

## ***Kindergarten Art***

### ***Course Description:***

Kindergarten art is an introduction to visual art. The students meet once a week for 45 minutes for the entire school year. In the art room, they have an opportunity to explore and experiment with a wide variety of 2 and 3 dimensional materials as well as being introduced to a selection of artists. When possible, the art curriculum is tied into the classroom curriculum.

### ***Suggested Course Sequence:***

Unit 1: Drawing 9 weeks

Unit 2: Cutting 4 weeks

Unit 3: Mixed Media 9 weeks

Unit 4: Sculpture 8 weeks

Unit 5: Painting 6 weeks

Unit 6: Fibers 6 weeks

***Pre-Requisite:*** None

Unit Overview	
<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 1: Drawing
<b>Target Course/Grade Level:</b>	Art / Kindergarten
<p><b>Unit Summary</b>                      Students will have an opportunity to draw things they know as well as things they have seen in nature. They will use pressure on crayons to make colors dark and light. They will use drawing alone and mixed with other techniques.</p> <p><b>Interdisciplinary Connections</b>                      Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.</p> <p><b>21<sup>st</sup> century themes:</b></p> <ul style="list-style-type: none"> <li><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</li> <li><b>CRP2.</b> Apply appropriate academic and technical skills.</li> <li><b>CRP4.</b> Communicate clearly and effectively and with reason.</li> <li><b>CRP6.</b> Demonstrate creativity and innovation.</li> <li><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li><b>CRP11.</b> Use technology to enhance productivity.</li> <li><b>CRP12.</b> Work productively in teams while using cultural global competence.</li> </ul>	
Learning Targets	
<p><b>Standards</b>                      2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2, 1.3 Performance  <b>D. Visual Art 1.3 Performance:</b>                      All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>2009 CCCS: Standard 1: Visual &amp; Performing Arts, Grade 2 , 1.4 Aesthetic Responses &amp; Critique Methodologies 1.4  <b>Aesthetic Responses &amp; Critique Methodologies:</b>                      All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
CPI#	Cumulative Progress Indicator (CPI)
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.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
1.4.2.A.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.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
Unit Essential Questions	Unit Enduring Understandings

<ul style="list-style-type: none"> <li>• What makes us special?</li> <li>• Where do artists get their ideas?</li> <li>• How can one crayon be used to show more than one color?</li> <li>• How can patterns be used in everyday objects?</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone has likes and dislikes.</li> <li>• Artists can get their ideas through many different ways.</li> <li>• Artist tools can be used in more than one way to give different effects.</li> </ul>
---	--

**Unit Learning Targets**

*Students will...*

- Draw pictures of favorite things, places, activities
- Tell the class about their pictures
- Use drawing as a way to share ideas
- Understand that artists sometimes draw the same topic many times
- Understand that artists draw people and animals in different poses and activities
- Recognize quick sketches as well as detailed pencil drawings
- Relate painting to their own lives; do they have pets?
- Draw their own pets or favorite animals.
- Create a Spider web
- Press hard on crayon for a dark color
  
- Press lightly for a light color.
- Create repeated patterns
- Use precut shapes as tracers and for rubbings

**Summative Assessment 2 days**

Finished drawings and projects, discussions

**Equipment Needed:** IWB, projector

**Teacher Resources:** *David Hockney's Dog Days (book)*  
*Paintings by Wayne Thiebaud, Robert Indiana, Charles Demuth*

**Formative Assessments**

- Questions
- Discussions

**Modifications:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> </ul> </li> </ul> |
|--|--|

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	<b>Introduction</b>	1 class
2	<b>Drawing pets</b>	1 class
3	<b>Dark and light</b>	2 classes
4	<b>Winter Scene</b>	1 class
5	<b>Favorite Foods</b>	1 class
6	<b>Rainy Days</b>	1 class
7	<b>Wrapping Paper</b>	1 classes
8	<b>#5 comparing Charles Demuth and Robert Indiana</b>	1 class

