Dates: **November 9 – January 8, 2027**	**Subject:** **VISUAL ARTS**
Grades: **K-8 SA, K-5 AA**	

Introduction to Visual Arts	The visual arts program is designed to build concepts, skills, knowledge, and aesthetic awareness corresponding to the development and maturation of the young child. The curriculum builds observation skills and encourages exploration of imagination. The student learns to make choices that enhance communication of his or her ideas. Students learn to coordinate their hands and minds in explorations through the manipulation of various tools, processes, and media. New techniques, approaches, and habits for applying knowledge and skills are developed. Cognitively, students develop a sense of history, including an ability to value art created by different cultures. Through critical analysis of their own work and that of other artists, students learn to interpret the meaning of artwork and to judge its purpose and value. Exposing students to technology will give them the opportunity to synthesize art skills and problem-solving skills with technological advances. At this level students begin to understand the meaning and impact of the visual world in which they live.
Character Education in Art Education	Art Education provides an abundance of instructional opportunities to model and enhance understanding of character traits. Exploring the artistic heritage of many cultures across space and time, analyzing qualities and features of art, thinking about and making informed judgments about art, creating art, and connecting understandings among subjects all call upon responsible and informed practice of the traits of good character. These processes require a strong respect for self, a strong respect for others, and understanding of traits associated with citizenship.
Four Foundational Disciplines (National Standards for Visual Arts Education)	1. ART PRODUCTION (the making of art) Making art is a major part of curriculum and instruction for art education; however, hands-on activities are placed into a broad context by an approach that integrates all four disciplines, as well as interdisciplinary connections. Artwork produced in this kind of “environment” tends to be informed, content grounded, and purposeful. 2. ART HISTORY (exploration of the artistic heritage of many cultures) Study of art works, styles, and movements provide historical and cultural contexts for understanding art as a vital and significant aspect of the achievements of humankind. Students learn to see and value connections between art and events across space, time, and cultures. 3. ART CRITICISM (analysis of qualities and features of art) Students learn the language of art, how to critique art, and how to support and defend preferences as informed reasons, rather than opinions. Expressing ideas, reasoning articulately – both verbally and in writing – is essential to processes of art criticism. 4. AESTHETICS (thinking about art and making informed judgments about art) Objectives and strategies tailored to appropriate developmental levels help students think about and respond to aesthetics questions (for which there are rarely “right” answers). Students learn to understand, appreciate, and generate their own ideas about art, culture, and the human condition. They learn to select and use evidence, justify, defend, and present a persuasive case for their views. Students also learn how people justify judgments about art by applying appropriate criteria to determine the intent of an artwork as representational (realistic), structural (formal) or expressive (emotional).

Guiding Principles for Art Education	
	A. What students should know and be able to do in the Arts ● They should be able to communicate at a basic level in the four arts disciplines—dance, music, theatre, and visual arts. ● They should be able to communicate proficiently in at least one art form. ● They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods. ● They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.
	B. Education in the arts benefits society ● The arts provide powerful tools for – understanding human experience, both past and present, ● Learning to adapt to and respect others' ways of thinking, working, and expressing. ● Learning artistic modes of problem solving, drawing on expressive, analytical, and developmental tools. ● Understanding influences of the arts - their power to create and reflect cultures, their impact on the design of all we use in daily life, and the interdependence of work in the arts with broader worlds of ideas and action. ● Making decisions in situations where there are no standard answers. ● Analyzing nonverbal communication and making informed judgments about cultural products and issues. ● Communicating thoughts and feelings in a variety of modes, giving a vastly more powerful repertoire of self-expression.
	C. The arts are important to life and learning ● The arts have both intrinsic and instrumental value; They have worth in and of themselves. ● The arts play a valued role in creating cultures and building civilizations. ● Lifelong participation in the arts is a valuable part of a fully lived life and should be cultivated. ● Appreciating the arts means understanding interactions among various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts. ● Modes of thinking and methods of doing things in the arts can be used in other disciplines that require creative solutions. ● Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life. ● The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions. ● The arts encourage taking this responsibility and provide skills and perspectives for doing so.

