

BENWAY SCHOOL

Art Curriculum

Grade 1



Benway School**Unit 1****Content Area:** Art**Unit Title:** *Creative Process***Grade Level:** 1**Unit Overview:** In this unit, the students will extend their previous learning by exploring radial balance, rhyme, and repetition.**Recommended Pacing:** 6-8 weeks (September-October)

Student Learning Objectives	NJSLS
Categorize applications of line (i.e., horizontal, vertical, diagonal, curvilinear, wide, thin, short, long and broken line) in artworks of diverse artists (e.g., Robert Motherwell's <i>Lines for St. Gallen</i> or his <i>Black Series</i> , Raoul Dufy's <i>Bouquet d'Arums</i> or <i>Birdcage</i> , Henri Matisse's <i>Red Interior Still Life on a Blue Table</i> , Roy Lichtenstein's <i>Seascape From the Landscape Series</i> etc.). Apply similar usage of line in original works of art.	1.1.2.D.1
Explain the use of shape (i.e., circle, square, triangle, ovals and rectangles) in artworks of known and emerging artists (e.g., Romare Bearden's <i>The Block</i> , Pablo Picasso's <i>Three Musicians</i> , paintings of Marsden Hartley etc.) and apply similar conventions in original works of art.	1.1.2.D.1 and 1.1.2.D.2
Name primary colors in notable artworks (e.g., paintings by Piet Mondrian's <i>Composition Red Blue and Yellow</i> , prints and sculpture by Robert Indiana including his classic <i>Love Series</i> , Sam Francis's untitled splatter paintings, mixed media works by Faith Ringgold's <i>The Sunflower Quilting Bee at Arles</i> etc.) and apply similar applications of primary color in original works of art.	1.1.2.D.1 and 1.1.2.D.2
Recognize texture in two-dimensional works of art (e.g., paintings by Vincent Van Gogh's <i>Starry Night</i> , Jackson Pollock's <i>Number 8</i> etc.) and create textural works of art.	1.1.2.D.1 and 1.1.2.D.2
Observe instances where radial balance is utilized in art and architecture by known and emerging artists (e.g., Gothic architectural <i>Rose Windows</i> , Mandalas of Tibet, Hawaiian quilt patterns, installations by Polly Apfelbaum such as her work <i>Blossom</i> , etc.). Demonstrate understanding of radial balance through the creation of original artwork.	1.1.2.D.1 and 1.1.2.D.2
Identify instances where rhythm/repetition is used as a compositional tool by known artists (e.g., Piet Mondrian's <i>Broadway Boogie Woogie</i> , paintings by Wayne Thiebaud such as <i>Cakes</i> , installations by Yayoi Kusama including <i>Ascension of Polkadots on the Trees</i> or any of her dot obsession series, the prints and paintings of Trenton Doyle Hancock such as <i>Wow That's Mean and Other Vegan Cuisine</i> etc.) and produce original works emphasizing rhythm through repetition.	1.1.2.D.1 and 1.1.2.D.2
New Jersey Student Learning Standards	Progress Indicator
Identify the basic elements of art and principles of design in diverse types of artwork.	1.1.2.D.1
Identify elements of art and principles of design in specific works of art and explain how they are used.	1.1.2.D.2

New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	8.1.2.C.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
Describe how designed products and systems are useful at school, home and work.	8.2.2.A.2
Demonstrate how reusing a product affects the local and global environment.	8.2.2.B.2
Identify products or systems that are designed to meet human needs.	8.2.2.B.3
Brainstorm ideas on how to solve a problem or build a product.	8.2.2.C.1
Create a drawing of a product or device that communicates its function to peers and discuss.	8.2.2.C.2
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Line (horizontal, vertical, diagonal, curvilinear, wide, thin, short, long, broken), radial balance, rhythm/repetition	

Evidence of Learning

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Portfolio
- Teacher observations

Learning Activities:

- Create original works of art
- Learning to talk and write about art (ELA connection)
- Using the language of art to discuss artworks
- Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage)