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

- [http://www.takeonepicture.org/picture/previous\\_renoir.html](http://www.takeonepicture.org/picture/previous_renoir.html)
- <http://www.hockneypictures.com/home.php>
- <http://www.smithsonianmag.com/arts-culture/wayne-thiebaud-is-not-a-pop-artist-57060/>
- <http://www.artnet.com/artists/wayne-thiebaud/>
- [http://whitney.org/Education/ForTeachers/Activities?&activity\\_id=6](http://whitney.org/Education/ForTeachers/Activities?&activity_id=6)
- [http://whitney.org/file\\_columns/0007/7276/inaugural\\_exhibition\\_k-5\\_final\\_4-29-15.pdf](http://whitney.org/file_columns/0007/7276/inaugural_exhibition_k-5_final_4-29-15.pdf)

**Unit Overview**

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 2 - Cutting
<b>Target Course/Grade Level:</b>	Art - Kindergarten

**Unit Summary**

Students will be introduced to cutting and using scissors safely. The connection will be made that scissors are a tool that will be used both at school and at home. Proper use of the tool will be stressed and students will use them correctly to cut various shapes freehand. These shapes will be used to create original designs and pictures.

**Interdisciplinary Connections**

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.

**Interdisciplinary Connections**

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.

**21<sup>st</sup> century themes:**

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.1 The Creative Process**

**D. Visual Art 1.1 The Creative Process:**

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.3 Performance**

**D. Visual Art 1.3 Performance:**

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.4 Aesthetic Responses & Critique Methodologies**

**1.4 Aesthetic Responses & Critique Methodologies:**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
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.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.

**Unit Essential Questions**

- What are scissors and how do we use them?
- What can artists do with paper once it has been cut?

**Unit Enduring Understandings**

- Tools can help us do things but they must be used safely.
- Scissors are a tool we use in school and at home.

**Unit Learning Targets**

*Students will...*

- Demonstrate proper position for cutting paper
- Discuss and demonstrate scissor safety by using scissors correctly
- Cut lines freehand
- Cut straight lines
- Cut straight lines to make geometric shapes
- Cut circles in varying sizes
- Arrange shapes to make pictures
- Use glue correctly
- Explain their pictures to the class
- Fold paper point to point
- Recognize folded edge
- Recognize open sides
- Cut diagonally starting at folded corner
- Recognize fold as the center when paper is open
- Fold neatly
- Hold the fold to cut specific shapes
- Start at fold, cut arc, end at fold
- Cut a straight line about 2/3 of the way across paper to make a smaller rectangle
- Cut squares by estimating
- Use word Diagonal.
- Cut across squares and rectangles diagonally to make triangles.
- Arrange shapes on paper to make interesting picture of own choice
- Cut a variety of materials in addition to Construction paper

**Summative Assessment (2 days)**

Finished projects, demonstrating safety, discussion

**Equipment Needed:**

Scissors	6x9 assorted construction paper
Glue	3x3 construction
9x12 white	6x3 construction paper

**Teacher Resources:** *Several Circles No.323* by Wassily Kandinsky

**Formative Assessments**

- Discussion
- Observation

**Modifications:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul> |
|--|--|

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Cutting straight lines	One lesson
2	Cutting Geometric shapes	One lesson
3	Cutting circles	One lesson
4	Cutting on the fold	One lesson

<b>Teacher Notes:</b>		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit:		



**Unit Overview**

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 2 - Cutting
<b>Target Course/Grade Level:</b>	Art - Kindergarten

**Unit Summary**

Students will be introduced to cutting and using scissors safely. The connection will be made that scissors are a tool that will be used both at school and at home. Proper use of the tool will be stressed and students will use them correctly to cut various shapes freehand. These shapes will be used to create original designs and pictures.

**Interdisciplinary Connections**

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.

**Interdisciplinary Connections**

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.

**21<sup>st</sup> century themes:**

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.1 The Creative Process**

**D. Visual Art 1.1 The Creative Process:**

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.3 Performance**

**D. Visual Art 1.3 Performance:**

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2, 1.4 Aesthetic Responses & Critique Methodologies**

**1.4 Aesthetic Responses & Critique Methodologies:**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
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.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.

**Unit Essential Questions**

- What are scissors and how do we use them?
- What can artists do with paper once it has been cut?

**Unit Enduring Understandings**

- Tools can help us do things but they must be used safely.
- Scissors are a tool we use in school and at home.

