



# BURCH CHARTER SCHOOL OF EXCELLENCE

## Art Curriculum Guide – Grade Kindergarten - 2

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

## **MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

## INTRODUCTION

Art is basic and essential to the general education of students in the Burch Charter School of Excellence. It is vital in nurturing the quality of life of all students. Courses focus on the individual artist's ability to utilize skills, think creatively and solve problems in order to develop their own beliefs and values through the visual arts. It is our aim to guide the students into experiences that will extend their understanding of the world around them and provide tools with which to navigate.

This curriculum was developed with the approach to teaching the four disciplines of visual arts; aesthetics, art criticism, art production and art heritage. It regards art as a way of thinking and knowing, essential to the learning of every student. The K-5 program provides students with the opportunities to develop skills and techniques in the visual arts. Courses focus on the individual student's ability to utilize skills, creative thinking, and problem solving in order to develop their own beliefs and values through the visual arts.

The art program begins in Kindergarten and continues through grade 5 as part of the learning process. The art experience makes a significant contribution to the mental, emotional and social growth of our students. Art stimulates thought and acts as a medium for developing creative and critical thinking.

The art program recognizes the individuality of each child and provides opportunities for him/her to explore and discover. Students' self-esteem is fostered through acquiring technical skills and expertise through cognitive and affective investigation.

Visual arts education has substantive content and vigor beyond its important creative expression aspect. The visual arts enable students to bring shape and order to their changing world.

## Pacing

Unit	Topic
1	Drawing
2	Painting
3	Mixed Media
4	History and Culture
5	Aesthetic Response/Critique

The concepts set forth in this curriculum – drawing, painting, mixed media, history and culture, and aesthetic responses and critique – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts begins in the K-2 art experience and continues into grades 3-5. In grades K-2, students are introduced to these concepts. In grades 3-5, students continue to address these concepts in ways that engage them. By the end of fifth grade, students are expected to have a strong understanding of these concepts and utilize them in their work. This allows them to experiment and scrutinize how these concepts are evident in different styles of art and art that is representative of different cultures.

The concepts are taught simultaneously because of the way they are intertwined in order to create art. Drawing is a fundamental concept that is crucial to all other areas of art. As students begin to develop this ability, it transfers into all other areas of art. As students work with these concepts, they learn how to critique different styles and works.

### Educational Technology

**Indicators:** 8.1.2.A.4, 8.1.2.C.1, 8.1.2.D.1

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **(Unit 1, Unit 2)**
- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. **(Unit 4, Unit 5)**
- Develop an understanding of ownership of print and non-print information. **(Unit 3)**

### 21<sup>st</sup> Century Life and Careers Skills

**Indicators:** 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. **(Unit 5)**
- Identify various life roles and civic and work-related activities in the school, home, and community. **(Unit 4)**
- Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. **(Unit 1, Unit 2, Unit 3)**

### Career Ready Practices

**Indicators:** CRP4, CRP 5, CRP6

- Communicate clearly and effectively and with reason. **(Unit 1, Unit 2, Unit 3, Unit 4, Unit 5)**
- Consider the environmental, social and economic impacts of decisions. **(Unit 4, Unit 5)**
- Demonstrate creativity and innovation. **(Unit 1, Unit 2, Unit 3)**

<b>Grades:</b> K-2	<b>Content Area:</b> Art
<b>Unit:</b> Drawing	<b>Time Frame:</b> Ongoing
<p><b>New Jersey Student Learning Standards:</b></p> <p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do artists use line, color, and form to express an idea?</li> <li><input type="checkbox"/> How do artists use the principal elements of design in drawing?</li> <li><input type="checkbox"/> What historical and cultural influences affect drawing?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing is a means of expression that underlies every form of pictorial representation.</li> <li><input type="checkbox"/> Creative expression utilizes a variety of tools, media, and materials.</li> <li><input type="checkbox"/> Aesthetics in drawing are seen in historical and cultural contexts.</li> </ul>

