

Cliffside Park
Grade 2 Art Curriculum

BOE Approved 8/18

Grade 2: September

	Element of Art: LINE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">● I can Identify element of Line in diverse types of artwork.● I can use array of art mediums to create two dimensional works of art.● I can use elements to create personally relevant works of art.● Compare and contrast culturally and historically diverse works of art I can identify artwork from specific artists and art periods such as Jackson Pollock, Alexander Calder, Wassily Kandinsky.● I can identify the elements 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">● Many types of lines, along with the direction of the line, create various shapes. ESSENTIAL QUESTIONS <ul style="list-style-type: none">● How can an artist critique a piece of art with focus on shape and line?	
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

- Contour Lines
- Abstract Line Low relief
- Kandinsky inspired
- Line 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 Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- The time period of American impressionism was an instrumental part of America's history in the mid 20th century. Students will examine and research how the art from this era influenced society as a whole.
 - 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

VOCABULARY

Contour, blind contour, outline.

ARTISTS

- Jackson Pollock
- Alexander Calder
- Wassily Kandinsky

RESOURCES.**Books**

Action Jackson, When a Line Bends a Shape Begins

Other

Teacher made slide show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 2: October to Mid-November

	Element of Art: COLOR
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> ● I can identify element of Color in diverse types of artwork. ● I can identify Primary and Secondary Colors. - ● I can create secondary colors through color mixing ● I can use array of art mediums to create two-dimensional works of art. I can use elements to create personally relevant 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 Henri Matisse, Mark Rothko, Piet Mondrian. ● I can identify the elements 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"> ● Secondary colors can be created by mixing different formulas. ● Color in artwork helps us identify artists.. ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How can I use the element of primary and secondary elements in my artwork to make it personally relevant? 	
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)

- 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

- Primary Color Inspired
- Color 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 Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- The Great Depression was an important event in American History. Students will research and examine photographs and paintings from this era to help get students passionate about past American artists and photographers.
 - 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

VOCABULARY

Warm Colors, Cold Colors, red, orange, yellow, blue, violet, green, color blending, color mixing

ARTISTS

- Henri Matisse
- Mark Rothko
- Piet Mondrian

RESOURCES.**Books**

Action Jackson, When a Line Bends a Shape Begins

Other

Teacher made slide show

Visuals/posters

Internet sites

Digital images

Books

Smart Board (when available) Magazines

Grade 2: Mid-November to December

	Element of Art: SHAPE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> • I can identify element of Shape in diverse types of artwork. • I can identify and create geometric shapes. • I can use array of art mediums to create two-&-three dimensional works of art. • I can use elements to create personally relevant 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 Frank Lloyd Wright and M.C. Esher. • I can identify the elements 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"> • Geometric shapes can be used to create artwork. • Specific artists use geometric shapes in their artwork. 	
ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How does an artist use shape to help connect the viewer to his subject? • How can you use shape in your own artwork? • What artists show shapes in the work? 	
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)

- 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

- Shape Houses
- Tessellations
- 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

- Math is used in many, if not all forms of art. Students will research geometric shapes and terms that will be used in art assessments.
 - 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

VOCABULARY

Geometric shapes, circle, square, triangle, rectangle, pentagon, etc

ARTISTS

- Frank Lloyd Wright
- M.C. Esher

RESOURCES

Books

Come on Over to My House, Circle Here, Square There

Other

Teacher made slide show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Grade 2: January to Mid-February

	Element of Art: VALUE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">• I can identify element of Value in diverse types of artwork.• I can create variety of values through color mixing• 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 use elements to create personally relevant works of art• I can compare and contrast culturally and historically diverse works of art• I can identify artwork from specific artists/art periods such as Pablo Picasso and Juan Gris• I can identify the elements 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

- Creating a focal point in a work of art makes it stand out.

ESSENTIAL QUESTIONS

- How can we create a focal point in our artwork?
- What famous famous artists use a focal point in their art?

STANDARDS

- **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)

- 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

- Cubist Portraits
- Value 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 Assessments

- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS

- Students will compare different pieces of artwork that were instrumental in American history. Students will research the time period of these pieces and write a short summary about the events that shaped the piece of artwork.
 - 6.1.4.D.14 Trace how the American identity evolved over time.

