

Playing with Paint

Visual Arts

Grades 1 & 2

Elective Overview:

Students will learn about the wonderful world of painting - still life, landscape, portrait, and abstract. Students will use watercolor and tempera paint while learning painting vocabulary, and about supplies and techniques.

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Playing with Paint

Marking Period or Trimester: one trimester

Pacing: 8 weeks

NJSLS

Anchor Standard

Strand 1: Creative Process 1.1- 1.1.2.D.1, 1.1.2.D.2

Strand 2: History of Arts and Culture 1.2- 1.2.2.A.1

Strand 3: Performing 1.3- 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4

Strand 4: Aesthetic Responses & Critique Methodologies 1.4- 1.4.2.A.2, 1.4.2.A.3, 1.4.2.B.1, 1.4.2.B.2

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks one & two	The characteristics, elements and definition of different visual art forms with a focus on a still life using paint.	When I look at all forms of visual art can I see how the elements and principles have been applied?	Understanding the elements and principles of design provide the tools for visual expression.

Weeks three & four	The characteristics, elements and definition of different visual art forms with a focus on a landscape using paint.	How do the elements and principles help create a meaningful piece of art?	Through visual creation I can express myself.
Weeks five & six	The characteristics, elements and definition of different visual art forms with a focus on a self portrait using paint.	How do the elements and principles help create a meaningful piece of art?	Through visual creation I can express myself.
Weeks seven & eight	The characteristics, elements and definition of different visual art forms with a focus on an abstract using paint.	How do I use the elements and principles of design to create effective art works?	Through visual creation I can express myself.

Evidence of Learning

Students will be quizzed on elements and definitions of four art forms. Students will create at least one of each art form of the following: still life, landscape, self portrait, and abstract using paint.

Activities

Students will observe different forms of art and learn the definitions and elements. Students will then create different art forms using all the required elements and principles.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

