

BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

Visual Arts Curriculum

Grades K-2

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Visual Art Standards Grades K-2

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.

D. 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.

A. History of the Arts and Culture

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.

D. Visual Art

1.4 Aesthetic Responses and 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.

A. Aesthetic Responses

Art Grades K-2

COURSE OUTLINE:

The following curriculum areas and instructional activities should be utilized during the course of study:

1.1 The Creative Process	
D. Visual Art	
Students Will:	Suggested Activities
<ol style="list-style-type: none"> 1. Identify the basic elements of art and principles of design in diverse types of artwork. 2. Identify elements of art and principles of design in specific works of art and explain how they are used. 	
1.2 History of the Arts and Culture	
A. History of the Arts and Culture	
Students Will:	Suggested Activities
<ol style="list-style-type: none"> 1. Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 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 Performance	
D. Visual Art	
Students Will:	Suggested Activities
<ol style="list-style-type: none"> 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. 4. Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works 	

<p>of art in a variety of art media</p> <p>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>	
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1.4 Aesthetic Responses & Critique Methodologies	
A. Aesthetic Responses	
Students Will:	Suggested Activities
<p>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.</p> <p>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>	

INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem-solving.
- Invoke multiple intelligences and Bloom's Revised Taxonomy in higher-ordered thinking skills in all areas of curriculum.
- Vary instructional groupings.
- Invoke real life problems that students can identify with.
- Explore curriculum objectives in greater depth.
- Provide ample examples.
- Invoke technological resources.
- Invoke multi-media resources.

Strategies to Accommodate English Language Learners

- Provide additional instructions.
- Extend time for assignment completion.
- Shorten assignments
- Provide repeated reviews and drills using varied teaching strategies.
- Read directions, text to students as needed.
- Note taking assistance
- Reading strategies (peer, guided, small group)
- Provide outlines
- Increase verbal response time/opportunity to respond orally.
- Encourage student to verbalize steps needed to complete task to check understanding.
- Have the students do hands-on activities.
- Vary instructional grouping (individual, pair and small groups)
- Pair ELL students with bilingual speakers.
- Model and verbalize processes used to solve problems.
- Use visual diagrams such as pictures, guess and check and/or tables.
- Role-play and act out.
- Be aware of differences in algorithms (Mathematics).

Suggested activities to differentiate instruction:

- Incorporate flashcards, note outlines, review guides
- Use different tactile materials for activities
- Use picture/power point presentations to engage learners
- Model appropriate behavior
- Demonstrate what is expected

- Break problems into smaller parts and outline possible solutions
- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
- Give multiple completion options for assignments.
- Give students a choice of projects
- Use partners and small groups

MATERIALS/ENVIRONMENT

- Use assignments, notebooks and prompts.
- Help student keep a journal for reflections, review, questions
- Underline key words/phrases in directions, charts, etc.
- Use hands-on materials for concrete development.

ASSESSMENTS

- Modified tests
- Modified test/alternative assessments Ex. True/False, fill in the blanks, matching, short essay.
- Allow modifications of time, scheduling or administration of testing.
- Read directions, test to students as needed.
- Grade on effort, participation and improvement.

PROGRAM MODIFICATIONS & ADAPATIONS

Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

Environment:

- Preferential Seating Clear Work Area Other (specify) _____

Material/Books/Equipment:

- Alternate Text Consumable Workbooks Modified Worksheets Calculator
 Tape Recorder Supplementary Visuals Large Print Text Manipulatives
 Spell Check Access to computer Assistive Device: (specify) _____
 Other: (specify) _____

Instructional Strategies:

- Check Work in Progress Immediate Feedback Pre-teach Content Extra Drill/Practice
 Review Sessions Have Student Restate Info Review Directions Use Manipulatives
 Modified Content Provide Lecture Notes/Outline Assign Study Partner Monitor Assignments
 Provide Models Computer Assisted Instruction Repeat Instructions Multi-Sensory Approach
 Highlight Key Words Oral Reminders Display Key Vocab Visual Reinforcement
 Pictures/Charts Visual Reminders Mimed Clues/Gestures Concrete Examples
 Use Mnemonics Personalized Examples Number Line Use Vocab Word Bank
 Support Auditory Presentations with Visuals Other: (specify) _____