**Unit Learning Targets**

*Students will...*

- Demonstrate proper position for cutting paper
- Discuss and demonstrate scissor safety by using scissors correctly
- Cut lines freehand
- Cut straight lines
- Cut straight lines to make geometric shapes
- Cut circles in varying sizes
- Arrange shapes to make pictures
- Use glue correctly
- Explain their pictures to the class
- Fold paper point to point
- Recognize folded edge
- Recognize open sides
- Cut diagonally starting at folded corner
- Recognize fold as the center when paper is open
- Fold neatly
- Hold the fold to cut specific shapes
- Start at fold, cut arc, end at fold
- Cut a straight line about 2/3 of the way across paper to make a smaller rectangle
- Cut squares by estimating
- Use word Diagonal.
- Cut across squares and rectangles diagonally to make triangles.
- Arrange shapes on paper to make interesting picture of own choice
- Cut a variety of materials in addition to Construction paper

**Summative Assessment (2 days)**

Finished projects, demonstrating safety, discussion

**Equipment Needed:**

Scissors	6x9 assorted construction paper
Glue	3x3 construction
9x12 white	6x3 construction paper

**Teacher Resources:** *Several Circles No.323* by Wassily Kandinsky

**Formative Assessments**

- Discussion
- Observation

**Modifications:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul> |
|--|--|

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Cutting straight lines	One lesson
2	Cutting Geometric shapes	One lesson
3	Cutting circles	One lesson
4	Cutting on the fold	One lesson

<b>Teacher Notes:</b>		
<b>Curriculum Development Resources</b> Click links below to access additional resources used to design this unit:		

**Unit Overview**

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 3 - Mixed Media
<b>Target Course/Grade Level:</b>	Art Kindergarten

**Unit Summary**  
 This unit will introduce the students to a variety of different materials used by artists. They will have an opportunity to express themselves using a variety of media.

**Interdisciplinary Connections**  
 Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom’s Taxonomy. Lessons are presented to expand on the core courses wherever possible.

- 21<sup>st</sup> century themes:**
- CRP1.** Act as a responsible and contributing citizen and employee.
  - CRP2.** Apply appropriate academic and technical skills.
  - CRP4.** Communicate clearly and effectively and with reason.
  - CRP6.** Demonstrate creativity and innovation.
  - CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP11.** Use technology to enhance productivity.
  - CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards**  
**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process**  
**D. Visual Art 1.1 The Creative Process:**  
 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**  
**1.2: History of the Arts and Culture:**  
 All students will understand the role, development, and influence of the arts throughout history and across cultures.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**  
**D. Visual Art 1.3 Performance:**  
 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**  
**1.4 Aesthetic Responses & Critique Methodologies:**  
 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>1.1.2.D.2</b>	Identify elements of art and principles of design in specific works of art and explain how they are used.
<b>1.2.2.A.1</b>	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.
<b>1.3.2.D.1</b>	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.
<b>1.3.2.D.3</b>	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
<b>1.3.2.D.5</b>	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.
<b>1.4.2.B.2</b>	Apply the principles of positive critique in giving and receiving responses to performances.