### Student Learning Objective

- Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art (e.g., Peacock Dress by Aubrey Beardsley, Paul Signac's Portrait of Felix Fenon, Alexei von Jawlensky's Saviour's Face Renunciation, and The Church at Auvers by Vincent Van Gough etc.). Illustrate similar applications of line in original two dimensional artworks. **1.1.2.D.1 and 1.1.2.D.2**
- Characterize the use of shape (i.e., circle, square, triangle, oval and rectangle) in diverse works of known and emerging artists (e.g., Take the Train to Harlem by James Rizzi, Sonia Delaunay's Rhythm or Squares, Sol Lewitt's Costruzione Cubica or Four Geometric Figures of a Room, Jim Dine's heart paintings, Adolf Wolfli's General View of the Island Neveranger etc.) and compose original two and three-dimensional works of art using shape as the primary emphasis. **1.1.2.D.1 and 1.1.2.D.2**
- Compare applications of the principle of design of radial balance in two-dimensional works of peers, known and emerging artists from diverse cultures and historical eras (e.g., Georgia O'Keefe's flower paintings, Sweetgrass Basketry, Navajo Dream Catchers, the stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive etc.). Design and create drawings, paintings of mixed media works that show radial balance. **1.1.2.D.1 and 1.1.2.D.2**
- Identify lines, geometric shapes, and free forms found in everyday objects and used in realistic and nonobjective art. Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork. **1.3.2.D.1**
- Identify how artists use line, shape, balance and proportion to make facial features and to portray facial expressions capturing emotions in portraiture. Apply these aspects of art making to original art work. **1.3.2.D.1**
- Describe positive and negative space using basic art vocabulary (i.e., the area that either shapes space around objects or is filled by the objects) and replicate these concepts in original two dimensional artworks. **1.3.2.D.1 and 1.3.2.D.3**
- Use line, geometric shapes, texture, space (i.e., positive and negative space) and color to create two-dimensional artwork that depicts dimensional objects. Use various materials (e.g., colored pencil, markers, watercolor, crayons, etc.) and observations of the physical world that illustrate how art is part of everyday life. **1.3.2.D.1, 1.3.2.D.4, 1.3.2.D.5**

- Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation. **1.3.2.D.2**

Knowledge	Skills
<p><b>Students will know how:</b></p> <ul style="list-style-type: none"> <li>• line, shape, and color are used to create a drawing.</li> <li>• a variety of drawing media are used.</li> <li>• artists' express moods or emotions through the use of line.</li> <li>• to appreciate drawings of other artists.</li> <li>• drawings can be replicated through use of technology.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use line, shape, and color to create a composition.</li> <li>• use a variety of line making techniques.</li> <li>• demonstrate the use of various drawing media.</li> <li>• Use line to create mood or emotion.</li> <li>• Discuss a work of art.</li> <li>• Replicate drawings through the use of various technological sources.</li> </ul>

Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <li>□ Individual and group artwork.</li> <li>□ Use of appropriate vocabulary.</li> <li>□ Analysis of appropriate examples of artwork.</li> <li>□ The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology.</li> <li>□ For Special Education Students, refer to the accommodations and modifications indicated in the IEP.</li> <li>□ For 504 students, refer to the accommodations indicated in the 504 plan.</li> <li>□ ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed.</li> </ul>	<ul style="list-style-type: none"> <li>□ Drawing tools</li> <li>□ pencils, chalk</li> <li>□ crayon</li> <li>□ markers</li> <li>□ watercolor</li> <li>□ tempera</li> <li>□ ink Q-</li> <li>□ tips</li> <li>□ Pastels</li> <li>□</li> </ul>



At Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	<b>Math (Geometry)</b> K – Students will examine artwork and identify shapes by naming and describing how they are arranged. <b>K.G.A.1 &amp; K.G.A.2</b>  1 <sup>st</sup> – Students will create real-world images using two-dimensional shapes. <b>1.G.A.2</b>  2 <sup>nd</sup> – Students will create facial images using circles—partitioning them to the create eyes, nose, and mouth. <b>2.G.A.3</b>