Instructional Materials:

- Smartboard

Teacher Resources:

- http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm
- http://www.artsconnected.org/toolkit/watch_color_primary.cfm
- www.colorwithleo.com/art_colorwheel.php
- www.colormatters.com/color-and-design/basic-color-theory
- <https://www.artsonia.com/>
- <https://www.nga.gov/content/ngaweb/education/kids.html>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● 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 a 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p>

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep
- Reading aloud to develop phrasing and fluency
- Visual identification of high frequency words
- Opportunities to develop phrases and complete sentences orally to support development of semantic competencies
- Retell short stories
- Opportunities to self-select texts within the student's independent reading levels
- Opportunities to 'read' all sources of information in texts (pictures, words)
- Begin developing writing skills by writing self-developed stories (may be one sentence or several sentences)

Modifications for Assessments:

- 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

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Benway School	
Unit 2	
Content Area: Art	
Unit Title: <i>Performing</i>	
Grade Level: 1	
Unit Overview: In this unit, the students will extend their previous learning of the basic principles of art and study the work of famous artists.	
Recommended Pacing: 6-8 weeks (October-December)	
Student Learning Objectives	NJSLs
Identify how various types of line can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art.	1.3.2.D.5
Identify primary and secondary colors; describe the principles behind color theory using basic art vocabulary, and use color as a tool for expressive purpose in the creation and evaluation of art.	1.3.2.D.1 and 1.3.2.D.3
Demonstrate how lines, color, and media manipulation can be combined to make a texture or pattern through the creation of original artwork. Identify how artists use line to suggest texture and describe how the appearance of texture changes depending on the different surfaces employed in or suggested by the artwork (e.g., cloth such as velvet or lace vs. wood, glass, cement, or metal).	1.3.2.D.1 and 1.3.2.D.5
Manipulate lines to create shapes, forms, and other visual elements which aid in the creation of visual stories and describe ways that known artists use shape and form to tell stories.	1.3.2.D.3
Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three-dimensional object that has volume); and create original three-dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard etc.	1.3.2.D.1 and 1.3.2.D.4
Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array of art mediums and appropriate tools in the production of original works of art.	1.3.2.D.4
New Jersey Student Learning Standards	Progress Indicator
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.1
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.2
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.3
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.4
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.	1.3.2.D.5
New Jersey Student Learning Standards	Indicator

Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	8.1.2.C.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
Describe how designed products and systems are useful at school, home and work.	8.2.2.A.2
Demonstrate how reusing a product affects the local and global environment.	8.2.2.B.2
Identify products or systems that are designed to meet human needs.	8.2.2.B.3
Brainstorm ideas on how to solve a problem or build a product.	8.2.2.C.1
Create a drawing of a product or device that communicates its function to peers and discuss.	8.2.2.C.2
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Patterns, three-dimensional	
Evidence of Learning	
Additional Suggested Assessments:	

<ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities: <ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm ● http://www.artsconnected.org/toolkit/watch_color_primary.cfm ● www.colorwithleo.com/art_colorwheel.php ● www.colormatters.com/color-and-design/basic-color-theory ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<u>Students with Disabilities</u>	<u>Students at Risk of School Failure</u>

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
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- Extended time to complete assignments
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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

