Visual Arts Curriculum

Grade 1: Unit Five

Value
Course Description

This course examines the elements of art and how artists over the years have used them to create a range of effects. Artist scholars will develop an aesthetic awareness, perception, imagination, and observation skills throughout the course. They will learn and practice material responsibility, as well as respect for the ideas and individuality of their peers. They will foster self-expression, as well as a confidence in their own creations and craftsmanship.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Lines/Shapes</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Color Exploration</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Texture Exploration</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Space and Form</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Value</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Review &amp; Final Exam</td>
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</tr>
</tbody>
</table>
# Educational Technology

## Standards

| 8.2.2.A.1, 8.2.2.A.2, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.C.2, 8.1.2.E.1 |

### ➢ The Nature of Technology
- Define products produced as a result of technology or of nature.
- Describe how designed products and systems are useful at school, home and work.

### ➢ Technology and Society
- Identify how technology impacts or improves life.
- Demonstrate how reusing a product affects the local and global environment.

### ➢ Design
- Create a drawing of a product or device that communicates its function to peers and discuss.

### ➢ Research and Information Fluency
- Use digital tools and online resources to explore a problem or issue.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>directions</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Mini-breaks between tasks</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

| Computer/whiteboard
| Tape recorder
| Spell-checker
| Audio-taped books

### Tests/Quizzes/Grading

| Extended time
| Study guides
| Shortened tests
| Read directions aloud

### Behavior/Attention

| Consistent daily structured routine
| Simple and clear classroom rules
| Frequent feedback

### Organization

| Individual daily planner
| Display a written agenda
| Note-taking assistance
| Color code materials
# Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Technique Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Motor/Technical Skills Assessment,
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
Interdisciplinary Connections

**CCSS.MATH.CONTENT.1.OA.A.1**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**CCSS.MATH.CONTENT.1.MD.A.1**
Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**CCSS.MATH.CONTENT.1.G.A.2**
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**CCSS.MATH.CONTENT.1.G.A.1**
Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
**Topic: Value**

Description: Artists use values to create moods and highlights in their artwork. Value refers to the lightness or darkness of a color. Artists use a wide range of materials to create different values in their work.

| New Jersey Core Curriculum Content Standards (NJCCCS): | 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.D.1, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3 |
| Common Core State Standards (CCSS): | VA:Cr1.1.1; VA:Cr1.2.1; VA:Cr2.1.1; VA:Cr2.2.1; VA:Cr2.3.1; VA:Cr3.1.1; VA:Pr.4.1.1; VA:Re7.1.1; VA:Re7.2.1; VA:Re8.1.1; VA:Re9.1.1; VA:Cn11.1.1 |

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| • Artist scholars will explore how use value to create a variety of effects in their artwork. Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; | • How do dark colors make us feel?  
• How do light colors make us feel?  
• How will an artwork look different if its values are changed? | • Communication skills  
• Identification of differences in colors  
• Identification of changes in color or value  
• Sequencing | Exit Slip Examples:  
“How can you make a value change by using crayon?”  
Artist and Art History Examples (suggestions, but not limited to):  
❖ Pablo Picasso  
❖ Mark Tansey  
❖ Vincent Van Gogh | Photoshop: Artist scholars will explore example artworks and hypothesize what will happen if the value is altered. The teacher will then use a computer program to alter the value of the artwork. Students will compare and contrast the two works.  
Labeling: Artist scholars |
<table>
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<tbody>
<tr>
<td>1.3.2.D.4</td>
<td>☐ What colors are light?</td>
<td>☐ Communication skills</td>
<td>Exit Slip Examples: “How can you create a value change by using crayon?”</td>
<td>will label parts of a picture as 1, 2, and 3, in order of the lightest to darkest areas of the picture.</td>
</tr>
<tr>
<td></td>
<td>☐ What colors are dark?</td>
<td>☐ Identifying differences in colors</td>
<td>☐ Artist scholars will explore how colors can stay the same, but their values change.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ What is value?</td>
<td>☐ Identifying changes in color or value</td>
<td></td>
<td>Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4</td>
</tr>
<tr>
<td></td>
<td>☐ Can a color stay the same, but change its value?</td>
<td>☐ Stamping</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>☐ How will an artwork look different if its values are changed?</td>
<td>☐ Sequencing</td>
<td></td>
<td></td>
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</tbody>
</table>

**Exit Slip Examples:**

- How can you create a value change by using crayon?