**Differentiated Instruction**

**ELL**

<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>
<ul style="list-style-type: none"> <li>□ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>□ Use visuals such as pictures, gestures, and pointing.</li> <li>□ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages.</li> <li>□ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask literal questions-who, when, where, what.</li> <li>● Ask questions with 1-3 word answers.</li> <li>● Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>● Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means.</li> <li><input type="checkbox"/> Students can paraphrase the assignment to you.</li> <li><input type="checkbox"/> Ask student to tell about, describe, explain.</li> <li>• <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li><input type="checkbox"/> Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary.</li> <li><input type="checkbox"/> Give the student a list of target words for each unit of study.</li> <li><input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask student to tell about, describe, or explain.</li> <li><input type="checkbox"/> Ask student to explain similarities and differences.</li> <li><input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li><input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grades:</b> K-2	<b>Content Area:</b> Art
<b>Unit:</b> Painting	<b>Time Frame:</b> Ongoing
<p><b>New Jersey Student Learning Standards:</b></p> <p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>□ How are color and form reflected through specific painting processes?</li> <li>□ □ How are the principles and elements of art used to create a painting?</li> <li>□ How does color effect the mood of a painting?</li> <li>□ How does an artist use critical thinking skills and problem solving to create a painting?</li> </ul>	<ul style="list-style-type: none"> <li>□ Painting skills and techniques are refined as students are encouraged to express themselves creatively.</li> <li>□ Painting develops an understanding of the principles of art through a variety of experiences.</li> <li>□ Painting styles have been greatly influenced by social movements, historic periods, and the artist’s emotional state.</li> <li>□ Painting encourages problem solving and critical thinking skills.</li> </ul>

### Student Learning Objective

- Characterize the use of shape (i.e., circle, square, triangle, oval and rectangle) in diverse works of known and emerging artists (e.g., Take the Train to Harlem by James Rizzi, Sonia Delaunay's Rhythm or Squares, Sol Lewitt's Costruzione Cubica or Four Geometric Figures of a Room, Jim Dine's heart paintings, Adolf Wolfli's General View of the Island Neveranger etc.) and compose original two and three-dimensional works of art using shape as the primary emphasis. **1.1.2.D.1 and 1.1.2.D.2**
- Distinguish primary and secondary colors in works of known and emerging artists (e.g., Frederic Edwin Church's Rainy Season in the Tropics, Andrea del Verrocchio's Tobias and the Angel, the paintings of Pierre-Auguste Renoir, Fernand Leger's Homage to Louis David, Katsushika Hokusai's Evening Scene on the Occasion of the Festival of Lanterns etc.). Mix primary colors to create secondary colors and utilize primary and secondary colors in original works of art. **1.1.2.D.1 and 1.1.2.D.2**
- Identify the warm colors (e.g., red, yellow and orange) and the cool colors (e.g., blue, green and purple) and demonstrate how they can be used for expressive effect through the creation of original pieces of art. **1.3.2.D.1**
- Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation. **1.3.2.D.2**
- Demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories by describing and employing basic verbal and visual art vocabulary to works of others and original artwork. **1.3.2.D.3**

Knowledge	Skills
<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Mix and apply colors using knowledge of color theory.</li> <li>• Utilize the process of critique as it relates to painting.</li> <li>• Develop an understanding of the expressive nature of painting. □  Mix primary colors into secondary colors.</li> <li>• Expand upon knowledge of mixing colors and creating tints and shades.</li> <li>• Utilize the elements and principles of design in a painting.</li> <li>• Recognize and how to use various painting media and proper terminology.</li> <li>• Utilize a basic knowledge of painting throughout art history.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of color theory by mixing and applying colors.</li> <li>• Assess quality and craftsmanship in a painting.</li> <li>• Recognize and value various expressive qualities found in paintings.</li> <li>• Demonstrate the ability to mix primary colors into secondary colors.</li> <li>• Demonstrate the ability to mix hues, shades, and tints.</li> <li>• Use aesthetic decision making based upon the elements of art.</li> <li>• Demonstrate ability to use various painting media and vocabulary.</li> <li>• Recognize different styles of painting.</li> <li>• Apply knowledge of color theory to painting.</li> </ul>
Assessment/Project	Resources/Materials