<ul style="list-style-type: none">● Reading aloud to develop phrasing and fluency● Visual identification of high frequency words● Opportunities to develop phrases and complete sentences orally to support development of semantic competencies● Retell short stories● Opportunities to self-select texts within the student's independent reading levels● Opportunities to 'read' all sources of information in texts (pictures, words)● Begin developing writing skills by writing self-developed stories (may be one sentence or several sentences) <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 3	
Content Area: Art	
Unit Title: <i>Performing</i>	
Grade Level: 1	
Unit Overview: In this unit the students will apply their knowledge as they utilize common materials to compose works of art.	
Recommended Pacing: 6-8 weeks (December-February)	
Student Learning Objectives	NJSLS
Use color and line to create a two-dimensional artwork that depicts an age-appropriate theme, based topic or oral story and describe the materials, tools, and methodologies used to tell the visual story using basic verbal and visual art vocabulary.	1.3.2.D.1 and 1.3.2.D.3
Use lines and color to create textures and/or patterns in two and three-dimensional artwork that is based on observation of everyday life.	1.3.2.D.1
Using common materials found in the environment (e.g., toilet paper rolls, Popsicle sticks, bottle caps, drink cartons, boxes etc.), apply knowledge of shape, space, texture and color to create a three- dimensional artwork based on the culture of everyday life.	1.3.2.D.4 and 1.3.2.D.5
Create two and three-dimensional art works, using age-appropriate themes drawn from oral stories as a basis for pictorial representation. Apply knowledge of visual communication by using existing symbols and/or invented symbols within the pictorial narrative.	1.3.2.D.2
New Jersey Student Learning Standards	Progress Indicator
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.1
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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.3
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.4
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.	1.3.2.D.5
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Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	8.1.2.C.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
Describe how designed products and systems are useful at school, home and work.	8.2.2.A.2
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Brainstorm ideas on how to solve a problem or build a product.	8.2.2.C.1
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Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
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Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Culture	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art 	

<ul style="list-style-type: none"> ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm ● http://www.artsconnected.org/toolkit/watch_color_primary.cfm ● www.colorwithleo.com/art_colorwheel.php ● www.colormatters.com/color-and-design/basic-color-theory ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered

- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep
- Reading aloud to develop phrasing and fluency
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Modifications for Assessments:

- 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

- Retell short stories
- Opportunities to self-select texts within the student's independent reading levels
- Opportunities to 'read' all sources of information in texts (pictures, words)
- Begin developing writing skills by writing self-developed stories (may be one sentence or several sentences)

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Benway School	
Unit 4	
Content Area: Art	
Unit Title: <i>Aesthetic Responses and Critique Methodologies</i>	
Grade Level: 1	
Unit Overview: In this unit, the students will compare and contrast works of art and express their personal opinions respectfully.	
Recommended Pacing: 6-8 weeks (February-April)	
Student Learning Objectives	NJSLS
Identify various subject matter artists select for their works of art.	1.4.2.A.2
Compare and contrast various subject matters in both cultural and historical works of art that evoke emotion and/or communicate a cultural meaning.	1.4.2.A.2
Create a visual story that illustrates a personal response to an art experience (e.g., a class trip to a museum, a virtual tour of an art exhibit).	1.4.2.A.3
Observe and select one element of a work of art (e.g., line, shape, color or texture), and describe how the artist used that element to convey an emotion or idea.	1.4.2.B.1
Recognize, identify and describe how an artist uses line, shape, texture, color and space in works of art to communicate ideas and/or emotions.	1.4.2.B.1
Share personal opinions about particular works of art and use principles of positive critique to share reasons for like and dislikes about the work.	1.4.2.B.2
Recognize, identify and describe contextual clues embedded in works of art (e.g., happy, sad, pleasurable, fearful).	1.2.3.B3
Share personal opinions about likes or dislikes pertaining to the various themes in works of art (e.g., family, neighborhood) and give reasons for their opinions.	1.2.3.B3
New Jersey Student Learning Standards	Progress Indicator
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2
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 art disciplines (dance, music, theatre, and visual arts).	1.4.2.A.3
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.1
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1

Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	8.1.2.C.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
Describe how designed products and systems are useful at school, home and work.	8.2.2.A.2
Demonstrate how reusing a product affects the local and global environment.	8.2.2.B.2
Identify products or systems that are designed to meet human needs.	8.2.2.B.3
Brainstorm ideas on how to solve a problem or build a product.	8.2.2.C.1
Create a drawing of a product or device that communicates its function to peers and discuss.	8.2.2.C.2
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Art Exhibit	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio 	