Essential Questions	How does knowing and using visual arts vocabulary words help us understand and interpret works of art? How can analyzing subject matter, compositional elements, use of media, and context, help people gain insights into the meanings of artworks? How does the careful observation of a work of art (including making observations and drawing inferences) resembles the close reading of a text? What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? Why do people select things for display? Why do people value objects, artifacts, and artworks? What criteria, methods, and processes are used to select work for presentation and preservation? How do we judge the quality of artistic work? How does one determine criteria to evaluate a work of art? How and why might criteria vary? What is an opinion? How do art critics state their opinions? How do they use details to support their opinions? How does engaging in Art Criticism promote understanding of how people can interpret art differently depending on their knowledge of and experiences with art and life? How can learning new words to talk about art increase my vocabulary? How can my experiences in art assist me across the curriculum? How can participating in art help me build interests? How can interests developed through art inform future career choices?
Culminating Task (Including DOK terms in bold)	*Analyzing and Interpreting a Work of Art* In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will complete a series of activities by: ● **Matching** domain-specific pictures, symbols, and/or words that are used to analyze and describe works of art. (RI, W, L) ● **Recalling** the process of a recently completed work of art, **assessing** the effectiveness of selected mediums or techniques. (RL, SL, W) ● **Comparing** their own artworks to those of classmates and masterworks. (RL, SL) ● Indicating preferences and/or identifying a favorite work of art. (RI, SL) *Culminating Task Ideas:* (These are suggestions for how to display the culminating task. They may also serve as a springboard for you to come up with your own ideas. ● Participate in a critique. Use domain-specific words to communicate opinions about a work of art [drawing, painting, collage, sculpture, print, 2D design) ● Working together with classmates, help curate an exhibition for your classroom or school.
Duration of Unit	35 teaching days
NYS Next Generation Learning Standards Addressed Across Grades	KR6, KR7, KR8, KW1, KSL4, KL6, KRF3 1R6, 1R7, 1R8, 1W1, 1SL4, 1L6, 1RF3 2R6, 2R7, 2R8, 2W1, 2SL4, 2L6, 2RF3 3R6, 3R7, 3R8, 3W1, 3SL4, 3L6, 3RF3 4R6, 4R7, 4R8, 4W1, 4SL4, 4L6, 4RF3 5R6, 5R7, 5R8, 5W1, 5SL4, 5L6, 5RF3 6R1, 6R2, 6W2, 6SL4, 6L6 7R1, 7R2, 7W2, 7SL4, 7L6 8R1, 8R2, 8W2, 8SL4, 8L6
Learning Standards for Career Development	Standard 3a – Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

NYC DOE Blueprint for the Arts Benchmarks Addressed / NYS Visual Arts Standards Addressed	**K – 2nd Grade**
	Artmaking Strand: 2nd Grade Benchmark By the end of the unit, through an exploration of art materials and techniques, students will be able to exercise imagination, construct meanings, and depict their experiences; use basic art tools, and gain knowledge of media and compositional elements. (NYS Arts Standard 1: *Creating, Performing and Participating in the Arts*; and NYS Arts Standard 2: *Knowing and Using Arts Materials and Resources*) ***Developing Art Literacy Strand: 2nd Grade Benchmark*** By the end of the unit, students will have honed their observation skills and be able to discuss works of art; they will have developed visual arts vocabulary and be able to describe art making, and the elements and principles of design. Students will be able to read and write about art to reinforce literacy skills; and reflect on the process of making art. (NYS Visual Arts Standard 3: *Responding to and Analyzing Works of Art*) ***Making Connections Through the Visual Arts Strand: 2nd Grade Benchmark*** By the end of the unit, students will be able to connect the visual arts to other disciplines; and will be able to apply the skills and knowledge learned in visual arts to interpreting the world. (NYS Visual Arts Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts*) ***Community and Cultural Resources Strand: 2nd Grade* Benchmark** By the end of the unit, students will be able to access primary resources in the community to extend their learning beyond the classroom. ***Exploring Careers and Lifelong Learning Strand: 2nd Grade Benchmark*** By the end of the unit, students will have gained an awareness of careers in the arts. Students will be able to work independently and in teams; and will have gained an appreciation of art as a source of enjoyment and lifelong learning.
	3rd – 5th Grade
	Artmaking Strand: 5th Grade Benchmark By the end of the unit, through completed sequential unit projects, students will have deepened their imaginative capacities, observational and expressive skills; students will be able to demonstrate their extended knowledge of art media and compositional and design elements; and will be able to choose new ways of using familiar tools and materials. (NYS Arts Standard 1: *Creating, Performing and Participating in the Arts*; and NYS Arts Standard 2: *Knowing and Using Arts Materials and Resources*) ***Developing Art Literacy Strand: 5th Grade Benchmark*** By the end of the unit, students will have honed their observation skills and be able to discuss works of art; they will have developed visual arts vocabulary and be able to describe art making, and the elements and principles of design. They will be able to read and write about art to reinforce literacy skills; and reflect on the process of making art. (NYS Visual Arts Standard 3: *Responding to and Analyzing Works of Art*) ***Making Connections Through the Visual Arts Strand: 5th Grade Benchmark*** By the end of the unit, students will be able to connect the visual arts to other disciplines; and will be able to apply the skills and knowledge learned in visual arts to interpreting the world. (NYS Visual Arts Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts*) ***Community and Cultural Resources Strand: 5th Grade* Benchmark** By the end of the unit, students will be able to access primary resources in the community to extend their learning beyond the classroom. ***Exploring Careers and Lifelong Learning Strand: 5th Grade Benchmark*** By the end of the unit, students will have gained an awareness of careers in the arts. Students will be able to work independently and in teams; and will have gained an appreciation of art as a source of enjoyment and lifelong learning.

