Visual Arts Curriculum

Kindergarten: Unit Three
Twisteez Chenille Sticks Sculpture
Course Description

Kindergarten is an extremely exciting time in the art studio classroom. A world of tools for expression will be introduced to kindergarten artists as they explore many new materials. Students create works of art on paper and in three-dimensional constructions, using geometric shapes and lines that express feelings. Then they advance into analysis as they discover meaning and stories in works of art and see how other artists use the same lines, colors, shapes, and textures as the students did in their own work. Kindergarteners start to develop a vocabulary in order to express their feelings about artwork they look at in the art studio classroom and in the world around them.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Drawing</th>
<th>5 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Print-making</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Twisteez Chenille Sticks Sculpture</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Collage</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Painting</td>
<td>9 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology

### Standards

8.2.2.B.2, 8.2.2.C.1, 8.2.2.C.5, 8.2.2.D.1, 8.2.2.E.1

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</td>
</tr>
<tr>
<td>□ Apply existing knowledge to generate new ideas, products, or processes</td>
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<tr>
<td>□ Create original works as a means of personal or group expression</td>
</tr>
<tr>
<td>□ Use models and simulations to explore complex systems and issues</td>
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<tr>
<td>□ Identify trends and forecast possibilities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking, Problem Solving, Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Students use critical thinking skills to plan</td>
</tr>
<tr>
<td>□ and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</td>
</tr>
<tr>
<td>□ Identify and define authentic problems and significant questions for investigation</td>
</tr>
<tr>
<td>□ Plan and manage activities to develop a solution or complete a project</td>
</tr>
<tr>
<td>□ Collect and analyze data to identify solutions and/or make informed decisions</td>
</tr>
<tr>
<td>□ Use multiple processes and diverse perspectives to explore alternative solutions</td>
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</tbody>
</table>

(from http://www.iste.org)
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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</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>
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</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.
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.
Career Ready Practices

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><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></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 directions</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>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>
## Enrichment

### Accommodate Based on Students' Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text 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

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
New Jersey Core Curriculum Content Standards (NJCCCS):

- 1.1.2.D.1

**Content Statement:** The basic elements of art and principles of design govern art creation and composition.

**Cumulative Progress Indicator:** Identify the basic elements of art and principles of design in diverse types of artwork.

- 1.1.2.D.2

**Content Statement:** Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.

**Cumulative Progress Indicator:** Identify elements of art and principles of design in specific works of art and explain how they are used.

- 1.2.2.A.1

**Content Statement:** Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

**Cumulative Progress Indicator:** Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

- 1.2.2.A.2

**Content Statement:** The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

**Cumulative Progress Indicator:** Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

- 1.3.2.D.1

**Content Statement:** Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

**Cumulative Progress Indicator:** 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.2

**Content Statement:** Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

**Cumulative Progress Indicator:** Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

- 1.3.2.D.3

**Content Statement:** Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

**Cumulative Progress Indicator:** 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

**Content Statement:** Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.

**Cumulative Progress Indicator:** 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.

- 1.3.2.D.5
Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

- 1.4.2.A.1

Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Cumulative Progress Indicator: 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.A.2

Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

- 1.4.2.A.3

Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

- 1.4.2.A.4

Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Cumulative Progress Indicator: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.1

**Content Statement:** Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.

**Cumulative Progress Indicator:** 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.

1.4.2.B.2

**Content Statement:** Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

**Cumulative Progress Indicator:** Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3

**Content Statement:** Contextual clues are embedded in works of art and provide insight into artistic intent.

**Cumulative Progress Indicator:** Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Interdisciplinary Connections

**Mathematics**

Know number names and the count sequence.

CCSS.MATH.CONTENT.K.CC.A.1
Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.MATH.CONTENT.K.CC.A.3
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

CCSS.MATH.CONTENT.K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.CC.B.4.A
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.MATH.CONTENT.K.CC.B.4.B
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.MATH.CONTENT.K.CC.B.4.C
Understand that each successive number name refers to a quantity that is one larger.