<ul style="list-style-type: none"> <li>☐ Individual and group artwork</li> <li>☐ Use of appropriate vocabulary</li> <li>☐ Analysis of appropriate examples of artwork</li> <li>☐ The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology.</li> <li>☐ For Special Education Students, refer to the accommodations and modifications indicated in the IEP.</li> <li>☐ For 504 students, refer to the accommodations indicated in the 504 plan.</li> <li>☐ ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• ☐ ☐ ☐</li> <li>• ☐ ☐ ☐ Palettes</li> <li>☐ Tempera</li> <li>Watercolor</li> <li>Crayon</li> <li>Chalk</li> <li>Watercolor paper</li> <li>Brushes</li> <li>Sponges</li> <li>Sticks</li> </ul>
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At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	<p><b>Writing (Narrative)</b>            K – Students will use drawings to narrate a story.  <b>W.K.3</b></p> <p><b>Speaking &amp; Listening</b>            1<sup>st</sup> – Students will design a piece of art depicting warm and cool colors and explain (via an oral presentation) the feelings that their colors represent. <b>SL.1.5</b></p> <p>2<sup>nd</sup> – Students will listen to their classmates describe the theme of a piece of art they created in response to literature, and then solicit comments from their peers. <b>SL.2.1.A</b></p>

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<b>Differentiated Instruction</b>		
<b>ELL</b>		
<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>



<ul style="list-style-type: none"> <li>□ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>□ Use visuals such as pictures, gestures, and pointing.</li> <li>□ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures. Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages.</li> <li>□ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask literal questions-who, when, where, what.</li> <li>• □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>• □ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>
<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>

<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Ask how and why questions. Check for understanding by asking students to tell you what something means.</li> <li><input type="checkbox"/> Students can paraphrase the assignment to you.</li> <li><input type="checkbox"/> Ask student to tell about, describe, explain.</li> <li>• <input type="checkbox"/> Encourage students to use full sentences. Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li><input type="checkbox"/> Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about...” Check for understanding of academic vocabulary.</li> <li><input type="checkbox"/> Give the student a list of target words for each unit of study.</li> <li><input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask student to tell about, describe, or explain.</li> <li><input type="checkbox"/> Ask student to explain similarities and differences.</li> <li><input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li><input type="checkbox"/> Students should have a list of target words for each unit of study. Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>
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Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grades:</b> K-2	<b>Content Area:</b> Art
<b>Unit:</b> Mixed Media	<b>Time Frame:</b> Ongoing
<p><b>New Jersey Student Learning Standards:</b></p> <p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>□ □ What is mixed media?</li> <li>□ How do artists use mixed media to express themselves?</li> <li>□ Where is mixed media seen in our world?</li> </ul>	<ul style="list-style-type: none"> <li>□ Mixed media explores a variety of materials and techniques to create two and three dimensional art works.</li> <li>□ Using mixed media can expand the ways in which artists can express themselves creatively.</li> <li>□ Various cultures include mixed media in art forms which add to the impact of its historical and cultural importance.</li> </ul>

