

Lower Township School District
Cape May, New Jersey



Art

Instructional Units



ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

JANEEN LINDSAY

SHARON COSLOP

JILL CUCCI-SMITH

SABINA MULLER, CURRICULUM AND INSTRUCTION SUPERVISOR

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Unit 1

Introduction to the Element of Shape

| Unit Overview | |
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| Content Area: Visual Arts | |
| Unit Title: Introduction to Shape in Art | Unit: |
| Target Course/Grade Level: Kindergarten | Timeline: ongoing |
| Unit Summary Students will be introduced to the art element of shape. They will learn to recognize basic geometric shapes and free-form shapes in their environment and in works of art and explore creating with shapes in their own artwork. | |
| Learning Targets | |
| Standards | |
| 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 |
| 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 |
| 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 |
| 9.1. | 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures |
| Content Statements | |
| <ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • 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. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving | |
| 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.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories |
| 1.3.2.D.4 | Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media |
| 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| 9.1.4.A.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively |
| 9.1.4.B.1 | Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking |

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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| Unit Essential Questions | Unit Understandings |
| <ul style="list-style-type: none"> ♦ Where in our world do we see shapes? ♦ How can we create art with shapes? | <ul style="list-style-type: none"> ♦ Shapes are all around us. ♦ Artists use all kinds of shapes to create art. ♦ Shape is an Element of Art. ♦ When a line closes, it creates a <i>shape</i>. ♦ A shape is a flat, 2-dimensional flat area surrounded by an outline. ♦ Some basic Geometric shapes are squares, circles, rectangles, ovals and triangles. ♦ Shapes that are not Geometric are called Free-Form shapes. ♦ Lines and Shapes create patterns. ♦ Artists can use shapes to express thoughts and emotions in their art. |
| Unit Learning Targets (Outcomes) – <i>Students will ...</i> | |
| <ul style="list-style-type: none"> ♦ Identify the basic art element of shape. ♦ Recognize shapes in nature. ♦ Discuss how the element of shape is used in specific works of art. ♦ Use different methods and materials to apply the element of shape to create works of art. ♦ Create patterns with lines and shapes. | |
| Integration of Technology: Smart Board lesson on shapes | |
| Technology Resources: Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> ♦ http://www.getty.edu/education/teachers/building_lessons/elements.html#line ♦ http://www.artsconnected.org/toolkit/encyclopedia.html cd-rom -Shapes in Art | |
| Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression. | |
| Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year. | |
| Primary interdisciplinary connections: | |
| 21st century themes: Learning and Innovation Skills: <ol style="list-style-type: none"> (1) Creativity and Innovation; (2) Critical Thinking and Problem Solving | |
| Evidence of Learning | |
| Summative Assessment | |
| <ul style="list-style-type: none"> ♦ Shape drawing using geometric and free-form shapes – 1 class period ♦ Shape collage using wooden geometric shapes - 2 class periods ♦ Self-Portrait using line and shape -1class period ♦ Creating patterns with lines and shapes – 1 class period | |
| Equipment needed: Smart Board, markers, wooden shapes, cardboard, glue, coffee filters, sharpie marker, modeling clay, shape stencils | |
| Teacher Instructional Resources: Element of Shape Poster, Fine Art prints showing examples of how artists use shapes. * (See individual lesson plans for list of resources needed.) | |

Lower Township School District
Cape May, New Jersey

| Formative Assessments | |
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| <ul style="list-style-type: none">♦ Teacher observation♦ Class critique♦ Class participation | <ul style="list-style-type: none">♦ Group/individual oral assessment♦ Self- Assessment |

Unit 2

Introduction to the Element of Color

| Unit Overview | |
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| Content Area: Visual Arts | |
| Unit Title: Introduction to Colors in Art | Unit: |
| Target Course/Grade Level: Kindergarten | Timeline: ongoing |
| Unit Summary Students will be introduced to the art element of color including the color wheel and primary and secondary colors. They will learn to identify different colors in their environment and in works of art and explore creating with color in their own artwork. | |
| Learning Targets | |
| Standards | |
| 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 |
| 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 |
| 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 |
| 9.1. | 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures |
| Content Statements | |
| <ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • 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. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving | |
| 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.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories |
| 1.3.2.D.4 | Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media |
| 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| 9.1.4.A.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively |
| 9.1.4.B.1 | Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking |

