



Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which is essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

The New Jersey Student Learning Standards for Visual and Performing Arts standards (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating.



Grade K Visual Arts - Scope and Sequence

Trimester I: September through beginning of December

Topic: Line (3 weeks)

I. Line Exploration

1. Six lines of art in the environment and in works of art
2. Movement in design through line and line repetition
3. Linear repetition to develop patterns and texture

Topic: Shape (3 weeks)

II. Introduction to shapes in art

1. Organic and geometric shapes found in nature and in art
2. Methods and materials to apply the element of shape to create works of art

Topic: Color (4 weeks)

III. Color in Art

1. How artists express emotions and communicate ideas through color
2. Primary and secondary colors

Standards

VPA.1.1.2.D.CS2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.

VPA.1.3.2 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.

VPA.1.3.2.D.CS1 Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

VPA.1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety art mediums and application methods.



VPA.1.3.2.D.CS3 Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

VPA.1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

Interdisciplinary Standards

Each topic is introduced or expanded upon to students with a Read aloud.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

Integration of 21st Century Themes and Career Exploration

Students are introduced to "famous" artists in each unit and learn about what career success means.

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

CAEP.9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

CRP.K-12.CRP6: Demonstrate creativity and innovation.

Differentiation

Encourage risk taking in creating their projects as opportunities to stretch skills during production. Support students with motor skills needed to manipulate art materials. Actively assess to identify student interests, learning preferences and the ability to work independently.

Modifications & Accommodations

Address all IEP accommodations. Tier assignments as needed.



Assessments

Benchmark Assessments – Teacher observation and recording of progression of skills

Formative Assessments – Discussions and Frequent conferencing with students throughout the different topics. Making adjustments to instruction as needed

Summative – Final Product (see lesson plan)

Grade K Visual Arts - Scope and Sequence

Trimester II: Mid December – Beginning of March

Topic: Color (3 weeks)

IV. Color Families

1. Warm colors
2. Cool colors
3. Color wheel
4. Tints
5. Shades

Topic: Art Elements (4 weeks)

V. How artists express themselves

1. Elements of art in diverse types of artwork
2. Compare and contrast the ways artists have used the art elements, and use this knowledge to generate original works of art
3. Create works of art using the basic elements of color, line, shape, form, texture, space and value
4. Art mediums and application methods

Scope and Sequence

Topic: Media and Techniques (4 weeks)

VI. Exploring art and artists

Examine how artists have expressed themselves with media and techniques

Create works of art from their imagination, observations, and experiences

Media, mediums, and techniques in developing an understanding of the art elements and principles of design.

Standards

VPA.1.1.2.D.CS2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.



VPA.1.3.2 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.

VPA.1.3.2.D.CS1 Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

VPA.1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

VPA.1.3.2.D.CS3 Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

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CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them

CAEP.9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

CRP.K-12.CRP6

Demonstrate creativity and innovation.



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Assessments

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Summative – Final Product (see lesson plan)

Alternative Assessments – Performance assessment based on student choice

District Goals:

Project Based Learning and Inquiry Based Learning as outlined in lesson plans.

Scope and Sequence

Trimester III: End of March - June

Topic: Form and Space

VII. Form exploration

1. Two-dimensional shapes and three-dimensional forms
2. How artists use space and form to express emotions and communicate ideas
3. Create abstract and realistic compositions using space and form and a variety of materials and techniques

Topic: Art in Our World

VIII. Learning about cultures

1. Recognize the art of certain cultures by their unique colors, patterns, methods and materials
2. Make connections between visual art and daily life
3. Learn about functional art



Topic: Principles of Art

IX. Balance and Symmetry

1. Design a symmetrical work of art
2. Radial Balance in a composition
3. Background, foreground, and middle ground in different artworks and use this knowledge to design their own landscape

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