CCSS.MATH.CONTENT.K.CC.B.5
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

CCSS.MATH.CONTENT.K.CC.C.6
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

CCSS.MATH.CONTENT.K.CC.C.7
Interdisciplinary Connections

Compare two numbers between 1 and 10 presented as written numerals. **English Language Arts**

**English Reading:**

Key Ideas and Details:
CCSS.ELA-LITERACY.RL.K.1
With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.K.2
With prompting and support, retell familiar stories, including key details.
CCSS.ELA-LITERACY.RL.K.3
With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:
CCSS.ELA-LITERACY.RL.K.4
Ask and answer questions about unknown words in a text.
CCSS.ELA-LITERACY.RL.K.5
Recognize common types of texts (e.g., storybooks, poems).
CCSS.ELA-LITERACY.RL.K.6
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCSS.ELA-LITERACY.RL.K.8
(Not applicable to literature)
CCSS.ELA-LITERACY.RL.K.9
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.K.10
Actively engage in group reading activities with purpose and understanding. **Social Studies**
## Interdisciplinary Connections

### English Reading Foundational Skills:

#### Print Concepts:

- **CCSS.ELA-LITERACY.RF.K.1**
  - Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-LITERACY.RF.K.1.A**
  - Follow words from left to right, top to bottom, and page by page.
- **CCSS.ELA-LITERACY.RF.K.1.B**
  - Recognize that spoken words are represented in written language by specific sequences of letters.
- **CCSS.ELA-LITERACY.RF.K.1.C**
  - Understand that words are separated by spaces in print.
- **CCSS.ELA-LITERACY.RF.K.1.D**
  - Recognize and name all upper- and lowercase letters of the alphabet.

#### Phonological Awareness:

- **CCSS.ELA-LITERACY.RF.K.2**
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **CCSS.ELA-LITERACY.RF.K.2.A**
  - Recognize and produce rhyming words.
- **CCSS.ELA-LITERACY.RF.K.2.B**
  - Count, pronounce, blend, and segment syllables in spoken words.
- **CCSS.ELA-LITERACY.RF.K.2.C**
  - Blend and segment onsets and rimes of single-syllable spoken words.
- **CCSS.ELA-LITERACY.RF.K.2.D**
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
- **CCSS.ELA-LITERACY.RF.K.2.E**
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word Recognition:

- **CCSS.ELA-LITERACY.RF.K.3**
  - Know and apply grade-level phonics and word analysis skills in decoding words.
Interdisciplinary Connections

CCSS.ELA-LITERACY.RF.K.3.A
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.B
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.C
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-LITERACY.RF.K.3.D
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:

CCSS.ELA-LITERACY.RF.K.4
Read emergent-reader texts with purpose and understanding.

English Writing:

Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.1
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-LITERACY.W.K.2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.K.4
(W.K.4 begins in grade 3)

CCSS.ELA-LITERACY.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Interdisciplinary Connections

CCSS.ELA-LITERACY.W.K.6
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.K.7
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-LITERACY.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.K.9
(W.K.9 begins in grade 4)
Range of Writing:
CCSS.ELA-LITERACY.W.K.10
(W.K.10 begins in grade 3)

**English Speaking and Listening:**

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B
Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Interdisciplinary Connections

CCSS.ELA-LITERACY.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

**English Language:**

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.A
Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B
Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C
Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).

CCSS.ELA-LITERACY.L.K.1.D
Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E
Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

CCSS.ELA-LITERACY.L.K.1.F
Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.K.2.A
Capitalize the first word in a sentence and the pronoun *I*.

CCSS.ELA-LITERACY.L.K.2.B
Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C
Write a letter or letters for most consonant and short-vowel sounds (phonemes).
# Interdisciplinary Connections

**Knowledge of Language:**

**CCSS.ELA-LITERACY.L.K.2.D**  
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**CCSS.ELA-LITERACY.L.K.3**  
(L.K.3 begins in grade 2)

**Vocabulary Acquisition and Use:**

**CCSS.ELA-LITERACY.L.K.4**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**CCSS.ELA-LITERACY.L.K.4.A**  
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

**CCSS.ELA-LITERACY.L.K.4.B**  
Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

**CCSS.ELA-LITERACY.L.K.5**  
With guidance and support from adults, explore word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.K.5.A**  
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**CCSS.ELA-LITERACY.L.K.5.B**  
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**CCSS.ELA-LITERACY.L.K.5.C**  
Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**CCSS.ELA-LITERACY.L.K.5.D**  
Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