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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where in our world do we see colors? • How can we create art with colors? | <p>Unit Understandings</p> <ul style="list-style-type: none"> • Colors are all around us. • Artists use colors to create art. • Color is an Element of Art. • The Primary colors are Red, Yellow and Blue. They can be mixed to make the Secondary Colors; Orange, Green, and Violet. • A color wheel is a tool artists use to see the relationships of colors. • The colors of the rainbow are called our color spectrum. The order of the colors are ROYGBIV; red, orange, yellow, green, blue, indigo, and violet. • Artists can use colors to express thoughts and emotions in their art. |
| Unit Learning Targets (Outcomes) – <i>Students will ...</i> | |
| <ul style="list-style-type: none"> • Identify the basic art element of color. • Recognize colors in nature and know the colors of the rainbow. • Discuss how the element of color is used in specific works of art. • Use different methods and materials to apply the element of color to create works of art. • Understand how to mix the primary colors to make the secondary colors. | |
| Integration of Technology: Smart Board lesson on color | |
| Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/building_lessons/elements.html#line http://www.artsconnected.org/toolkit/encyclopedia.html cd-rom -Colors in Art | |
| Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression. | |
| Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year. | |
| Primary interdisciplinary connections: | |
| 21st century themes: Learning and Innovation Skills: (1) Creativity and Innovation; (2) Critical Thinking and Problem Solving | |

| Evidence of Learning |
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| Summative Assessment |
| <ul style="list-style-type: none"> • Color wheel and color mixing activity - 1 class period • Rainbow Landscape - 2 class periods • Fold and Print Butterfly (Color mixing activity) -2 class periods • Colorful Mexican Sun Painting (exploring with color, cultural arts) - 3 class periods • Warm/Cool color collages- 1 class period |
| Equipment needed: Smart Board, tempera paints, watercolor paints, tag board, dot markers, color wheel print outs, black sharpie markers, crayons and markers |
| Teacher Instructional Resources: Color Wheel, Element of Color Poster, Fine Art prints showing examples of how artists use color.* (See individual lesson plans for list of materials and resources needed.) |

Lower Township School District
Cape May, New Jersey

| Formative Assessments | |
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| <ul style="list-style-type: none">• Teacher observation• Class critique• Class participation | <ul style="list-style-type: none">• Group/individual oral assessment• Self- Assessment |

| ACTIVITIES | MATERIALS |
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| <ul style="list-style-type: none">• Color wheel/color mixing• Rainbow Landscape• Symmetry Butterfly• Mexican Sun Painting• Warm/Cool color collages | <ul style="list-style-type: none">• Paper, paint, brushes, crayon• Paper, oil pastels• Paper, paint, brushes, crayon• Paper, paint, brushes• Paper, scraps of paper, glue, old magazines |

Unit 3

Introduction to the Element of Line

| Unit Overview | |
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| Content Area: Visual Arts | |
| Unit Title: Introduction to Lines in Art | Unit: |
| Target Course/Grade Level: Kindergarten | Timeline: ongoing |
| Unit Summary: Students will be introduced to the art element of line. They will learn to recognize the six lines of art in their environment and in works of art and explore creating with lines in their own artwork. | |
| Learning Targets | |
| Standards | |
| 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 |
| 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 |
| 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 |
| Content Statements | |
| <ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • 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. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time | |
| 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.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.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. |
| 1.3.2.D.4 | Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. |
| 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media |
| 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. |
| 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art) |
| 1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art. |
| 9.1.4.B.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively |
| Unit Essential Questions <ul style="list-style-type: none"> • Why should we learn the language of art? • Where in our world do we see lines? • How can we create art with lines? | Unit Understandings <ul style="list-style-type: none"> • Lines are all around us. • Artists use lines to create art. • Line is an Element of Art. • A <i>Line</i> is a mark made with a tool like a pencil, marker, or brush that goes from one point to another. • The six lines in art are- Horizontal, Vertical, Diagonal, Zigzag, Curved and Broken. • Art has its own language. • Artists can use lines to express thoughts and emotions in their art. |