<table>
<tr><td rowspan="2">NYC DOE Blueprint for the Arts Benchmarks Addressed / NYS Visual Arts Standards Addressed</td><td colspan="3">6th - 8th Grade</td></tr>
<tr><td colspan="3">Artmaking Strand: 8th Grade Benchmark
By the end of the unit, through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view.
(NYS Arts Standard 1: Creating, Performing and Participating in the Arts; and NYS Arts Standard 2: Knowing and Using Arts Materials and Resources)
Developing Art Literacy Strand: 8th Grade Benchmark
By the end of the unit, students will hone observation skills and discuss works or art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.
(NYS Visual Arts Standard 3: Responding to and Analyzing Works of Art)
Making Connections Through the Visual Arts Strand: 8th Grade Benchmark
By the end of the unit, students will be able to recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.
(NYS Visual Arts Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts)
Community and Cultural Resources Strand: 8th Grade Benchmark
By the end of the unit, by working with a variety of school staff, students will be able to access primary resources in the community, the borough, and the city to extend their learning beyond the classroom.
Exploring Careers and Lifelong Learning Strand: 8th Grade Benchmark
By the end of the unit, students will gain an awareness of careers in the visual arts; recognize personal, social, and professional goals; develop a career plan; learn to work independently and in teams; and gain an appreciation of art as a source of enjoyment and lifelong learning.</td></tr>
<tr><td>Assessments to Be Used</td><td colspan="3">Measures to assess progress may include portfolios, quizzes, tests, notebooks, journals, sketchbooks, student work samples/ portfolios, rubrics, self-evaluations, presentations, teacher observations, and culminating tasks.
At this level we do not grade children's artwork; we evaluate children's learning.</td></tr>
<tr><td>Materials (including virtual platforms) addressing standards and objectives for this unit</td><td>Units of Study
Social Emotional Learning
Teacher made materials
Classroom libraries
Mosaic Curriculum Books</td><td colspan="2">Internet
Newspapers/Magazines (print & digital)
NYC DOE Blueprint for Teaching and Learning in the Arts
Google Classroom
Google Docs/Slides/Forms
Rethink</td></tr>
<tr><td rowspan="2">Culturally Responsive Texts</td><td colspan="3">The following books were selected from the Mosaic Curriculum and serve as a sampling of what the Mosaic Curriculum has to offer for meaningful integration of a culturally responsive and sustaining educational framework.</td></tr>
<tr><td>Green Is a Chile Pepper
Round Is a Tortilla
Radiant Child
How to Build a Hug
If Dominican Were a Color
Drawing on Walls
Our Skin
Sing, Don’t Cry
I Love Being Me!
Luis Paints the World</td><td>How to Be a Lion
Danbi Leads the School Parade
Draw!
Building Zaha
Brave Ballerina
Black Is a Rainbow Color
The 5 O’Clock Band
The Proudest Blue
Cool Cuts
I Am Famous</td><td>I Will Dance
Be a King
Looking Like Me
The Word Collector
Esquivel!
Imagine
Saffron Ice Cream
Hey Wall
Change Sings
What I Am</td></tr>
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Key Terms/Vocabulary	Opinion, Exhibit/Display, Viewer, Critique, Critic, Curator, Quality Elements of Art: Line, Shape, Color, Texture, Space, Form, Value Principles of Design: Balance, Contrast, Emphasis, Rhythm & Movement, Pattern, Unity/Harmony, Scale/Proportion, Variety Paper, Pencil, Ruler, Crayon, Oil Pastel, Marker, Paint, Paintbrush, Glue, Stamp, Roller, Recycle, Process, Technique Painting, Drawing, Collage, Print, Photograph, Graphic Design, 2D, Sculpture, 3D Composition, Landscape/Cityscape, Portrait, Still life, Genre painting **Additional vocabulary from books chosen for unit:** **Sight words:**
Key Student Learning Targets (IEP Goals: Demonstrating Knowledge of Students)	FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS

