

**Quinton Township School District
Art Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Introduction to TAB art	Pacing:	weekly
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Unit Summary: Introduction to working in centers, how to gather and return materials. Generating ideas for art work

Objectives:

- Week 1: SWBAT demonstrate art room procedures.
- Week 2: SWBAT work collaboratively to demonstrate drawing materials
- Week 3 SWBAT demonstrate a variety of drawing materials using a repeated image
- Week 4. SWBAT create art work of choice with drawing center materials
- Week 5 SWBAT demonstrate collage center procedures and create a collage using construction paper
- Week 6 SWBAT create a collage of choice using geometric shapes
- Week 7 SWBAT create a collage using organic or geometric shapes
- Week 8 SWBAT create art work of choice (drawing and/or collage)
- Week 9 SWBAT demonstrate building center procedures.
- Week 10 SWBAT create artwork of choice in center of choice: Drawing, Collage, Building

Essential Questions: What do artists do? How do artists work in a studio? How do artists use technology to create art? How do artists use technology to create art? How do artists use technology to create art?

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: overview of the drawing center. Students choose supplies, create a small drawing and return supplies to the drawing center.</p> <p>Week 2. Around the room. Students move as a table group to drawing centers and participate in collaborative drawing</p> <p>Week 3. Drawing around the room . Students work independently to experience a variety of drawing materials.</p> <p>Week 4 Students choose art materials, gather supplies work independently, and return supplies to drawing center</p> <p>Week 5 Overview of the collage center. Students review procedures and create a small construction paper collage</p> <p>Week 6 Review of geometric shapes square triangle circle ect. Students create a collage using primary colors and geometric shapes</p>	<p>Teacher created signage</p> <p>Images of the work of Piet Modrian</p> <p>Images of the work of Matisse</p>	<p>Drawing center supplies: pencils markers, papers, crayons, templates, books on drawing</p> <p>Scissors, glue, assorted pre cut construction paper</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • chrome books <p>Video: marcpaperscissors</p> <p>Matisse collage for kids video</p>

<p>Week 7 Definition of organic shape, symmetry, how to cut a symmetrical organic shape. Create a collage using organic shapes</p> <p>Week 8 Mixed art combining collage with drawing using supplies of choice</p> <p>Week 9 What is architecture? Building structures with a variety of blocks</p> <p>Week 10 working in centers: drawing, collage, building: gathering supplies and returning to each center.</p>	<p>Images of exemplary architecture through history</p>	<p>Scissors, papers, glue, drawing supplies</p> <p>building blocks, magna blocks, legos, keva planks</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Completed art work</p> <p>Suggested skills to be assessed: <i>Following procedures, correct cutting skills, creative ideation, proper care of tools</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Art Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	2nd	Unit Title:	How to think like an artist	Pacing:	weekly
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Unit summary: Students begin to form ideas for representation in their art work. Students build skills to better represent their ideas. Introducing themes in art

Objectives:

Week 1: SWBAT demonstrate painting center procedures and create with pan watercolor paint

Week 2 SWBAT demonstrate how to use cake tempera paint and create a tempera painting

Week 3 SWBAT demonstrate creating from imagination with art materials of choice (painting drawing and collage)

Week 4. SWBAT demonstrate narrative art by creating from memory using art materials of choice (painting drawing and collage)

Week 5 SWBAT use foam cardboard and markers to create a waterbased print of choice

Week 6 SWBAT demonstrate “making marks on paper” or abstract design using monoprinting technique

Week 7 SWBAT create a collage using handpainted/printed papers/recycled paintings

Week 8 SWBAT Create using art supplies of choice on the theme “Winter”

