landscape paintings. Children will explore artists tools to create patterns and designs.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Artist representations

<p>Students will explore the patterns and textures in flowers to create large paintings of cropped sections of the flower. Lesson based on their observations of live flowers and paintings by Georgia O’Keeffe.</p>	<ul style="list-style-type: none"> ● Art supplies/art room equipment ● Teacher created visuals ● Mike Venezia book about Georgia O’Keeffe
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Literature

Getting to Know Series: The World’s Greatest Artists by Michael Venezia

Websites

<p>resources, critique strategies</p>	<p>https://www.theartofed.com/2014/10/09/7-critiques-you-can-use-in-your-classroom-today/</p>
<p>technology, displaying student’s work</p>	<p>www.artsonia.com</p>
<p>gallery, lesson plans</p>	<p>www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html</p>

Evidence of Student Learning

Assessments

Formative Assessments

- Teacher Observation
- Student demonstrated skills
- Student's oral responses to open-ended questions
- Peer and self-critique

Summative Assessments

- Teacher created assessments
- Rubrics
- 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