<ul style="list-style-type: none"> ● Teacher observations 	
Learning Activities: <ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials: <ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources: <ul style="list-style-type: none"> ● http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm ● http://www.artsconnected.org/toolkit/watch_color_primary.cfm ● www.colorwithleo.com/art_colorwheel.php ● www.colormatters.com/color-and-design/basic-color-theory ● https://www.artsonia.com/ ● https://www.nga.gov/content/ngaweb/education/kids.html 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments

- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep
- Reading aloud to develop phrasing and fluency
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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- 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

<ul style="list-style-type: none">● Retell short stories● Opportunities to self-select texts within the student's independent reading levels● Opportunities to 'read' all sources of information in texts (pictures, words)● Begin developing writing skills by writing self-developed stories (may be one sentence or several sentences) <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Establish procedures for accommodations/modifications for assessments
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Benway School

Unit 5

Content Area: Art

Unit Title: *History of the Arts and Culture*

Grade Level: 1

Unit Overview: In this unit, the students will extend their knowledge of art history and culture.

Recommended Pacing: 6-8 weeks (April-June)

Student Learning Objectives	NJSLS
Identify how artists' works are reflections of their culture (e.g., <i>The Declaration of Independence</i> by John Tumball, Albert Bierstadr's <i>The Oregon Trail, Walk, Don't Walk</i> by George Segal etc.).	1.2.2.A.1
Describe visual similarities and differences (e.g., the use of types of line, similarity of shapes, texture etc.) in art work from diverse cultures and historical eras (e.g., Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, George Seurat).	1.2.2.A.2
Categorize the visual elements of line, use of shapes, color found in the artworks of past and present cultures (e.g., Pablo Picasso, Diego Rivera, Red Grooms, Grant Wood, Piet Mondrian).	1.2.2.A.1
Trace similar visual elements found in artworks influenced by their culture (e.g., <i>Maple Leaves at the Tekana Shrin</i> by Ando Hiroshige, <i>The Red Tree</i> by Piet Mondrain, <i>Broadway Boogie-Woogie</i> by Piet Mondrian).	1.2.2.A.2
New Jersey Student Learning Standards	Progress Indicator
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.1
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	1.2.2.A.2
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify the basic features of a digital device and explain its purpose.	8.1.2.A.1
Create a document using a word processing application.	8.1.2.A.2
Illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	8.1.2.C.1
Develop an understanding of ownership of print and nonprint information.	8.1.2.D.1
Describe how designed products and systems are useful at school, home and work.	8.2.2.A.2
Demonstrate how reusing a product affects the local and global environment.	8.2.2.B.2
Identify products or systems that are designed to meet human needs.	8.2.2.B.3
Brainstorm ideas on how to solve a problem or build a product.	8.2.2.C.1

Create a drawing of a product or device that communicates its function to peers and discuss.	8.2.2.C.2
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Identify potential sources of income.	9.1.4.A.2
Identify ways to earn and save.	9.1.4.B.5
Determine factors that influence consumer decisions related to money.	9.1.4.E.1
Apply comparison shopping skills to purchasing decisions.	9.1.4.E.2
Demonstrate an understanding of individual financial obligations and community financial obligations.	9.1.4.F.1
Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	9.1.4.F.2
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Culture, history	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Portfolio ● Teacher observations 	
Learning Activities:	
<ul style="list-style-type: none"> ● Create original works of art ● Learning to talk and write about art (ELA connection) ● Using the language of art to discuss artworks ● Art that represents the elements (Social Studies connection. Different areas in our lives where we find art/how it is utilized, different time periods and usage) 	
Instructional Materials:	
<ul style="list-style-type: none"> ● Smartboard 	
Teacher Resources:	
<ul style="list-style-type: none"> ● http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm ● http://www.artsconnected.org/toolkit/watch_color_primary.cfm 	

- www.colorwithleo.com/art_colorwheel.php
- www.colormatters.com/color-and-design/basic-color-theory
- <https://www.artsonia.com/>
- <https://www.nga.gov/content/ngaweb/education/kids.html>

Modifications & Accommodations:

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