Week 9 SWBAT create a winter landscape using art materials of choice

Week 10 SWBAT engage in a peer to peer critique using “art show” format

Essential Questions: What do artists do? How do artists get ideas for their artwork? How do artists use technology to create art?
How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Pr4 1.5.2.Re7 1.5.2.Cn10 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: How to use pan watercolors, how to gather and return painting supplies to the painting center. Create small watercolor painting</p> <p>Week 2: How to use cake tempera. How to gather painting supplies and wash and store brushes after painting. create a small tempera painting</p> <p>Week 3 Whole group discussion on the meaning of working from your imagination. Students pick a center(painting drawing or collage) and create art from imagination</p> <p>Week 4 Whole group discussion on Narrative art. Students pick a center (painting drawing collage) and create artwork that tells a story.</p> <p>Week 5 Introduction to the printing center. Students make a small print</p>	<p>Teacher created painting center signage</p> <p>Reproductions of artists who work from the imagination or fantasy: Juan Miro, Paul Klee</p> <p>Reproductions of Narrative art: Carmen Garcia Lomas</p> <p>Printing center in a box. Teacher created directions.</p>	<p>Pan watercolor paint, brushes, papers.</p> <p>Tempera cakes, brushes papers</p> <p>Drawing, painting and collage supplies.</p> <p>Styrofoam, pencils, sponges, water based</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>from foam and water based marker on a theme or subject of their choice.</p> <p>Week 6 Printing center demo on monoprinting. Students create a monoprint and experiment with a variety of mark making tools.</p> <p>Week 7 Students create a collage of choice using painted papers and printed papers. (recycled papers)</p> <p>Week 8 Whole group discussion on themes in art. Presentation of winter themed art. Students plan a winter themed picture.</p> <p>Week 9 Students use art materials of choice to create a winter themed picture</p> <p>Week 10 Students participate in an informal art show of their winter themed picture. Students engage in peer to peer discussion of their work</p>	<p>Reproductions of abstract art: Joseph Stella, Jim Dine</p> <p>Reproductions of winter themed art: Breugal, Carmen Garcia Lomas.</p> <p>The Snowy Day by Ezra Jack Keats</p>	<p>marker papers.</p> <p>Tempera paint acetate film or plastic mat. various marking making tools: cut cardboard, forks, brushes, legos, texture tools.</p> <p>Art material of choice painting drawing collage or printing</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Completed winter themed work</p> <p>Suggested skills to be assessed: cutting, gluing, painting, printing skills</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of

<ul style="list-style-type: none"> • often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
Art Grade 1**

Pacing Chart/Curriculum MAP

Marking Period:	3rd	Unit Title:	Symbols, fabric, and weaving	Pacing:	10 days
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Unit Summary fabric collage; quilts, paper weaving, patterns, symbols, beginning sewing

Objectives:

Week 1.SWBAT identify quilting as a cultural art form. develop pattern recognition

Week 2 SWBAT create repeated pattern in a paper collage.

Week 3 SWBAT explore felt and glue as a process for creating collage

Week 4 SWBAT develop AB pattern in paper weaving

Week 5 SWBAT create a paper weaving using hand painted papers or construction paper

Week 6 SWBAT identify fiber art center and demonstrate procedures on how to use the fiber art center

Week 7 SWBAT recognize cardboard loom and its function in weaving

Week 8 SWBAT identify the warp and weft on a weaving loom. Demonstrate how to add warp yarn to a cardboard loom

Week 9 SWBAT demonstrate under and over pattern using yarn on a cardboard loom

Week 10 SWBAT demonstrate basic weaving on a cardboard loom

Essential Questions: What is fiber art? Who are some important fiber artists? How do artists use technology to create art?

Common Core State Standards/Learning Targets: 1.5.2.Cr1 1.5.2.Cr2 1.5.2.Pr4 1.5.2.Re7 1.5.2.Cn10 **8.1**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1: Introduction to the quilters of Gees Bend. Identification of patterns in the quilts of Gees Bend.</p> <p>Week 2: Creating patterns from geometric shapes and glue to a background.</p> <p>Week 3 Cutting and gluing felt shapes</p> <p>Week 4 Weaving introduction: Develop AB patterns using a variety of papers; colors patterns hand painted ect</p> <p>Week 5 Create a paper weaving using hand painted and/or construction papers.</p> <p>Week 6 Demonstration of how to use the fiber art center. Students get cardboard looms and place their name and return to the fiber art center.</p>	<p>Video on the quilters of Gees Bend. Reproductions of the quilts</p> <p>Cultural weaving in Africa video/ reproductions</p> <p>Teacher demonstration</p> <p>Teacher created signage.</p>	<p>construction paper, geometric patterns, glue, scissors</p> <p>Felt shapes fabric glue</p> <p>assorted construction paper, paint paper scissors</p> <p>Cardboard looms, assorted yarns, masking tape</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Week 7 Students practice adding warp to their cardboard looms. Practice procedures for using the fiber art center.</p> <p>Week 8 Students practice adding weft thread to their looms. Practice tying knots</p> <p>Week 9 Students practice how to tie on a new color of yarn. Continue practicing weaving on a cardboard loom.</p> <p>Week 10 Students complete their weavings and remove from cardboard loom.</p>	<p>Teacher demonstration</p> <p>Knot tying video, teacher demonstration.</p> <p>Teacher demonstration</p>		
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Formative Assessment Plan	Summative Assessment Plan
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Suggested activities to assess student progress: View for Understanding