**Artist and Art History Examples (suggestions, but not limited to):**

- Pablo Picasso
- Mark Tansey
- Vincent Van Gogh

**Thumbprint Value Scale:** Artist scholars will use an ink pad to press their thumb once onto. They will then press their inked thumb onto a piece of paper 5 times in a line, without returning to the pad. They will then order the thumbprints from lightest to darkest. Student can then create a picture using their thumb and the ink pad.

**Ordering Paint Chips:** Using separated paint chips, artist scholars will be assigned a color and sort the paint chips from lightest to darkest.
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</table>
| Artist scholars will learn that exploring the use of white, black, and water can alter the values of paint. They will learn to create darker and lighter values when desired. | • What color is the darkest you can think of? The lightest?  
• What happened when we mixed colors in painting?  
• What happens when you add white to a color?  
• What happens when you add black to a color?  
• What happens when you add more water to watercolors?  
• What happens when you add less water and more paint to water colors? | • Communication skills  
• Perception of value in art  
• Painting skills  
• Comparing and contrasting  
• Color Mixing  
• Identification of values  
• Sequencing | Exit Slip Examples:  
Compare and Contrast Greys: Artist scholars will be given a slip of paper with two shades of grey. They will then decide what they would add to each to make them the same value. | Painting Exploration:  
Artist scholars will use a single color, white, and black to create a monochromatic exploration of creating values. |

Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4

| Artist scholars will learn that exploring the use of white, black, and water can alter the values of paint. They will learn to create darker and lighter values when desired. | • What color is the darkest you can think of? The lightest?  
• What happened when we mixed colors in painting?  
• What happens when you add white to a color?  
• What happens when you add black to a color?  
• What happens when you add more water to watercolors?  
• What happens when you add less water and more paint to water colors? | • Communication skills  
• Perception of value in art  
• Painting skills  
• Comparing and contrasting | Exit Slip Examples:  
Compare and Contrast Greys: Artist scholars will be given a slip of paper with two shades of grey. They will then decide what they would add to each to make them the same value. | Painting Exploration:  
Artist scholars will use a single color, white, and black to create a monochromatic exploration of creating values. |

| Painting Exploration:  
Artist scholars will use a single color, white, and black to create a monochromatic exploration of creating values. | Watercolor Exploration: Artist scholars will explore how adding more or less water can alter the values they create in a painting. |

| Exit Slip Examples:  
Compare and Contrast Greys: Artist scholars will be given a slip of paper with two shades of grey. They will then decide what they would add to each to make them the same value. | Painting Exploration:  
Artist scholars will use a single color, white, and black to create a monochromatic exploration of creating values. |