***Please note**: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs.*		**VISUAL ARTS TEACHING POINTS**		
I can use technology to explore the online collections of museums or galleries in the community.	I can "read" a work of art. (I can gather information by looking at a work of art and determining the subject matter and/or overall feeling being expressed through the elements of art.)	I can make comparisons between my own artwork and masterworks.	I can match domain-specific pictures, symbols, and/or words and use them to analyze a work of art.	I can use words from a word bank to communicate my opinions about art. *(Like, don't like, colorful, messy, etc.)*
I can explore the online collections of museums or galleries in the community and make observations about how the artwork is grouped or displayed.	I can share my opinion about which artwork belongs in a museum by selecting from the options provided,	I can recognize elements of art in masterworks. I can also use them in my own work.	I can define ten (10) domain-specific words and use them to analyze and communicate opinions about a work of art.	I can state an opinion and supply reasons that support the opinion. I can compare my opinions to those of my classmates. *Which artwork do you think costs the most? Which would you buy if you owned a museum? Which artwork do you think is the oldest? Which do you think took the longest to make? Which artwork do you like/dislike the most? Which has the best story to tell?*
I can assess the artwork of a peer and help him/her by providing feedback and suggesting improvements.	I can share my opinion about which artwork belongs in a specific exhibition by selecting from the options provided.	I can use a rubric and use it to evaluate a recently completed work of art.	I can recognize principles of design in masterworks. I can also use them in my own work.	I can select a preferred medium from the options provided or from a menu.
I can use a checklist or rubric to complete a self-assessment of a recently completed work of art.	I can use a checklist or rubric to assess the artwork of a peer.	I can select a favorite work of art from my portfolio.	I can work together with classmates to curate an exhibition for my classroom.	I can participate in a critique, using domain-specific words to analyze and communicate opinions about a work of art.
Window or Mirror? I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine. (Select a text from the Mosaic Curriculum Books, etc., such as: *Simon at the Art Museum* by Christina Soontornvat)				

ART CRITICISM	ART PRODUCTION	ART HISTORY	AESTHETICS	READING / WRITING & ART
Recognize subject, theme, and main idea of artists' works from diverse cultures Pose questions about and gather information from artwork Read meaning in artworks Recognize and use art vocabulary to discuss formal qualities (elements and principles) in artworks and nature **Color:** names colors (primary, secondary, neutral) **Value:** dark/light color Texture: smooth, rough **Line characteristics:** straight, curved, thick, thin, broken, vertical, horizontal, diagonal, wavy, zigzag, scalloped, spiral **Shape:** circle, square, triangle, rectangle, organic (free form) **Form:** sphere, cube, pyramid, cone, cylinder **Space:** beside/overlapping, above/below, close/far, left/ right, top/bottom, side/center, front/back, over/under **Pattern:** identify, create, extend pattern	Create artwork from: Concepts and ideas from other curriculum areas visualization, imagination, observation Consciously use elements and principles listed at left in drawings, paintings, sculpture, prints, mixed media Proper care and safe use of materials and tools Habits of mind: Visualization, observation skills Care in craftsmanship (whole is larger than the parts) Self-evaluation: a) understanding learning goals for each artwork b) self-evaluating when the goals are reached Evaluate work in progress and adjust as necessary	Recognize selected artworks, artists & styles Clues in artwork that determine time and place	What is art? Who is an artist? Preference for one artwork over another and offer reasons Explain feelings and ideas conveyed by an artwork	Vocabulary Development: Talk about artworks; print own name and teacher selected art vocabulary words Follow two-part directions Link art terms and production with math, ELA, social studies, and science curriculum "Read" art just as we read text: use the same kind of processes albeit with different symbols; interpretation (comprehension); pictures tell a story (characters, events); sequencing: before and after art image; connect life experiences to artwork; retell important information in own words Connect visualization as part of the art making process to visualization in reading and writing