### Student Learning Objective

- Compare how known and emerging artists from diverse cultures make use of texture in their artwork (e.g., Lee Krasner's paintings and drawings including Noon, Shattered Color or Shattered Color, paintings by Max Ernst such as The Entire City or Dadaville, Haitian Sequence Banners, Inca feather tunics, Javanese Batik etc.). Create original two-dimensional works of art that use texture as the predominant element of art. **1.1.2.D.1 and 1.1.2.D.2**
- Compare applications of the principle of design of radial balance in two-dimensional works of peers, known and emerging artists from diverse cultures and historical eras (e.g., Georgia O'Keefe's flower paintings, Sweetgrass Basketry, Navajo Dream Catchers, the stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive etc.). Design and create drawings, paintings of mixed media works that show radial balance. **1.1.2.D.1 and 1.1.2.D.2**
- Integrate the principles of design of emphasis in original two and three-dimensional art works and explain how this principle of design is used to communicate the artistic intent of peer and diverse known and emerging artists (e.g., Than-ka / Tibetan painted cloth scrolls, Balshazzar's Feast by Rembrandt, portraiture of Alex Katz including Round Hill or Elizabeth, El Greco's Assumption of the Virgin, Edward Hicks' Peaceable Kingdom etc.). **1.1.2.D.2**
- 4 Identify and create patterns from texture in original two and three-dimensional art work. **1.3.2.D.1**
- Use mixed media (e.g., pencil, crayon, markers, watercolor, colored pencils, collage, clay, wire, cardboard etc.) to create two and three-dimensional figurative works of art that follow the principles of (symmetrical) balance and proportion. Demonstrate an understanding application methods and primary or secondary colors by using them to complete the artwork to creative effect. **1.3.2.D.1 and 1.3.2.D.4**
- Use line, texture and/or patterns and shapes (geometric or freeform) to create non-objective art work that uses color and mixed media (e.g., crayon, paint, markers, colored pencils, paper, clay, wire, cardboard etc.) to express a mood. **1.3.2.D.1, 1.3.2.D.4 and 1.3.2.D.5**

Knowledge	Skills
<p><b>Students will know how:</b></p> <ul style="list-style-type: none"> <li>• Textiles are used as an art form.</li> <li>• Textiles play a significant role in art history and culture.</li> <li>• Textiles and fibers are part of everyday life.</li> <li>• How to recognize simple stitchery techniques.</li> <li>• Over, under, wrap, and the weft technique and vocabulary as it relates to simple weaving.</li> <li>• Expand knowledge of fibers and textiles as an art form in past and present cultures.</li> <li>• Art can be made from anything.</li> <li>• Mixed media can create textural, emotional, and sensory experiences.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use fibers and textiles to create art work.</li> <li>• Recognize characteristics of basic fibers and textiles.</li> <li>• Associate fibers and textiles as an art form from past and present cultures.</li> <li>• Execute simple stitchery.</li> <li>• Combine fibers and textiles with other two or three dimensional art forms.</li> <li>• Create a piece of mixed media art.</li> <li>• Recognize mixed media artwork.</li> <li>• Create mixed media art using multiple materials.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Artists use mixed media in many different ways.</li> <li><input type="checkbox"/> Differences between organic and non-organic materials.</li> <li><input type="checkbox"/> Appropriate vocabulary to discuss mixed media art.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the ability to analyze and form an opinion regarding mixed media art.</li> <li><input type="checkbox"/> Use personal expression to create a mixed media work of art.</li> </ul>

Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Individual and group artwork.</li> <li><input type="checkbox"/> Use of appropriate vocabulary.</li> <li><input type="checkbox"/> Analysis of appropriate examples of artwork.</li> <li>The students will demonstrate accurate knowledge of artistic elements through verbal and written responses using appropriate art terminology.</li> <li><input type="checkbox"/> For Special Education Students, refer to the accommodations and modifications indicated in the IEP.</li> <li><input type="checkbox"/> For 504 students, refer to the accommodations indicated in the 504 plan.</li> <li><input type="checkbox"/> ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yarn</li> <li><input type="checkbox"/> Burlap</li> <li><input type="checkbox"/> Canvas</li> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Oak tag</li> <li><input type="checkbox"/> Fabrics</li> <li><input type="checkbox"/> Nylon sticking</li> <li><input type="checkbox"/> Weeds</li> <li><input type="checkbox"/> Buttons</li> <li><input type="checkbox"/> Beads</li> <li><input type="checkbox"/> Thread</li> <li><input type="checkbox"/> Ribbon</li> <li><input type="checkbox"/> Feathers</li> <li><input type="checkbox"/> Twigs</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Dowels</li> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Ink</li> <li><input type="checkbox"/> Dye</li> <li><input type="checkbox"/> Wax</li> <li><input type="checkbox"/> Crayons</li> <li><input type="checkbox"/> Grasses</li> </ul>