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| Unit Learning Targets (Outcomes) – Students will ... |
| <ul style="list-style-type: none"> ♦ Identify the basic element on a line ♦ Recognize lines in nature ♦ Discuss how the element of line is used in specific works of art ♦ Use different methods and materials to apply the element of line to create works of art |
| Integration of Technology: Smart Board lesson on lines |
| Technology Resources: Click the links below to access additional resources used to design this unit: <ul style="list-style-type: none"> ♦ http://www.getty.edu/education/teachers/building_lessons/elements.html#line ♦ http://www.artsconnected.org/toolkit/encyclopedia.html cd-rom -Lines in Art |
| Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression. |
| Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year. |
| Primary interdisciplinary connections: |
| 21st century themes: Learning and Innovation Skills: <ol style="list-style-type: none"> (1) Creativity and Innovation; (2) Critical Thinking and Problem Solving |

| Evidence of Learning |
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| Summative Assessment |
| <ul style="list-style-type: none"> ♦ “Lines all around me” (Marker line drawing) - 1 class period ♦ Line Collage – 1-2 class periods ♦ Autumn Tree – (painting with lines) = 2-3 class periods ♦ Mittens- (matching with pattern) 1 class period |
| Equipment needed: Smart Board, paper, markers, tag board, collage materials, glue, tempera paint * (See individual lesson plans for list of materials needed.) |
| Teacher Instructional Resources: Element of Line Poster, Fine Art prints showing examples of how artists use line. * (See individual lesson plans for list of resources needed.) |

| Formative Assessments | |
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| <ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class participation | <ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self- Assessment |

| ACTIVITIES | MATERIALS |
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| <ul style="list-style-type: none"> ♦ “Lines all around me” ♦ Line collage ♦ Autumn Tree ♦ Matching Mittens | <ul style="list-style-type: none"> ♦ Paper, markers ♦ Paper, glue, scissors, old magazines ♦ Paper, tempera paint, brushes ♦ Paper, markers, scissors, |

Unit 4

Introduction to the Element of Form

| Unit Overview | |
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| Content Area: Visual Arts | |
| Unit Title: Introduction to Forms in Art | Unit: |
| Target Course/Grade Level: Kindergarten | Timeline: ongoing |
| Unit Summary Students will be introduced to the art element of form. They will learn to recognize basic forms in their environment and in works of art, and explore creating art with form. | |
| Learning Targets | |
| Standards | |
| 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 |
| 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 |
| 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 |
| 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 |
| 9.1. | 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures |
| Content Statements | |
| <ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • 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. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. • 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 • 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. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time | |
| 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 |

Lower Township School District
Cape May, New Jersey

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| 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 | 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.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.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. |
| 1.3.2.D.4 | Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. |
| 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media |
| 1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art |
| 9.1.4.B.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where in our world do we see forms? • How can we create art with forms? • How can we use these forms? | <p>Unit Understandings</p> <ul style="list-style-type: none"> • A Form is a solid shape that takes up space. • It is three-dimensional. You can see it from all sides. • A sculpture is a form. It can be seen from all sides. • Some forms have functional uses like jars, pitchers, and bowls. • A pinch pot is a functional form made from clay. • Artists can use form to express thoughts and emotions in their art. |
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| <p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> • Identify the basic art element of form in nature and in works of art. • Apply different methods and materials to create works of art with form. • Make connections between forms in art and their possible uses in everyday life. |
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Integration of Technology: Smart Board lesson on form

Technology Resources: Click the links below to access additional resources used to design this unit:
http://www.getty.edu/education/teachers/building_lessons/elements.html#line

Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression.

Teacher Notes:
 The actual projects used for the performance based summative assessments may vary from year to year.

