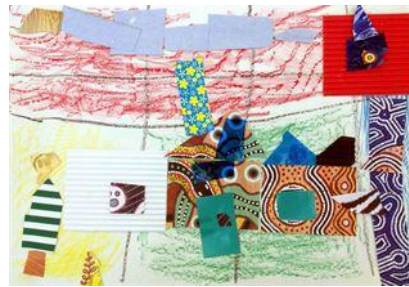


**Mendham Twp. Elementary School
Art Curriculum
2021
KDG**

**Sarah Bizzarro, Art Teacher MTES
Julianne Kotcho, Principal**



Subject: Visual Art Grade: Kindergarten	
Content / Skill	<p style="text-align: center;">Creating</p> <ol style="list-style-type: none"> 1. Generating and conceptualizing ideas. 2. Organizing and developing ideas. 3. Refining and completing products.
Thematic Unit	<p>At least 6 projects per school year</p> <ul style="list-style-type: none"> ● Ancient culture focusing on mythology ● Folk art culture focusing on visual style and national symbology ● Modern artist working with abstraction and creative innovation ● Individual or collaborative art making through investigation, and response to personal interest ● Seasonal or Holiday responsive artwork ● Elements and Principles of art focused creation
Essential Question	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>How do artists work? How do artists and designers learn from trial and error?</p> <p>What role does persistence play in revising, refining and developing work?</p>
NJ SLS Visual & Performing Arts	<p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Cr3a: Explain the process of making art, using art vocabulary, discuss and reflect with peers about choices made while creating art.</p>
Skills / Proficiencies	<ul style="list-style-type: none"> ● Use elements of design and principles of composition. ● Utilize vocabulary that relates to the theme and art content activity. ● Solve art and design problems. ● Build skills and knowledge of a variety of materials and tools. ● Create arts that represent natural and constructed environments.

<p>Suggested Activities / Projects</p>	<p>All activities will reflect exercises and experiments using the elements and principles of art.</p> <ul style="list-style-type: none"> ● Modern artists from around the world: Mondrian, Picasso, Miro, Sturt Davis, Jim Dine, Beverly Buchanan, Monet, O’Keeffe ● Cultural and Historical Art: Egypt, Japan, Ancient art, Australia, Central and South America, American artists. ● Literature Connections: Eric Carle, Moustronaut, The Dot, Ish ● Holiday and seasonal connections: Signs of Spring, Summer, Winter, Fall
<p>Assessments / Performance Indicators</p>	<ul style="list-style-type: none"> ● Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. ● Demonstrates the ability of make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and ● Completes suggested project within the given time frame and is suitable for display ● Recalls and makes connections to different cultures and examples of their artwork.
<p>Resource Materials</p>	<p>Digital media Thematic resources (stories, artifacts, support visuals) Project slide show for art criticism discussions and project steps. Deep Space Sparkle resources</p>
<p>Integrated Accommodations and Modifications for students with IEP’s, 504’s, ELL’s, and G&T</p>	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
<p>Integration of 21st Century Skills/Life Career</p>	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
<p>Integration of Technology Standards</p>	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art Grade: Kindergarten	
Content / Skill	<p style="text-align: center;">Presenting</p> <ol style="list-style-type: none"> 1. Selecting, Analyzing, and interpreting work. 2. Developing and refining techniques and models or steps needed to create products. 3. Conveying meaning through art.
Theme	<p>Present completed works of art in exhibition areas outside of the classroom</p> <ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. ● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. ● Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. ● Convey Meaning through the presentation of artistic work.
Essential Question	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
NJ SLS Visual & Performing arts	<p>1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p>1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p>