At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	<p><b>Speaking &amp; Listening</b>            K – Students will look at mixed media art and share their opinions about the piece of work.  <b>SL.K.6</b></p> <p>1<sup>st</sup> – Using complete sentences, students will describe the colors and mixed media used by their classmates or by a published artist/illustrator.  <b>SL1.6</b></p> <p><b>Writing (Explanatory)</b>            2<sup>nd</sup> – Students will introduce their mixed-media project; describe why they selected certain colors and utensils; and make a conclusion about their piece of work to be displayed in an art gallery.  <b>W.2.2</b></p>

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>☐ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>☐ Use visuals such as pictures, gestures, and pointing.</li> <li>☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask students to categorize objects.</li> <li>☐ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask literal questions-who, when, where, what.</li> <li>• ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>• ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>



Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Check for understanding by asking students to tell you what something means.</li> <li><input type="checkbox"/> Students can paraphrase the assignment to you.</li> <li><input type="checkbox"/> Ask student to tell about, describe, explain.</li> <li><input type="checkbox"/> Encourage students to use full sentences.</li> <li><input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li><input type="checkbox"/> Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary.</li> <li><input type="checkbox"/> Give the student a list of target words for each unit of study. <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask student to tell about, describe, or explain.</li> <li><input type="checkbox"/> Ask student to explain similarities and differences.</li> <li><input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li><input type="checkbox"/> Students should have a list of target words for each unit of study.</li> <li><input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grades:</b> K-2		<b>Content Area:</b> Art
<b>Unit:</b> History and Culture		<b>Time Frame:</b> Ongoing
<b>New Jersey Student Learning Standards:</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 of 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.		
<b>Essential Questions</b>		<b>Enduring Understandings</b>
<input type="checkbox"/> How are artists and specific works of art affected by past and present cultures? <input type="checkbox"/> How has the function of art changed in society over time? <input type="checkbox"/> What is style? What are the common stylistic features of different art movements and periods? <input type="checkbox"/>		<input type="checkbox"/> Students will understand that responding to art history allows students to make connections to different artists, cultures, and time periods.
<b>Student Learning Objective</b>		
<input type="checkbox"/> Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture (e.g., narrative paintings of everyday life by Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, or narrative art found in the Lascaux cave paintings, early Egyptian reliefs, Inuit art etc.). <b>1.2.2.A.1</b>		
<input type="checkbox"/> Discuss the lineage of famous artists and their connection to cultures past and present (e.g., Grant Wood’s American Gothic and the influence of European culture and painting traditions; Pablo Picasso’s collage Three Musicians influenced by Italian Comedia dell Arte characters; Sugar Cane, a portable mural by Diego Rivera portraying the harsh reality of the life of the ordinary Mexican farm worker before the 1911 agrarian revolution. Rivera’s murals of this period were directly influenced by Aztec storytelling; or Red Groom’s three-dimensional construction, Ruckus Manhattan – homage to cubism influenced by comics and political cartoons). <b>1.2.2.A.2</b>		

Knowledge	Skills
<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>□ Recognize, classify, and identify works of art based on the artist, time period, style, and geographic origin.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of an artist’s style.</li> <li>• Identify characteristics of an art movement.</li> <li>• Identify characteristics of art from a specific context (location, time period).</li> </ul>

Assessment/Project	Resources/Materials
<ul style="list-style-type: none"> <li>□ Observe styles and art movements; produce a composition using the concepts learned.</li> <li>• □ Discuss art periods and the artists who have used these styles. Use characteristics of various styles/movements in their own artwork.</li> <li>• □ □ □ Teacher alternative. Individual visual artwork.</li> <li>□ Class participation through question and answer. For Special Education Students, refer to the accommodations and modifications indicated in the IEP.</li> <li>□ For 504 students, refer to the accommodations indicated in the 504 plan. ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed.</li> </ul>	<p>Websites</p> <ul style="list-style-type: none"> <li>□ Teacher materials</li> <li>□ YouTube videos</li> <li>□ Teacher led discussion</li> <li>□ Prints</li> <li>□</li> </ul>