<b>1.4.2.B.3</b>	Recognize the main subject or theme in works of dance, music, theatre, and visual art.		
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.		
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.		
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.		
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Do artists always work realistically?</li> <li>How do artists get their ideas?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Artists work both realistically and abstractly.</li> <li>Artists use their own ideas in their work.</li> <li>Artists get ideas from many places.</li> </ul> </td> </tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Do artists always work realistically?</li> <li>How do artists get their ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Artists work both realistically and abstractly.</li> <li>Artists use their own ideas in their work.</li> <li>Artists get ideas from many places.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Do artists always work realistically?</li> <li>How do artists get their ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Artists work both realistically and abstractly.</li> <li>Artists use their own ideas in their work.</li> <li>Artists get ideas from many places.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Use tissue paper to make collages</li> <li>Look at faces with patterns and textures and create their own face designs</li> <li>Recognize farm figures in paintings</li> <li>Recognize a mosaic by the small pieces of tile</li> <li>Arrange their own mosaic using small pieces of colored paper</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment (2 days)</b> Completed projects, discussion  <b>Equipment Needed:</b> <b>Teacher Resources:</b> Ed Paschke prints  <a href="http://whitney.org/Education/ForTeachers/Activities?&amp;activity_id=65">http://whitney.org/Education/ForTeachers/Activities?&amp;activity_id=65</a>  <a href="http://whitney.org/Education/ForTeachers/TeacherGuides/JeffKoons">http://whitney.org/Education/ForTeachers/TeacherGuides/JeffKoons</a>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>discussion</li> <li>observation</li> </ul>			
<b>Modifications:</b> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><b>Special Education Students</b> <ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><b>At-Risk Students</b> <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul> </li> <li><b>Gifted and Talented Students</b></li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li><b>Special Education Students</b> <ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>At-Risk Students</b> <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul> </li> <li><b>Gifted and Talented Students</b></li> </ul>
<ul style="list-style-type: none"> <li><b>Special Education Students</b> <ul style="list-style-type: none"> <li>Allow errors</li> <li>Rephrase questions, directions, and explanations</li> <li>Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>Accept participation at any level, even one word</li> <li>Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>At-Risk Students</b> <ul style="list-style-type: none"> <li>Provide extended time to complete tasks</li> <li>Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>Consult with classroom teacher(s) for specific behavior interventions</li> <li>Provide rewards as necessary</li> </ul> </li> <li><b>Gifted and Talented Students</b></li> </ul>		

Commented [JC1]: There needs to be some formative assessment to how they are progressing in these tasks.

- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Mosaics	2 classes
2	Tissue collage	2 classes
3	Farm Collage	2 classes
4	Face Designs	1 class
5	Jeff Koons Magazine Collage	2 classes

**Teacher Notes:**

Other artists will be substituted for variety but will continue to cover the same basic skills.

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

 <http://www.edpaschke.com/gallery/>

 [http://americanart.si.edu/education/picturing\\_the\\_1930s/](http://americanart.si.edu/education/picturing_the_1930s/)

 <http://www.artsmia.org/viewer/detail.php?v=12&id=1739>

Bird with Foliage

<http://www.metmuseum.org/metmedia/video/metkids/create-a-collage>

### Unit Overview

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 4 - Sculpture
<b>Target Course/Grade Level:</b>	Art / Kindergarten

#### Unit Summary

Sculpture will be introduced as a freestanding art form that can be viewed from all sides. The students build with a variety of materials.

#### Interdisciplinary Connections

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom's Taxonomy. Lessons are presented to expand on the core courses wherever possible

**21<sup>st</sup> century themes:**

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### Learning Targets

#### Standards

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

###### **D. Visual Art 1.3 Performance:**

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**

###### **B. Critique Methodologies 1.4 Aesthetic Responses & Critique Methodologies:**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>1.2.2.A.1</b>	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.
<b>1.2.2.A.2</b>	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
<b>1.3.2.D.1</b>	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.
<b>1.3.2.D.3</b>	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
<b>1.3.2.D.5</b>	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.
<b>1.4.2.B.2</b>	Apply the principles of positive critique in giving and receiving responses to performances
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.



8.2.2.B.4	Identify how the ways people live and work has changed because of technology.			
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do artists get their ideas?</li> <li>• What is a sculpture?</li> <li>• How can a modeling material be used to make a 3D form?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Artists express themselves using a variety of materials</li> <li>• Sculpture brings the artist and the viewer into a 3 dimensional world.</li> </ul>			
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Compare types of clay verbally</b></li> <li>• <b>Manipulate modeling clay</b></li> <li>• <b>Join pieces of clay by rubbing</b></li> <li>• <b>Stretch clay to form pieces</b></li> <li>• <b>Roll clay</b></li> <li>• <b>Create free-standing figures</b></li> <li>• <b>Recognize the difference between 2D and 3D</b></li> <li>• <b>Understand that relief sculpture is shallow and has a flat back surface.</b></li> <li>• <b>Use a variety of bending, curling, and folding techniques to create sculptures and relief sculptures.</b></li> <li>• <b>Use pottery clay to create a simple pinch pot</b></li> <li>• <b>Pose as a famous sculpture</b></li> </ul>				
<b>Evidence of Learning</b>				
<p><b>Summative Assessment (2 days)</b>                  Discussion, finished projects</p> <p><b>Equipment Needed:</b> IWB, projector  <b>Teacher Resources:</b> Prints by various artists (ex: Davis Smith, Frank Stella)</p>				
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion</b></li> <li>• <b>Questions &amp; Answers</b></li> <li>• <b>Projects</b></li> </ul>				
<p><b>Modifications:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul>			