VOCABULARY

- Tints, shades, portraits, cubism, value

ARTISTS/ART

- Pablo Picasso
- Juan Gris

RESOURCES

Books:

Pablo Picasso: Breaking the Rules, Getting the know the Artist Series: Picasso

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazines

Teacher made slide show

Grade 2: Mid-February to March

	Element of Art: FORM
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none">• I can identify element of Form 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/art periods such as Andy Warhol.• I can identify the elements used in their own and each other's artwork.

ENDURING UNDERSTANDING

- An artist's message can be conveyed differently using a variety of forms and textures.

ESSENTIAL QUESTIONS

- How does an artist use forms to help connect the viewer to his subject?
- How can you use form and texture in your own artwork?

STANDARDS

- **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)

- 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

- *Pop Art*
- *Blue Dog*
- *Form 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

- Sculpture was an important part of ancient Greece and Rome. Sculpture eventually became popular in American artwork. Students will research one important sculpture in American history and complete a short summary on that particular piece of art.
 - 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

VOCABULARY

Building, three-dimensional, symmetry, asymmetry, sculpture, paper craft

ARTISTS

- Andy Warhol

RESOURCES

Books

The New Encyclopedia of Origami and Papercraft Techniques, Vincent van Gogh's Café, The Purple Coat

Other

Teacher made slide show
 Visuals/posters
 Digital images
 Smart Board (when available)
 Internet sites
 Books
 Magazines

Grade 2: April to Mid-May

	Element of Art: TEXTURE
<p>STUDENT LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> • I can identify element of Texture 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 use elements to create personally relevant works of art • I can compare and contrast culturally and historically diverse works of art • I can identify artwork from specific artists/art periods such as Matthew Cusick, Robert Delaunay and Vincent Van Gogh. • I can distinguish patterns in nature found in works of art • I can identify the elements 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

- Texture is the visual representation of how something feels.

ESSENTIAL QUESTIONS

- How can you create texture in your artwork?
- How can I include the surface quality in my artwork?

STANDARDS

- **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)

- 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

- Hamburger/ Sandwich collage
- Robert Delaunay Inspired Collage
- Crayon Batik
- Texture 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

- Mediums are instrumental in changing an artist's product upon completion of a painting. Students will examine how different mediums are found within artwork from New Jersey.
 - 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

VOCABULARY

Collage, pop art, paper craft. Dada, texture, soft, rough, smooth, bumpy

ARTISTS

- Matthew Cusick
- Robert Delaunay
- Vincent Van Gogh

RESOURCES**Books**

Alexander Rodchenko: Painting, Drawing, Collage, Design, Photography - New Creative Collage Techniques: How to Make Original Art Using Paper, Color and Texture

Other

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books and Magazines

Teacher-made slide show

Grade 2: Mid-May to June

	Element of Art: SPACE
STUDENT LEARNING OBJECTIVES	<ul style="list-style-type: none"> • I can identify element of Space 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. -Use elements to create personally relevant works of art • I can compare and contrast culturally and historically diverse works of art

- I can identify artwork from specific artists/art periods such as Frederic Church, John Constable and Claude Monet
- I can distinguish patterns in nature found in works of art.
- I can identify the elements 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 UNDERSTANDINGS

- Space can be the given area an artist created his/her work within the artwork.
- Space can be how a given area is utilized.

ESSENTIAL QUESTIONS

- How and why would an artist define space?
- How does an artist design landscapes with foreground, middle ground and background?

STANDARDS

- **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)

- 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

- Landscapes using various methods
- Space 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

- Space within a painting can have a profound impact on the artist's perspective of a piece of art. Students will research important New Jersey paintings and outline how space could impact the perspective.
 - 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

VOCABULARY

Foreground, middle ground, background

ART/ARTISTS

- Frederic Church
- John Constable
- Claude Monet

RESOURCES

Website

<https://www.nasa.gov/multimedia/imagegallery/index.html>

Other

Visuals/posters

SmartBoard

Internet sites

Teacher-made slide show

Digital images

Books

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 • Adaptation of higher skills in requirements • Student Driven Instruction • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of requirements • Books on artwork of artist being studied • Internet search of specific artwork/artists • 	<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 • Work with a paraprofessional • 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

Copy 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>

Gr. 2 Self-Assessment

3-2-1 ART!

Name _____ Project _____

Things I learned

3	_____

Things I like about my work

2	_____

Things I would change or do differently


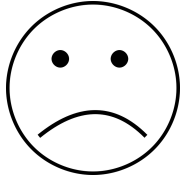
1	_____

Art Self-Assessment (1-2) modified

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 _____