

Cliffside Park
Grade 1 Art Curriculum

BOE Approved 8/18

Grade 1: September

	Element of Art: BALANCE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can identify principle of Balance in diverse types of artwork.● I can identify Symmetrical Balance in artwork.● I can use array of art mediums to create two dimensional works of art.● I can compare and contrast culturally and historically diverse works of art Identify artwork from specific artists and art such as McEscher and Islamic Art● I can identify the principles used in my own and each other's artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Balance is important in creating art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use symmetry and balance in our artwork?● What kind of art or artists uses symmetry and balance in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.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.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation.	

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

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Radial Design
- Butterflies
- Native American
- Balance in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students cut three large squares and design with color, then cut each into equal parts to show balance 1.G A.1

VOCABULARY

Balance, Symmetrical, Asymmetrical

ARTISTS

- MC Escher
- Islamic Art

RESOURCES

Books: *The Cherokees Native Basket Weavers*,
Seeing Symmetry, Where the Wild Things Are

Other

Teacher made slide show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites
Books
Magazines

Grade 1: October to Mid-November

	Element of Art: MOVEMENT
<p>STUDENT LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> ● I can identify the principle of Movement in diverse types of artwork. ● I can identify how artists and artwork are affected by culture ● I can use array of art mediums to create two-dimensional works of art. ● I can compare and contrast culturally and historically diverse works of art. ● I can identify artwork from specific artists such as Bronwyn Bancroft and Frida Kahlo ● I can identify the principles used in my own and each other’s artwork.
<p>ENDURING UNDERSTANDING</p> <ul style="list-style-type: none"> ● Creating flow in art is a way to make it unique. <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can we use repetition to show movement in art? ● What famous artists use movement in their art? 	
<p>STANDARDS</p> <ul style="list-style-type: none"> ● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. ● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods ● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. ● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. ● 1.4.2.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.) ● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. <p>21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. 	

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Day of the Dead Skeletons/Skulls
- Pattern in Art using various techniques and mediums. Making Leaves & Pumpkins
- Movement in Art using various techniques and mediums.

ENDURING UNDERSTANDING

- Lines and geometric shapes are important in creating art.

ESSENTIAL QUESTIONS

- How can we use lines in art?
- How do famous artists use lines in their art?

INTERDISCIPLINARY CONNECTIONS

- Students are shown examples of arts such as Van Gogh to show movement and asked to emulate this type of drawing and painting. NJLSA.R.7, RI.1.6.

VOCABULARY

Dots, lines, movement, repetition

ARTISTS

- Bronwyn Bancroft
- Frida Kahlo

RESOURCES

Books

Festival of Bones, Frida Kahlo: The Artist Who Painted Herself.

Other

Teacher made slide show.

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 1: Mid-November to December

	Element of Art: PATTERN
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can identify principle of Pattern in diverse types of artwork.● I can use array of art mediums to create two-&-three dimensional works of art.● I can compare and contrast culturally and historically diverse works of art such as Native American and Pacific Islander Art● I can identify artwork from specific artists such as Henri Matisse.● I can identify the principles used in my own and each other's artwork● I can distinguish patterns in nature found in works of art.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Patterns and shapes ways to create art.. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use patterns and shapes in our art?● How do famous artists use patterns and shapes in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.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.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation.● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS TECHNOLOGY STANDARDS <ul style="list-style-type: none">● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.	

- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Patterns in Nature - Matisse inspired organic/geometric shape composition -
- Winter Shapes
- Shape in Art using various techniques and mediums

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Patterns are not only related to art. Cultural and political patterns have shifted throughout time in American history. Students will research and explain how political patterns have changed throughout this country's history.
 - 6.1.4.D.14 Trace how the American identity evolved over time.

VOCABULARY

Pattern, repetition, shapes, lines

ARTISTS

- Native American Art
- Pacific Islander Art
- Henri Matisse

RESOURCES

Books:

A String of Beads, Button Box

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 1: January to Mid-February

	Element of Art: RHYTHM
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">• I can identify principle of Rhythm in diverse types of artwork.• I can identify how artists and artwork are affected by culture• I can use array of art mediums to create two-dimensional works of art.• I can compare and contrast culturally and historically diverse works of art• I can identify artwork from specific artists and art periods such as Andy Warhol and Native American Art• I can identify the principles used in their own and each other's artwork.• I can apply the principles of a positive critique in giving and receiving responses to artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">• Art can be two-dimensional and have rhythm. ESSENTIAL QUESTIONS <ul style="list-style-type: none">• How can we define rhythm in art?• How do famous artists use rhythm and dimension in their art?	
STANDARDS <ul style="list-style-type: none">• 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.• 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods• 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.• 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.• 1.4.2.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.)• 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">• CRP1. Act as a responsible and contributing citizen and employee.• CRP2. Apply appropriate academic and technical skills.• CRP4. Communicate clearly and effectively and with reason.• CRP6. Demonstrate creativity and innovation.	

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

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Aboriginal Paintings
- Chinese New Year

Formative Assessments

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Rhythm is commonly found within art and music. Students will research songs that influenced an important piece of art.
 - 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

VOCABULARY

- Print, plate, brayer, ink, warp, weft, repletion, movement, pattern

ARTISTS/ART

- Andy Warhol
- Native American Art

RESOURCES

Books: *Ready to Dream, An Australian ABC of Animals*
Grandmother Spider Bring the Sun, -Andy Warhol Colors

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 1: Mid-February to March

	Element of Art: EMPHASIS
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify the principle of Emphasis in diverse types of artwork.● I can identify how artists and artwork are affected by culture● I can use array of art mediums to create two-&-three dimensional works of art.● I can compare and contrast culturally and historically diverse works of art.● I can Identify artwork from specific artists such as <i>Georgia O'Keefe</i> and <i>George Rodrigue</i>● I can identify the principles used in their own and each other's artwork.● I can apply the principles of a positive critique in giving and receiving responses to artwork.
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Creating a focal point in a work of art makes it stand out. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we create a focal point in our artwork?● What famous artists use a focal point in their art?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.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.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation.● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Close-up flowers
- India Elephants
- Emphasis in Art using various techniques and mediums.