Organization:

- Provide Study Outlines Desktop List of Tasks List Sequential Steps Post Routines
 Post Assignments Give One Paper at a Time Folders to Hold Work Pencil Box for Tools
 Pocket Folder for Work Assignment Pad Daily Assignment List Daily Homework List
 Worksheet Format Extra Space for Work Assign Partner
 Assistive Device: _____ Other: (specify) _____

Tests/Quizzes/Time:

- Prior Notice of Test Preview Test Procedures Test Study Guides Simplify Test Wording
 Oral Testing Shortened Tasks Limited Multiple Choice Hands-on Projects
 Reduced Reading Alternative Tests Objective Tests Extra Credit Options
 Extra Time-Written Work Extra Time-Tests Extra Time-Projects Extra Response Time
 Modified Tests Test Read Pace Long Term Projects On Computer
 Rephrase Test Questions/Directions Other: _____

Grading:

- No Spelling Penalty No Handwriting Penalty Grade Effort + Work Grade Improvement
 Course Credit Base Grade on IEP Base Grade on Ability Modify Grades
 Pass/Fail Audit Course Other: (specify) _____

Behavior Management/Support:

- Daily Feedback to Student Chart Progress Behavior Contract Positive Reinforcement
 Collect Baseline Data Parent/Guardian Sign Homework Set/Post Class Rules Parent sign Behavior Chart
 Cue Expected Behavior Structure Transitions Break Between Tasks Proximity/Touch Control
 Contingency Plan Time Out from Positive Reinforcement
 Other: (specify) _____

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METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

- **Formal**
 1. Teacher-created worksheets/tests/quizzes
 2. Worksheets from publishers
 3. Assessment checklists
 4. Work samples
 5. District Created Assessment

- **Informal**
 1. Small group and class discussions
 2. Class participation
 3. Cooperative group work
 4. Projects
 5. Teacher observation
 6. Reading, writing, listening and speaking activities/tasks
 7. Journal
 8. Labs

- **Teacher/Curriculum Assessment**

This is a living document. Teachers are encouraged to make suggestions for improving and changing the curriculum to the Director of Curriculum on an ongoing basis.

RESOURCES

A. Guest Speakers

Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

B. Technology

Students shall use computers for independent review, research, and enrichment. Teachers shall also use appropriate technology to enhance their lessons. The following are some suggested websites.

C. Supplies and Materials

- Technology- computer, internet, digital projector
- Video equipment
- Trade books for classroom library/instruction
- Notebooks
- Craft supplies-Markers, colored pencils, crayons, variety of paper, scissors
- Journals

D. Textbooks

E. Supplemental Material

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

- Print rich environment
- Whole class instruction
- Small group instruction
- Guided reading in the content area
- Cooperative learning groups
- Individual assignments
- Technology-aided instruction

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment learning activities through the year. The following are suggestions, not limitations:

- Projects
- Guest Speakers
- Field Trips
- Supplemental assignments as mutual agreed upon by student and teacher
- Film Viewing and Reflection

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Mathematics, Social Studies and Technology and Career Education.

Scope and Sequence

The following is a brief outline of course content to be covered. Each unit will include textbook reading, PowerPoint Notes, lab activities, related video, teacher demonstration, and other appropriate activities.

September

1. Drawing
2. Paperwork

October

1. Color theory
2. Painting
3. Printmaking
4. Art History
5. Sculpture

November

1. Drawing
2. Collage Work
3. Art History

December

1. Art History
2. Illustration
3. Drawing

January

1. Painting
2. Clay work
3. Drawing

February

1. Drawing
2. Painting
3. Art History

March

1. Drawing
2. Painting
3. Art History

April

1. Drawing
2. Painting
3. Art History

May

1. Drawing
2. Painting
3. Art History
4. Clay work

June

1. Drawing
2. Painting
3. Art History
4. Mixed Media
5. Sculpture