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Modeling Clay	1 class
2	Posing as Sculptures	1 class
3	Paper Sculpture	2 classes
4	Relief sculpture	2 classes
5	Pinch pots	2 classes

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

 <http://www.nga.gov/kids/stella/stella1.htm>

Frank Stella *Kastura* 1979

 <http://www.nga.gov/kids/stella/stella2.htm>

<http://www.lacma.org/art/exhibition/david-smith-cubes-and-anarchy>

<http://www.hirshhorn.si.edu/collection/david-smith/#collection=david-smith>

[http://americanhistory.si.edu/collections/subjects/art?edan\\_start=20](http://americanhistory.si.edu/collections/subjects/art?edan_start=20)

[http://americanhistory.si.edu/collections/subjects/art?edan\\_start=30](http://americanhistory.si.edu/collections/subjects/art?edan_start=30)

### Unit Overview

<b>Content Area:</b>	Art
<b>Unit Title:</b>	Unit 5 - Painting
<b>Target Course/Grade Level:</b>	Art / Kindergarten

#### Unit Summary

Students will be introduced to using tempera paint in various ways. They will paint with a single color to get used to the feel of the brush. They will use watered tempera to make crayon resist. They will learn to share paint as they mix colors and use them in their own paintings.

#### Interdisciplinary Connections

Kindergarteners will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom's Taxonomy. Lessons are presented to expand on the core courses wherever possible

- 21<sup>st</sup> century themes:**
- CRP1.** Act as a responsible and contributing citizen and employee.
  - CRP2.** Apply appropriate academic and technical skills.
  - CRP4.** Communicate clearly and effectively and with reason.
  - CRP6.** Demonstrate creativity and innovation.
  - CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP11.** Use technology to enhance productivity.
  - CRP12.** Work productively in teams while using cultural global competence.

### Learning Targets

#### Standards

##### 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.1 The Creative Process

D. Visual Art The Creative Process:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

##### 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance

D. Visual Art:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

##### 2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies

Aesthetic Responses & Critique Methodologies:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.
1.3.2.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.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.3	Recognize the main subject or theme in works of dance, music, theatre, and visual art.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.

8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do artists use color?</li> <li>• Why do artists use color?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Color surrounds us in the world we live in.</li> <li>• People make color decisions as part of their everyday life; what color should I wear? What color should we paint the house?</li> <li>• Artists use color to express themselves.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Discuss color in our world.</b></li> <li>• <b>Name their favorite colors</b></li> <li>• <b>Name the 3 traditional primary colors: red, yellow, and blue</b></li> <li>• <b>Name the pairs of primary colors needed to create secondary colors</b> <ol style="list-style-type: none"> <li>1. Red and blue make purple</li> <li>2. Blue and yellow make green</li> <li>3. Red and yellow make orange</li> </ol> </li> <li>• Mix colors</li> <li>• Rinse brushes</li> <li>• Share paint and water</li> <li>• <b>Connect the painting to hatching chicks in their classroom</b></li> <li>• Use crayon pressing heavily</li> <li>• Understand crayon resist as a painting technique that allows heavy crayon to show through watery paint</li> <li>• Recognize a landscape as a picture of scenery</li> <li>• Understand pointillism as a picture with dots</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment (2 days)</b>                  Completed projects                  discussion</p> <p><b>Equipment Needed:</b> Primary colors of tempera paint                  Tempera paint                  Assorted brushes                  Water cups                  Newspaper                  Paint cups</p> <p><b>Teacher Resources:</b> IWB                  Wilton Color CD                  Gustav Klimt painting <i>Garden Path with Chickens</i></p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>Veggie Wheel (Wilton)</b></li> <li>• <b>Tutti Frutti Wheel (Wilton)</b></li> <li>• <b>Discussion</b></li> </ul>	