At-Risk Students	Enrichment & Gifted and Talented	Interdisciplinary Connections
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	<b>Writing (Narrative/Informational)</b> K – Students will be able to draw a family tree that depicts the chronological story of their family lineage or a small moment. <b>W.K.3</b>  1 <sup>st</sup> & 2 <sup>nd</sup> – Students examine the art work from different cultures and describe the people and events that the artist is depicting. <b>SL.1.4</b> <b>SL.2.4</b>
<b>Differentiated Instruction</b>		
<b>ELL</b>		
<b>Entering</b>	<b>Beginning</b>	<b>Developing</b>

<ul style="list-style-type: none"> <li>□ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>□ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>□ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>□ Use visuals such as pictures, gestures, and pointing.</li> <li>□ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask students to categorize objects.</li> <li>□ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>□ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages.</li> <li>□ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask literal questions-who, when, where, what.</li> <li>• □ □ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>• □ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>
<b>Expanding</b>	<b>Bridging</b>	<b>Reaching</b>
<ul style="list-style-type: none"> <li>□ □ Ask how and why questions. Check for understanding by asking students to tell you what something means.</li> <li>□ Students can paraphrase the assignment to you.</li> <li>□ Ask student to tell about, describe, explain.</li> <li>□ Encourage students to use full sentences.</li> <li>□ Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li>□ Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask how and why questions.</li> <li>□ Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary.</li> <li>□ Give the student a list of target words for each unit of study.</li> <li>□ Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>□ Ask student to tell about, describe, or explain.</li> <li>□ Ask student to explain similarities and differences.</li> <li>□ As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li>□ Students should have a list of target words for each unit of study.</li> <li>□ Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

<b>Grades:</b> K-2	<b>Content Area:</b> Art
<b>Unit:</b> Aesthetic Responses/Critique	<b>Time Frame:</b> Ongoing
<p><b>New Jersey Student Learning Standards:</b></p> <p>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.)</p> <p>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.</p> <p>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).</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.B.1 Observe the basic arts elements in performance and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>

<ul style="list-style-type: none"><li>□ What is the relationship of art and aesthetics to the social, historical, environmental, technological, and political contexts of the culture in which it was created?</li><li>□ How has the function of art changed in society over time?</li></ul>	<p>Students will gain an appreciation for aesthetics and participate in self, group, and class critiques.</p> <ul style="list-style-type: none"><li>□</li></ul>
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**Student Learning Objective**

Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). **1.4.2.A.1**

Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create and emotion of personal response, etc.). **1.4.2.A.1**

Compare and contrast culturally and historically diverse works art that evoke an emotion, and identify the subject matter and purpose for the works. Describe how the subject matter contributes to the purpose. **1.4.2.A.2**

Use their imagination to create a story based on an arts experience. Write and illustrate an original shore story based on the arts experience. **1.4.2.A.3**

Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (e.g., color, line, shape, and texture) found in nature into the work of art. **1.4.2.A.4**

Identify, select and define those elements and principals of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work. **1.4.2.B.1**

Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art. **1.4.2.B.2**

Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art. **1.4.2.B.3**

Knowledge	Skills
<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>□ How to recognize, classify, and identify works of art based on the artist, time period, style, and geographic origin.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of an artist’s style.</li> <li>• Identify characteristics of an art movement.</li> <li>• Identify characteristics of art from a specific context (location, time period).</li> </ul>