Final Assessment/Benchmark/Project: Completed paper or fabric weaving

Suggested skills to be assessed: *AB pattern recognition, under over sequence, neatness*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>instructional texts.</p> <ul style="list-style-type: none">• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none">• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Art Grade 1

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Printmaking/ mixed media	Pacing:	10 Days
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Unit Summary: Students learn printmaking vocabulary and explore a variety of printmaking processes

Objectives:

Week 1. SWBAT identify printmaking tools and become familiar with printmaking vocabulary.

Week 2. SWBAT Create a drawing of choice and learn transfer methods to create a styrofoam plate

Week 3 SWBAT work in small groups and demonstrate use of printmaking tools. Pull a print

Week 4. SWBAT use non traditional tools to create prints (vegetables, objects, stamping)

Week 5. SWBAT define monoprint. create a monoprint.

Week 6. SWBAT use stencils and texture plates to create rubbings.

Week 7 SWBAT gather materials from the printing center and create a print using printmaking process of choice.

Week 8 SWBAT combine printmaking, painting and drawing to create a mixed media artwork.

Week 9 SWBAT choose an art work to mat and display in classroom art show

Week 10 SWBAT participate in a peer critique.

Essential Questions: What is a print? What are some of the ways artists make prints?

Common Core State Standards/Learning Targets 1.5.2.Cr2 1.5.2.Cr3 1.5.2.Pr4

1.5.2.Pr6 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Week 1 Students watch a video on printmaking: meaning and methods of printmaking. Learn vocabulary associated with printmaking</p>	<p>Youtube video on printmaking, display of printmaking tools.</p>	<p>Printmaking tools: styrofoam sheets, markers, sponges, papers, pencils</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications
<p>Week 2 Students create a drawing of choice and transfer to styrofoam</p>	<p>Teacher demonstration</p>	<p>Styrofoam printing plates, pencils tape</p>	
<p>Week 3. Students work in small groups to create a series of small prints</p>		<p>Styrofoam plates, water based markers, sponges, paper</p>	
<p>Week 4 Stamping using assorted vegetables, legos, kitchen utensils non traditional tools</p>		<p>Vegetables, paint legos assorted objects</p>	
<p>Week 5 Students define monoprint and create using paint with assorted mark making tools.</p>	<p>Reproductions of monoprints from contemporary artists</p>	<p>Acetate sheets, paint, texture tools paper</p>	
<p>Week 6 Students create rubbings using a variety of texture plates and objects.</p>	<p>Teacher created example</p>	<p>Teacher made texture plates, natural objects, paper, crayon</p>	
<p>Week 7 Students demonstrate how to gather supplies from the print center and create print using process of choice</p>		<p>Supplies from the printmaking center; paper, marker, acetate, paint, texture tools and</p>	

<p>Week 8 Students create a mixed media collage using a variety of their printed papers, drawing and painting.</p> <p>Week 9 Discussion of art museums, how to prepare artwork for display. How to mat artwork.</p> <p>Week 10. Students participate in a art show display of their selected completed work</p>	<p>Examples of mixed media art</p> <p>Tour of Google Arts and Culture Museum for kids.</p>	<p>plates crayon,</p> <p>papers for matting, glue staples.</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: View for Understanding</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Completed and matted assortment of prints</p> <p>Suggested skills to be assessed: neatness, a variety of prints completed, knowledge of printmaking vocabulary</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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