**Modifications:**

- **Special Education Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students’ intrinsic motivations
  - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Wilton Lesson 1 and 2	1 class
2	Mixing one color	1 class
3	Landscape Painting with one color on crayon drawing	1 class
4	Crayon resist	1 class
5	Sing Along Seurat and Signac boats	2 classes

**Teacher Notes:**

The painting units are generally not done at the same time. They are rotated with other units. Skills are shared between the units. For example, line might be discussed during a painting or cut shapes might be added to a painting to further develop an idea. Crayon resist will be part of a Halloween celebration in the fall, but will coordinate with classroom activities in the spring.

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

- [http://www.colorwithleo.com/art\\_colorwheel.php](http://www.colorwithleo.com/art_colorwheel.php)
-  <http://www.metmuseum.org/explore/sing-along/index.html>



**Unit Overview**

**Content Area: Art**

**Unit Title: Unit 6 Fibers**

**Grade Level: Kindergarten / Art**

**Unit Summary:** In this unit, the students will look at textiles; motifs, techniques, and uses by different groups /artists. They will create a design of their own and use basic stitches to present their idea.

**Interdisciplinary Connections: Social studies**

**21<sup>st</sup> Century Themes and Skills:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.2 History of the Arts and Culture**

**1.2: History of the Arts and Culture:**

**All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.3 Performance**

**D. Visual Art:**

**All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

**2009 CCCS: Standard 1: Visual & Performing Arts, Grade 2 , 1.4 Aesthetic Responses & Critique Methodologies**

**1.4 Aesthetic Responses & Critique Methodologies:**

**All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.**

<b>CPI#:</b>	<b>Statement:</b>
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
1.3.2.D.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.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.

**Unit Essential Question(s):**

- **How do people in various cultures and/or time periods use textiles in their art and their everyday life?**

**Unit Enduring Understandings:**

- Each culture has their own heritage reflected in their textiles.
- There are many similarities between cultures in their fabric use and design.

**Unit Learning Targets/Objectives:**

*Students will...*

- Recognize reasons people use textiles.
- Create a design or picture to be stitched
- Stitch simple running stitch
- Use a needle correctly
- Recognize that stitching is a skill used by both men and women
- Understand that fabric can be used to present an idea or illustration.
- Different cultures have similar stories
- Fabrics can be used in different ways

**Evidence of Learning**

**Formative Assessments:**

- **IWB activities**
- **Discussion**
- **Participation**
- **Collaboration**

**Summative/Benchmark Assessment(s):**

Plan Drawing for stitchery  
Completed stitchery / fabric project

**Resources/Materials** (copy hyperlinks for digital resources):

<http://www.metmuseum.org/metmedia/interactives/adults-teachers/the-unicorn-tapestries>

**Modifications:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>- Assign a buddy, same language or English speaking</li> <li>- Allow errors in speaking</li> <li>- Rephrase questions, directions, and explanations</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>At-Risk Students</b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </li> <li>• <b>Gifted and Talented Students</b> <ul style="list-style-type: none"> <li>- Provide extension activities</li> <li>- Build on students' intrinsic motivations</li> <li>- Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul> |
|--|--|



- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Introduction of textiles (Unicorn Tapestries)</b>	<b>LWDAT participate in discussion as they take part in IWB activity about Unicorn Tapestries from the Metropolitan Museum of Art</b>	1 class
<b>Planning drawing on same size paper as stitching mesh</b>	<b>LWDAT create a simple drawing that tells a personal story</b>	1 class
<b>Stitching</b>	<b>LWDAT apply basic over under stitch after watching demonstration by teacher.</b>	4 classes

**Teacher Notes:**

**Students will learn basic stitchery. Optional web sites will give students a chance to see other types of stitching and fiber craft, and allow the teacher to change the focus in future lessons while still teaching the same skills.**

**Additional Resources**

Click links below to access additional resources used to design this unit:

<http://americanhistory.si.edu/collections/object-groups/american-samplers>

<http://americanhistory.si.edu/collections/object-groups/national-quilt-collection>

<http://www.nmai.si.edu/exhibitions/infinityofnations/culturequest/ion/#/gallery/>