Primary interdisciplinary connections:

21st century themes: Learning and Innovation Skills:
 (1) Creativity and Innovation;
 (2) Critical Thinking and Problem Solving

Evidence of Learning

Summative Assessment

- Clay pinch pot sculpture -3 1/2 class periods
- Drawing forms- still life with vase- 2-3 class periods
- Paper Sculpture- 1 class period

Equipment needed: Smart Board, white pottery clay, clay tools, markers, watercolor paints, tag board, colored paper and glued paper strips.

Teacher Instructional Resources: Fine Art prints showing examples of how artists use form.
 (See individual lesson plans for list of materials and resources needed.)

Lower Township School District
Cape May, New Jersey

| Formative Assessments | |
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| <ul style="list-style-type: none">♦ Teacher observation♦ Class critique♦ Class participation | <ul style="list-style-type: none">♦ Group/individual oral assessment♦ Self- Assessment |

| ACTIVITIES | MATERIALS |
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| <ul style="list-style-type: none">♦ Clay pinch pot | <ul style="list-style-type: none">♦ Model magic |
| <ul style="list-style-type: none">♦ Drawing Forms | <ul style="list-style-type: none">♦ Pencil, eraser, watercolor crayons, vase, flowers |
| <ul style="list-style-type: none">♦ Paper Sculpture | <ul style="list-style-type: none">♦ Paper strips, paper, glue |

Unit 5

Introduction to the Element of Texture

| Unit Overview | |
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| Content Area: Visual Arts | |
| Unit Title: Introduction to Texture in Art | Unit: |
| Target Course/Grade Level: Kindergarten | Timeline: ongoing |
| Unit Summary Students will be introduced to the art element of Texture. They will learn the difference between actual texture and visual texture. They will identify different textures in their environment and in works of art and explore creating different textures in their own artwork. | |
| Learning Targets | |
| Standards | |
| 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 |
| 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 |
| 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 |
| 9.1. | 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures |
| Content Statements | |
| <ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • 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. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving | |
| 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.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories |
| 1.3.2.D.4 | Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media |
| 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| 9.1.4.A.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively |
| 9.1.4.B.1 | Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking |

**Lower Township School District
Cape May, New Jersey**

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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. |
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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where in our world do we feel textures? • Where in our world do we see textures? • How can we use our eyes to feel something? • How can we create art with textures? | <p>Unit Understandings</p> <ul style="list-style-type: none"> • Textures are all around us. • Artists use Textures to create art. • Texture is an Element of Art. • Everything you touch has some sort of texture (e.g. rough, smooth, bumpy, soft, furry etc...). • There are two types of texture in art; Actual texture that you feel and Visual texture that you see. • Artists can use texture to express thoughts and emotions in their art. |
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| <p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> • Identify the basic art element of texture and understand the difference between actual texture and visual texture. • Recognize and describe actual textures in nature. • Discuss how the element of texture is used in specific works of art. • Use different methods and materials to apply the element of texture to works of art. |
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Integration of Technology: Smart Board lesson on texture

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| <p>Technology Resources: Click the links below to access additional resources used to design this unit:</p> <ul style="list-style-type: none"> • http://www.getty.edu/education/teachers/building_lessons/elements.html#line • http://www.artsconnected.org/toolkit/encyclopedia.html |
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Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression.

Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.

Primary interdisciplinary connections:

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| <p>21st century themes: Learning and Innovation Skills:</p> <p style="margin-left: 40px;">(1) Creativity and Innovation;</p> <p style="margin-left: 40px;">(2) Critical Thinking and Problem Solving</p> |
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| Evidence of Learning |
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| Summative Assessment |
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| <ul style="list-style-type: none"> • Applying different textures to create a texture collage -1-2 class periods • Texture rubbings – 1class period • Weaving textures- 3-4 class periods |
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Equipment needed: smart board, assorted materials with texture, tag board, glue, rubbing plates, crayons, cardboard looms, assorted yarn

Teacher Instructional Resources: Fine Art prints showing examples of how artists use actual and visual texture
* (See individual lesson plans for list of materials and resources needed.)

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| Formative Assessments |
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| <ul style="list-style-type: none"> • Teacher observation • Class critique • Class participation | <ul style="list-style-type: none"> • Group/individual oral assessment • Self- Assessment |
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