12 | Page
<table>
<thead>
<tr>
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</table>
| Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4 | • What happens when you add black to a color?  
• What happens when you add more water to watercolors?  
• What happens when you add less water and more paint to water colors? | • Color Mixing  
• Identification of values  
• Sequencing | them the same value. | **Watercolor Exploration:** Artist scholars will explore how adding more or less water can alter the values they create in a painting. |
| **• Artist scholars will learn that exploring the use of pressure when using drawing materials can alter the values created in their artwork.** | **• How can you change the values in your artwork by using the same crayon/pencil/oil pastel, etc.?**  
**• In what kind of artwork would you use less pressure? More?**  
**• How will learning this skill affect your artwork?** | • Communication skills  
• Perception of value in art  
• Self-Assessment  
• Drawing skills  
• Value Manipulation | Exit Slip Examples:  
“How much pressure do you normally use in your artwork?”  
“Was it more difficult using less pressure or more pressure?” | **Monochromatic Drawing:** Artist scholars will use one crayon to draw and color an object. Emphasis should be placed on coloring the image, rather than leaving contour lines.  
**Chart:** Artist scholars will place a star in the area they believe shows the darkest value in an artwork. |
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</table>
| • Artist scholars will learn to critique using respectful language and by sharing ideas. | • What do you see in this artwork?  
• What do you think is the best part of this artwork?  
• What would you change about this artwork?  
• Which part looks like it needs to be finished?  
• What does this artwork make you think of? | • Critiquing skills:  
• Identifying the strengths and weaknesses of an artwork  
• Identifying the content of an artwork  
• Expressing opinions in a constructive manner  
• Listening to feedback in a respectful manner  
• Communication skills | Exit Slip Examples:  
Returning to their artwork to make changes according to the way their critique went.  
“What was your favorite artwork? Why?”  
“Name 2 things you learned about”  
“Name 2 more things you would like to learn about”  
“What did you learn from someone else’s artwork that you would like to try next time?” | Post-It Gallery Walk:  
Artist scholars will have three different colored Post-Its, each one representing a different category. (Ex: neatest, most creative, most values, lightest values, darkest values, the one you would hang in your room, etc.) They will then place each post-it next to the artwork they think best represents that category during a silent gallery walk.  
Interview: Artist scholars will break into pairs and interview each other about their artwork and what they learned. They are responsible to presenting their partner’s artwork to the class. |
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>• Compare</td>
</tr>
<tr>
<td>• Contrast</td>
</tr>
<tr>
<td>• Dark</td>
</tr>
<tr>
<td>• Least</td>
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<tr>
<td>• Left</td>
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<tr>
<td>• Light</td>
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<tr>
<td>• Middle</td>
</tr>
<tr>
<td>• Mix</td>
</tr>
<tr>
<td>• Most</td>
</tr>
<tr>
<td>• Pressure</td>
</tr>
<tr>
<td>• Right</td>
</tr>
<tr>
<td>• Stamp</td>
</tr>
<tr>
<td>• Value</td>
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</tbody>
</table>
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
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</thead>
<tbody>
<tr>
<td><strong>Printmaking</strong>: Artist scholars will create a design for their printmaking piece. They will create 3 layers, each time cutting out a piece of the printing plate (ex: a house, the subject, etc.) and add white to the ink. The process will result in 3 different values demonstrated in their final print.</td>
<td><strong>Painting</strong>: Artist scholars will use their knowledge of creating a variety of values with paints by creating a painting that demonstrates values. (Painting Suggestions: landscape with hills of different values, Kandinsky circles, Chinese teapot design, background of a paint chip city, etc.)</td>
</tr>
</tbody>
</table>
# Rubric(s)

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplished Artist (5 - 4 pts)</th>
<th>Progressing Artist (3 - 2 pts.)</th>
<th>Developing Artist (1 - 0 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequencing</strong></td>
<td>Artist scholar demonstrated an advanced understanding of ordering values, and was able to correctly identify the lightest and darkest values in a wide variety of artworks.</td>
<td>Artist scholar demonstrated an understanding of ordering values and was able to correctly identify the lightest and darkest values in most artworks.</td>
<td>Artist scholar demonstrated difficulty understanding values. They were had difficulty accurately placing value examples in the correct order.</td>
</tr>
<tr>
<td><strong>Value Creation</strong></td>
<td>Artist scholar demonstrated an advanced understanding of creating a wide range of values in their artwork. They successfully created their desired value using a number of materials.</td>
<td>Artist scholar showed an understanding of creating values through most materials. They used a variety of materials to show a moderate range of values.</td>
<td>Artist scholar did not demonstrate a working knowledge of creating values. They had difficulty using the materials to create areas of lightness and darkness.</td>
</tr>
<tr>
<td><strong>Material Responsibility</strong></td>
<td>Artist scholar showed a deep respect and understanding of the materials and used them in an advanced manner.</td>
<td>Artist scholar showed understanding of the materials and used them appropriately.</td>
<td>Artist scholar did not show respect for or understanding of the materials.</td>
</tr>
<tr>
<td><strong>Craftsmanship</strong></td>
<td>Artist scholar demonstrated care with their artwork and completed it while using their time wisely. Artwork demonstrates a high level of details.</td>
<td>Artist scholar completed their artwork in a timely manner and with appropriate care.</td>
<td>Artwork does not show a high level of craftsmanship. The work is rushed or incomplete.</td>
</tr>
<tr>
<td><strong>Collaboration/Behavior</strong></td>
<td>Artist scholar demonstrated a high level of respect for their fellow artists and their ideas. They were helpful to others and gave positive feedback.</td>
<td>Artist scholar was kind to their classmates and was attentive to their teacher. They were helpful to others when asked.</td>
<td>Artist scholar had difficulty working in group settings or respecting their teacher.</td>
</tr>
</tbody>
</table>