Formative Assessments:

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments:

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark:

Portfolio of student work

Adaptive Assessment

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Symmetry influences art. Students will examine symmetrical landmarks and be able to explain them by using geometric terms and phrases.
 - 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

VOCABULARY

- *Warm colors, cold colors, grid, opposite, Pablo Picasso*

ARTISTS

- *Georgia O'Keefe*

RESOURCES

Books

Black on White

Other

Teacher-made slides

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazines

Grade 1: April to Mid-May

	Element of Art: CONTRAST
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify principle of Contrast in diverse types of artwork.● I can identify how artists and artwork are affected by culture● I can use array of art mediums to create two- &-three dimensional works of art.● I can compare and contrast culturally and historically diverse works of art● I can identify artwork from specific art such as Pablo Picasso● I can distinguish patterns in nature found in works of art● I can identify the principles used in their own and each other's artwork.● I can apply the principles of a positive critique in giving and receiving
ENDURING UNDERSTANDING <ul style="list-style-type: none">● Contrast creates visual interest in a work of art. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can we use contrast to show interest in our artwork?	
STANDARDS <ul style="list-style-type: none">● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.● 1.4.2.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.)● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES) <ul style="list-style-type: none">● CRP1. Act as a responsible and contributing citizen and employee.● CRP2. Apply appropriate academic and technical skills.● CRP4. Communicate clearly and effectively and with reason.● CRP6. Demonstrate creativity and innovation.● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Warm/Cool color landscapes
- Japanese Koinobori Fish and hand scrolls
- Contrast in Art using various techniques and mediums

Formative Assessments:

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments:

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark:

Portfolio of student work

Adaptive Assessment:

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Comparison and contrasting are found within many historical empires and cultures. Students will create a compare and contrast chart that examines the Parthenon to the Lincoln Memorial.
 - 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

VOCABULARY

Warm colors, cold colors, grid, opposite

ARTISTS

- Pablo Picasso

RESOURCES

Books

Black on White

Other

Teacher made slides show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazines

	Element of Art: UNITY
<p>STUDENT LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> ● I can identify the principle of Unity in diverse types of artwork. ● I can identify how artists and artwork are affected by culture ● I can use array of art mediums to create two-&-three dimensional works of art. ● I can compare and contrast culturally and historically diverse works of art Identify artwork from specific artists and art periods such as Louise Nevelson and Aboriginal Art ● I can distinguish patterns in nature found in works of art ● I can identify the principles used in my own and each other's artwork. ● I can apply the principles of a positive critique in giving and receiving responses to artwork
<p>ENDURING UNDERSTANDING</p> <ul style="list-style-type: none"> ● Unity is described as when elements combine to make a balanced complete work of art.. <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can we show balance in our completed works of art? 	
<p>STANDARDS</p> <ul style="list-style-type: none"> ● 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. ● 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods ● 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. ● 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. ● 1.4.2.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.) ● 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. <p>21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 	

NJSLS TECHNOLOGY STANDARDS

- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.A.4** Choose a product to make and plan the tools and materials needed.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.

PROJECTS

- Assemblage Dot Painting
- Unity in Art using various techniques and mediums

Formative Assessments:

- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments:

- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark:

Portfolio of student work

Adaptive Assessment:

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students will be able to define the term unity. Students will examine different pieces of artwork that illustrate unity and be able to write about how this art unites humans.
 - 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

VOCABULARY

Unity, togetherness, balance, composition

ART/ARTISTS

- Louise Nevelson
- Aboriginal Art

RESOURCES

Books

13 Sculptures Children Should Know

Other

Teacher-made slide show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazines

Integrated Differentiation/Accommodations/Modifications for Elementary Art (Alternate Modes of Instruction and Support)		
Gifted and Talented	English Language Learners	Students with IEPs/504s and At Risk Learners
<ul style="list-style-type: none"> • Adjusting the pace of lessons • Interest based content • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of requirements • Have students compare pictures of culturally diverse works of art and share with class • Adaptation of higher skills in requirements 	<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat students close to the teacher. • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP/504 • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition. • Provide extended time. • Repeat directions • Check for understanding of directions • Give directions/instructions verbally and in simple written format. • Increase one on one time • Review behavior expectations and make adjustments for personal space or behavior as needed

Sources:

NJSLS Visual and Performing Art Standards:

<https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

New Jersey Student Learning Standards (2016)

<http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014)

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014)

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

3-2-1 ART!

Name _____ Project _____

Things I learned

3	_____

Things I like about my work

2	_____

Things I would change or do differently



1	_____

Self-Assessment Rubric (1-2)

Name _____

Grade _____ Teacher _____

Project _____

		
FOCUS I used my time well. I worked hard.		
COMPOSITION The art is balanced and the whole page works together well. I paid attention to the background.		
CREATIVITY My art is unique and I used my own ideas.		
CRAFTSMANSHIP My art is neat and carefully made. I colored, painted, cut or glued all parts of the process neatly.		

My artwork is special because _____

One thing I learned during this project is _____

Task	Did you complete the task?	
	YES	NO
1.		
2.		
3.		
4.		

