

**Belvidere Cluster Wide  
Art Curriculum  
Grades K-2  
Updated November, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Music
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Health Science
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/Standards**

- Global Awareness
- Health Literacy
- Environmental Literacy

- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

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

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

**504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# K-2 Unit 1, Art, Elements of Art

Content Area: **Art**  
Course(s): **Art**  
Time Period: **September**  
Length: **50 days**  
Status: **Published**

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## Enduring Understanding

Students will recognize, identify, and create works of art by understanding the elements and principles.

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## Essential Questions

What is art?

What makes art?

What are the elements of art and how are they used?

How do you create art?

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## New Jersey Student Learning Standards

VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.w2.D.CS2	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.

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## Student Learning Objectives

### ELEMENTS

Color- Identify primary colors (K), identify and mix secondary colors (1), identify, mix, and apply complementary, warm, and cool colors (2)

Line-Identify and demonstrate a variety of lines (K-2)

Shape- Identify and demonstrate geometric, natural/free form shape (K-2)

Texture- Identify and demonstrate implied and real texture (K-2)

Space- Identify and demonstrate organized elements in a composition (K)

Form-Identify and demonstrate 3 dimensional form (K-2)

Value- Identify and demonstrate tints and shades, highlights and shadows (K-2)

### PRINCIPLES

Pattern- Demonstrate the use of creating patterns in making art (2)

Emphasis- Understand how to use emphasis when making art (2)

- |                                                                                                                                               |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|
| •Color- Identify primary colors (K), identify and mix secondary colors (1), identify, mix, and apply complementary, warm, and cool colors (2) | . |
| •Emphasis- Understand how to use emphasis when making art (2)                                                                                 | . |
| •Form-Identify and demonstrate 3 dimensional form (K-2)                                                                                       | . |
| •Line-Identify and demonstrate a variety of lines (K-2)                                                                                       | . |
| •Pattern- Demonstrate the use of creating patterns in making art (2)                                                                          | . |
| •Shape- Identify and demonstrate geometric, natural/free form shape (K-2)                                                                     | . |
| •Space- Identify and demonstrate organized elements in a composition (K)                                                                      | . |
| •Texture- Identify and demonstrate implied and real texture (K-2)                                                                             | . |
| •Value- Identify and demonstrate tints and shades, highlights and shadows (K-2)                                                               | . |

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## **Instructional Activities**

Painting and mixing colors

Line drawing and using a variety of lines within a project

Draw geometric and free form shapes

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## **Texts and Resources**

Color wheel

Prints of famous artists, such as Van Gogh, Georgia O'Keefe, and Claude Monet

Philadelphia Museum of art: [artstore.org](http://artstore.org)

<http://www.theartgallery.com.au/index.html>

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

<http://www.metmuseum.org/metmedia>

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## **Assessment**

### **Formative assessments**

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

### **Summative assessments**

Performance Task

Written Product

Oral product

Standardized Test

Rubric

### **Benchmark assessments**

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

### **Alternative assessments**

Logs

Journal

Field observation

Peer review

Rubric

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# K-2 Unit 2, Art, Cultural and Community Themes

Content Area: **Art**  
Course(s): **Art**  
Time Period: **November**  
Length: **50 days**  
Status: **Published**

## **Enduring Understanding**

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Works of art are created from diverse cultures and historical periods using a variety of materials with family and community themes.

## **Essential Questions**

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When did art begin?

Are there different kinds of art?

## **New Jersey Student Learning Standards**

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VPA.1.2.2.A.CS1

Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

VPA.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.

VPA.1.2.2.A.CS2

The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

VPA.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.

## **Student Learning Objectives**

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Students will identify works of art from diverse cultures and various historical periods.

Students will identify family and community themes in art.

Students will understand that art has a history.