<p>Skills / Proficiencies</p>	<ul style="list-style-type: none"> ● Complete artwork for display ● Select artwork for display ● Explain the purpose of a portfolio or collection
<p>Suggested Activities / Projects</p>	<ul style="list-style-type: none"> ● Mendham Township Library Art Exhibit ● Festival of the Arts ● Presentation spaces around the school building ● AENJ Youth Art Month
<p>Assessments / Performance Indicators</p>	<ul style="list-style-type: none"> ● Accomplish all steps of the assignment ● Respond to thematic stimulus ● Success in skill requirements related to each project
<p>Resource Materials</p>	<ul style="list-style-type: none"> ● Selection guide slideshow and or worksheet
<p>Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T</p>	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
<p>Integration of 21st Century Skills/Life Career</p>	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
<p>Integration of Technology Standards</p>	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art Grade: Kindergarten	
Content / Skill	<p style="text-align: center;">Responding</p> <ol style="list-style-type: none"> 1. Perceiving and analyzing products. 2. Interpreting intent and meaning. 3. Applying criteria to evaluate products.
Thematic Unit	<p>Visual arts influence our understanding and response to the world.</p> <ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.
Essential Question	<p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>
NJ SLS Visual & Performing Arts	<p>1.5.2.Re.7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. 1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>
Skills / Proficiencies	<ul style="list-style-type: none"> • Describe, Analyze, and Interpret examples of artwork. • Analyze and interpret different types of artwork based on genre, historical, and cultural contexts. • Interpret subject, mood, and intent based on artwork from historical and cultural contexts. • Respond to artwork in written form.
Suggested Activities / Projects	<ul style="list-style-type: none"> • Art criticism discussions involving description, analysis, and interpretation for a variety of artwork. • Demonstrate an understanding of the artist's intent in an original work of art. • Respond to artistic activities by writing reflections, ideas, thoughts in conclusion to an art activity. <ul style="list-style-type: none"> ○ Compliment Sandwich

	<ul style="list-style-type: none"> ○ Artist Statement project reflection
Assessments / Performance Indicators	<ul style="list-style-type: none"> ● Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. ● Demonstrates the ability to make critical decisions in order to improve artwork as well as utilizes constructive criticism from adults and peers. ● Recalls and makes connections to different cultures while responding to works of art.
Resource Materials	<p>Digital media Thematic resources (stories, artifacts, visuals) Project slide show for art criticism discussions and project steps. Deep Space Sparkle resources</p>
Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
Interdisciplinary Connections	<ul style="list-style-type: none"> ● World Culture and History ● STEAM ● Problem solving
Integration of 21st Century Skills/Life Career	<ul style="list-style-type: none"> ● Design ● Fine Arts ● Appreciation and understanding of societal, cultural and historical contexts.
Integration of Technology Standards	<ul style="list-style-type: none"> ● When applicable students will use technology to support their research and use digital visual resources for project completion.

Subject: Visual Art Grade: Kindergarten	
Content / Skill	<p style="text-align: center;">Connecting</p> <ol style="list-style-type: none"> 1. Synthesizing and relating knowledge and personal experiences to create products. 2. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Thematic Unit	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question	<p>How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art preserve aspects of life?</p>
NJ SLS Visual & Performing Arts	<p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school, and community. 1.5.2.Cn11a: Compare, contrast, and describe why people from different places and times make art. 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</p>
Skills / Proficiencies	<ul style="list-style-type: none"> • Respond to works of art that reflect community cultural traditions. • Understand how art is used to inform our view of our world and those of others in the global community.
Suggested Activities / Projects	<ul style="list-style-type: none"> • Create artwork that is reflective of cultural traditions and societies. • Describe, analyze, and interpret works of art that reflect cultural traditions and societies. • Respond to artwork and cultural material by discussing, creating, and writing about how art has changed our view of our world.
Assessments / Performance Indicators	<ul style="list-style-type: none"> • Participation in art criticism discussions utilizing initial responses, content vocabulary, and analytical thinking. • Synthesizes information about different cultures and demonstrates a deeper understanding.
	<ul style="list-style-type: none"> • Digital media

Resource Materials	<ul style="list-style-type: none"> ● Thematic resources (stories, artifacts, visuals) ● Project slide show for art criticism discussions and project steps. ● Deep Space Sparkle resources
Integrated Accommodations and Modifications for students with IEP's, 504's, ELL's, and G&T	<ul style="list-style-type: none"> ● Provide visual models ● Repeat, reword, clarify directions ● Scaffold key steps so that students are successful and objectives are met. ● Promote critical and higher order thinking opportunities
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