Assessment/Project		Resources/Materials	
<ul style="list-style-type: none"> <li>• □ □ □ Individual work.</li> <li>• □ □ □ Class participation through question and answer. Learn about different artists and styles of art.</li> <li>• □ Students will utilize techniques learned by various artist, styles, and movements.</li> <li>□ Teacher alternative.</li> <li>□ For Special Education Students, refer to the accommodations and modifications indicated in the IEP.</li> <li>□ For 504 students, refer to the accommodations indicated in the 504 plan.</li> <li>□ ELL students should receive extended time, a word-to-word dictionary, directions read aloud, and/or clarified when needed.</li> </ul>		<ul style="list-style-type: none"> <li>• □ □ □</li> <li>• □ Websites</li> <li>Teacher materials</li> <li>YouTube videos</li> <li>Teacher led discussion</li> <li>Prints</li> <li>Student artwork</li> </ul>	
At Risk Students	Enrichment, Gifted and Talented	Interdisciplinary Connections	
Lecture and demonstration Studio experience Discussion Guest Speaker Cooperative learning Interdisciplinary studies Cross-grade study Small-group activities Use of assessment strategies Notebooks Audiovisual materials Out of class assignments Critiques Research Artist-in-Residence	Exit slips Self-assessments Providing students a similar project on a more advanced level.	<b>Writing (Opinion)</b> K, 1 <sup>st</sup> , & 2 <sup>nd</sup> – Students will look at a piece of visual art and provide an opinion about the theme, mixed media, and/or colors used. <b>W.K.1</b> <b>W.1.1</b> <b>W.2.1</b>	

Differentiated Instruction		
ELL		
Entering	Beginning	Developing
<ul style="list-style-type: none"> <li>☐ Ask yes or no questions (i.e. Is this a question, Does this...?)</li> <li>☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.</li> <li>☐ Teach basic survival English, such as “bathroom”, “lunch”, “home”.</li> <li>☐ Use visuals such as pictures, gestures, and pointing.</li> <li>☐ Create “I need” cards for student to hold up when he or she needs something. Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask students to categorize objects.</li> <li>☐ Provide books and audiobooks with patterned sentence structure and pictures.</li> <li>☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Label objects around the room and around the school in English and other languages.</li> <li>☐ Use a student buddy, if possible someone with the same language.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ask literal questions-who, when, where, what.</li> <li>• ☐ ☐ Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. Teach explicit phonemic awareness, phonic rules, and skills.</li> <li>• ☐ Provide sentence and answer frames. Ask the student to write a sentence or so to describe a picture.</li> </ul>

Expanding	Bridging	Reaching
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Check for understanding by asking students to tell you what something means.</li> <li><input type="checkbox"/> Students can paraphrase the assignment to you.</li> <li><input type="checkbox"/> Ask student to tell about, describe, explain.</li> <li><input type="checkbox"/> Encourage students to use full sentences.</li> <li><input type="checkbox"/> Make modifications to assignments and tests, so the student will not be overwhelmed.</li> <li><input type="checkbox"/> Provide sentence frames showing use of transition words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how and why questions.</li> <li><input type="checkbox"/> Ask student to tell “what would happen if questions, Tell me as much as you can about....” Check for understanding of academic vocabulary.</li> <li><input type="checkbox"/> Give the student a list of target words for each unit of study.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask student to tell about, describe, or explain.</li> <li><input type="checkbox"/> Ask student to explain similarities and differences.</li> <li><input type="checkbox"/> As student to tell “Why do you think....?” or “What would you recommend?” Make modifications to assignments and tests as necessary.</li> <li><input type="checkbox"/> Students should have a list of target words for each unit of study.</li> <li><input type="checkbox"/> Help with writing skills as they will continue to need assistance with selfediting, especially syntax and word usage.</li> </ul>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> <li><input type="checkbox"/> Extra time for assigned tasks</li> <li><input type="checkbox"/> Communication system between home and school</li> <li><input type="checkbox"/> Provide a warning for transitions</li> <li><input type="checkbox"/> Buddy students with peers</li> <li><input type="checkbox"/> Provide immediate feedback</li> <li><input type="checkbox"/> Visual and verbal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust length of assignment</li> <li>• Communication system between home and school</li> <li>• Repeat clarify or reword directions</li> <li>• Small group instruction</li> <li>• Brief concrete directions</li> <li>• Provide immediate feedback</li> <li>• Visual graphic organizers</li> </ul>