**CCSS.ELA-LITERACY.L.K.6**  
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
### Grade: Kindergarten

### Unit: Three

### Topic: Twisteez & Chenille Stick Sculptures

**Description:** Artists will be able to explore a variety of three dimensional line materials in order to discover their physical characteristics. Using the knowledge they discovered about wire Twisteez and chenille sticks, students will manipulate them in the creation of a person in motion sculpture.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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| • Through the exploration of qualities in twisteez students will create sculptures. NJDOE: 1.1.2.D.1, 1.1.2.D.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5 | • How is working with wire different from paper?  
• What is surprising about working with wire?  
• What do all our wire sculptures have in common?  
• What are some differences in the sculptures? | • Create three-dimensional works of art using line, shape, form, and space. | **Literary Links:**  
*Day Dreamers: A Journey of Imagination* by Emily Winfield Martin  
*Harold and The Purple Crayon* by Crockett Johnson  
**Images:**  
Alexander Calder:*Two Acrobats, Romulus and Remus,* and *Hercules and Lion.*  
Ruth Asawa: http://www.ruthasawa.com | Use a piece of wire to take it on a journey. |
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| • Through the exploration of qualities in twisteez and chenille sticks, students will create sculptures. NJDOE: 1.1.2.D.1, 1.1.2.D.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5 | • How is working with chenille sticks different from wire?  
• What is surprising about working with chenille sticks?  
• What do these two materials have in common and how are they different? | • Create three-dimensional works of art using line, shape, form, and space.  
• Build on comparison and observation skills | Literary Links:  
*Day Dreamers: A Journey of Imagination* by Emily Winfield Martin  
*Harold and The Purple Crayon* by Crockett Johnson  
Images:  
Alexander Calder:*Two Acrobats, Romulus and Remus*, and *Hercules and Lion*: http://www.calder.org  
Ruth Asawa: http://www.ruthasawa.com | Explore the chenille sticks first discussing the texture and trying to figure out how it can be attached to itself |
| • Through the manipulation of the qualities in twisteez and | • How do our bodies move differently when we participate in different activities? | Observation skills | Literary Links:  
*Move!* by Steve Jenkins | • Play charades miming your favorite activity and have other students guess what it |
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<td>chenille sticks, students will create a sculpture doing an activity. NJDOE: 1.1.2.D.1, 1.1.2.D.2, 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5</td>
<td><strong>How can we add embellishments to our sculptures to make them look like they are in the middle of an action?</strong>&lt;br&gt;<strong>How can a cardboard base be used as a pedestal for our sculpture?</strong>&lt;br&gt;Observation skills</td>
<td><strong>Images:</strong>&lt;br&gt;Alexander Calder: *Two Acrobats, Romulus and Remus, and Hercules and Lion:&lt;br&gt;<a href="http://www.calder.org">http://www.calder.org</a>&lt;br&gt;Ruth Asawa:&lt;br&gt;<a href="http://www.ruthasawa.com">http://www.ruthasawa.com</a></td>
<td><strong>Literary Links:</strong>&lt;br&gt;Move Your Body!: My Exercise Tips [Book]&lt;br&gt;by Gina Bellisario&lt;br&gt;We Like to Move: Exercise Is Fun [Book]&lt;br&gt;by Elyse April, Regina Sara Ryan</td>
<td>• Draw a person doing a movement activity.&lt;br&gt;• Combine chenille sticks and twisteez into a sculpture that shows someone doing an activity.&lt;br&gt;• Play run-way and have students exaggerate their accessories (jewelry, glasses)&lt;br&gt;• Cut, tear and shape tissue paper and fabric into accessories for movement sculptures.&lt;br&gt;• Attach your movement sculpture is.</td>
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<td>Simple machines lesson from MoMA:</td>
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<td><a href="http://www.moma.org/learn/moma_learning/themes/design/simple-machines">http://www.moma.org/learn/moma_learning/themes/design/simple-machines</a></td>
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Unit Vocabulary

- Verb
- Movement
- Activity
- Line
- Shapes
- Forms
- Closed
- Open