## **Instructional Activities**

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Construction of cultural items such as, ethnic paintings, cave painting, masks, bowls, weaving

## **Texts and Resources**

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<http://www.moma.org/interactives/artsafari/>

<http://www.metmuseum.org/metmedia>

## **Assessment**

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### **Formative assessments**

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

Oral comparison of cultural items

Student observation and discussion of art in the community

### **Summative assessments**

Performance Task

Written Product

Oral product

Standardized Test

Rubric

### **Benchmark assessments**

Teacher created standards-based assessment

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Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

**Alternative assessments**

Successful completion of culturally inspired projects

Logs

Journal

Field observation

Peer review

Rubric



# K-2 Unit 3, Art, Art Media and Art Techniques

Content Area: **Art**  
Course(s): **Art**  
Time Period: **January**  
Length: **50 days**  
Status: **Published**

## Enduring Understanding

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Art is created using a variety of media and new techniques.

## Essential Questions

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- What can you use to make art?
- What are different ways you can make art?
- What are special words used in art?
- Do symbols have a meaning in art?

## New Jersey Student Learning Standards

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VPA.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.
VPA.1.3.2.D.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
VPA.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.
VPA.1.3.2.D.CS2	Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
VPA.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.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.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.
VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
VPA.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.
VPA.1.3.2.D.CS5	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.
VPA.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.

## Student Learning Objectives

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- Students will explore a variety of art media.
- Students will demonstrate proper use of tools.
- Students will apply new techniques when creating art.
- Students will understand how symbols create meaning in art.
- Students will build an art vocabulary based on materials, visuals, and techniques.
- Students will create works of art based on observation of everyday life using a variety of media.

## Instructional Activities

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- Print making
  - Collage
  - Mixed media
  - Clay
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## **Texts and Resources**

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www.youtube.com instructional videos  
united streaming  
<http://www.nga.gov/kids/zone/collagemachine.htm>

## **Assessment**

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### **Formative assessments**

Outcome sentences  
Gallery walk  
Think write share  
3-2-1  
Exit tickets  
Red card/green card  
Student discussion of symbols in art  
Teacher observation of correct use of art materials

### **Summative assessments**

Performance Task  
Written Product  
Oral product  
Standardized Test  
Rubric  
Vocabulary tests oral and/or paper

### **Benchmark assessments**

Teacher created standards-based assessment  
Portfolio  
Proficiency assessment  
Learner-centered assessment (goal-making, competency assessment)

### **Alternative assessments**

Logs  
Journal  
Field observation  
Peer review  
Rubric

# K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art

Content Area: **Art**  
Course(s): **Art**  
Time Period: **April**  
Length: **50 days**  
Status: **Published**

## Enduring Understanding

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Works of art are created in a variety of styles/movements and stories.

## Essential Questions

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How does a painting or work of art tell a story?

How do you identify an artist or an art movement?

Do you get different emotions looking at art?

Can you be inspired by art?

Can criticism be good?

## New Jersey Student Learning Standards

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VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.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.
VPA.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).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.CS2	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

## Student Learning Objectives

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Students will be able to identify characteristics of artists and art movements.

Students will be able to compare and contrast the historical and cultural significance of art.

Students will be able to tell a story using art as a visual prompt.

Students will be able to distinguish qualities and merits of works of art through observation.

Students will be able to understand that criticism is a positive tool.

Students will be able to recognize clues in works of art for artistic intent.

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## **Instructional Activities**

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Discussions of art work and art history

Verbal discussion to compare and contrast works of art.

Create inspired pieces of art work

## **Texts and Resources**

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Text series and videos: Getting to Know World Famous Artists by Michael Venezia

<http://www.metmuseum.org/metmedia>

## **Assessment**

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### **Formative assessments**

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

A reflective statement about famous art work

Compare and contrast famous works of art

Student open discussions of emotions and reactions to famous art work

Teacher observation of students' understanding of art movements and artists

### **Summative assessments**

Performance Task

Written Product

Oral product

Standardized Test

Rubric

Successful completion of projects

### **Benchmark assessments**

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

### **Alternative assessments**

Logs

Journal

Field observation

Peer review

Rubric