Pacing Calendar for the Instructional Unit

Break down DOK terms weekly to ensure that ALL DOK terms are addressed with rigorous activities by end of unit

Assessments of each DOK term should be conducted to determine comprehension and next steps
More than one DOK term can be addressed in a given week
Pacing Calendar can be adapted as needed to meet your students' specific needs

DOK terms	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 **Matching** domain-specific pictures, symbols, and/or words that are used to analyze and describe works of art					
Week 2 **Identifying** elements of art (e.g., colors, shapes, etc.) present in artworks.					
Week 3-4 **Showing** proper use of art tools and materials					
Week 5 **Recalling** the process of a recently completed work of art and **Assessing** the effectiveness of selected mediums or techniques.					
Week 6 **Comparing** their own artwork to those of classmates and masterworks.					
Week 7 Indicating preferences and/or identifying a favorite work of art. Using a checklist or rubric to evaluate and critique my work and the work of others in a productive and respectful way Celebrate learning.					

Analyzing and Interpreting a Work of Art Rubric

	1	2	3	4
USE OF MATERIALS	Tools and materials were used incorrectly and/or were destroyed.	Demonstrates early skills in the use of some art materials, processes, mediums, and techniques.	Frequently demonstrates basic skills in the use of art materials, processes, mediums and techniques.	Consistently demonstrates advanced skills in the use of art materials, processes, mediums and techniques.
CREATIVITY	Rarely uses sensory elements, organization principles, and/or expressive images.	Occasionally uses sensory elements, organization principles, and/or expressive images.	Frequently uses sensory elements, organization principles, and expressive images to communicate ideas or information through works of art.	Understands and consistently uses sensory elements, organization principles, and expressive images to communicate own ideas or information clearly through works of art.
PARTICIPATION	Rarely uses class time wisely, follows very few or no directions, and completes very little or no work. “I participated in up to two activities related to the task.”	Occasionally uses class time wisely, follows some directions, and completes some work. “I participated in several activities related to the task, including collecting information from sources, drafting, and presenting my artwork. I did not revise or make changes to my work.”	Frequently uses class time wisely, follows most directions, and completes most work. “I participated in all activities related to the task, including collecting information from 5 sources, acquiring new domain-specific vocabulary, organizing the overall composition of my artwork, making improvements, and presenting my artwork. I used technology to enhance my report.”	Consistently uses class time wisely, follows all directions, and completes all work. “I participated in all activities related to the task, including collecting information from 5 sources, acquiring new domain-specific vocabulary, organizing the overall composition of my artwork, making improvements, and presenting my artwork. I independently used multiple forms of technology to enhance my report.”
PRESENTATION OF ARTWORK (CONNECTION TO CCLS)	Rarely determines what the “text” says; i.e. Rarely identifies the subject matter, theme, or concept, in a work of art. Rarely participates in conversations or collaborations with familiar partners using preferred mode of communication. Rarely uses domain-specific words. “I needed a great deal of support to present my artwork. I lacked focus and went off topic.”	Occasionally determines what the “text” says; i.e. Occasionally identifies the subject matter, theme, or concept, in a work of art. Occasionally participates in conversations or collaborations with familiar partners using preferred mode of communication. Occasionally uses domain-specific words. “I presented my artwork to my teacher and peers with supports: I conveyed information clearly and I stayed on topic with minimal direction.”	Frequently determines what the “text” says; i.e. Frequently identifies the subject matter, theme, or concept, in a work of art. Frequently participates in conversations and collaborations with diverse partners, expressing ideas clearly using preferred mode of communication. Frequently uses domain-specific words. “I presented my artwork to my teacher and peers with minimal supports: I waited my turn, I conveyed information clearly, and I stayed on topic.”	Consistently determines what the “text” says and makes logical inferences; i.e. Consistently identifies the subject matter, theme, or concept, and overall feeling being expressed through the use of art elements in a work of art. Consistently participates effectively in a range of conversations and collaborations with diverse partners, expressing own ideas clearly and persuasively using preferred mode of communication. Consistently acquires and uses domain-specific words and phrases accurately. “I presented my artwork to my teacher and peers independently: I waited my turn, I conveyed information clearly, I stayed on topic, and I answered all questions about my presentation.”