

Ocean Academy Charter School  
Curriculum Guide  
Grade 1 - Art



<b>Original Adoption:</b>	August 2025
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<b>OCEAN ACADEMY CHARTER SCHOOL Curriculum</b>	
<b>Content Area:</b> Art	
<b>Course Title:</b> Art	
<b>Grade Level:</b> 1st	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Mixed Media	31 days
3 Dimensional Art	9 days

<b>OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview</b>	
<b>Content Area:</b> Music	
<b>Unit Title:</b> Unit 1: Mixed Media	<b>Duration:</b> 31 days
<b>Target Course/Grade Level:</b> 1st	

**Introduction/Unit Focus:**

In this unit, first grade students will explore foundational art-making techniques through drawing, painting, and collage. They will use a variety of tools and materials to express their ideas, build skills, and discover how different media can work together. Students will be guided in using new techniques while developing independence in their creative choices.

By combining multiple art forms in a single project, students will begin to understand how media can be layered and integrated to create meaningful visual stories. Projects will reflect their personal experiences and growing ability to experiment with different materials. Through hands-on exploration, students will deepen their understanding of how art communicates ideas in unique and creative ways.

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**Disciplinary Concepts for the Unit:**

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
  - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
  - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
  - (3) encourage safe, welcoming, and inclusive environments for all students regardless of

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race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>**

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
1. Generating and conceptualizing ideas	1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. 1.2.2.Cr1c: Explore form ideas for media art production with support. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	Conceive and Explore
2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools	Develop and Investigate

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	through various approaches to art making.	
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice
5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
7. Perceiving and analyzing products.	1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	Perceive
8. Interpreting intent and meaning.	1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.	Interpret

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	1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	
9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize
11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.	Relate

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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<p>1.G.A. Reason with shapes and their attributes</p> <ol style="list-style-type: none"> <li>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.</li> <li>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. (Clarification: Students do not need to learn formal names such as “right rectangular prism.”)</li> <li>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</li> </ol>	
<p><b>New Jersey Student Learning Standards: <a href="#">Career Readiness, Life Literacies, and Key Skills</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and statement)</b></p>
<ul style="list-style-type: none"> <li>• Different types of jobs require different knowledge and skills.</li> <li>• Income is received from work in different ways including regular payments, tips, commissions, and benefits.</li> <li>• There are benefits and drawbacks to being an entrepreneur.</li> </ul>	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>9.1.2.CAP.4: List the potential rewards and risks to starting a business.</p>
<p><b>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a></b></p>	
<p><b>Core Ideas</b></p>	<p><b>Performance Expectations (Identified with Standard Number and Statement)</b></p>
<p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

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New Jersey Student Learning Standards: <a href="#">Climate Change</a>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.</p>

Knowledge and Skills
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Create artwork that tells a story or shows events from home, school, or the community.</li> <li>● Work independently and with others to make art based on what they see around them and what they enjoy.</li> <li>● Use different tools and art materials safely and responsibly while following classroom rules.</li> <li>● Talk about their artwork and choices using basic art vocabulary.</li> <li>● Explore and experiment with a range of art materials to understand how each works.</li> <li>● Describe and sort artwork based on details, feelings (mood), and what the picture is about (subject).</li> <li>● Share their thoughts about art and identify meaning by connecting to their own experiences and culture.</li> <li>● Recognize and describe art found in nature and man-made environments.</li> <li>● Use words to explain what they like about different artworks and why.</li> <li>● Try out multiple ideas using different materials and ways of making art.</li> <li>● Make art projects that mix drawing, painting, collage, and other media with teacher support.</li> <li>● Understand how media messages and artworks connect to their everyday life and culture.</li> <li>● Reflect with peers about their artmaking process and choices.</li> </ul>

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- Learn to combine different types of art (like pictures and stories) into one finished project.

**Unit Enduring Understandings:**

*Students will know...*

- Artists use creativity and imagination to turn ideas into visual stories or messages.
- Trying new materials and methods helps artists discover new ways of making art.
- Art can show who we are, how we feel, and what we experience in life.
- Making and sharing art helps us learn about ourselves, our community, and the world.
- Artists learn and improve their work through practice, problem-solving, and talking about their choices.
- Artists and designers carefully choose tools, materials, and techniques to express their ideas clearly.
- Media artists follow safety rules while exploring freely and creatively.
- Art can reflect personal and cultural experiences and can be shared in many different places like schools, museums, and homes.
- People appreciate art in different ways based on their background, interests, and feelings.
- Creating, talking about, and looking at art can help us become more aware and understanding of others.
- The meaning of a piece of art can change depending on how and where it is presented.
- Artists use different tools and media together to create layered, complex artworks.
- Understanding how art is made and why it's made helps us enjoy and understand it more.
- Artists think about their choices and reflect on their process when deciding how to finish a work of art.
- Art helps people understand feelings, traditions, and events from different places and times.

**Unit Essential Questions:**

- How do artists come up with ideas for their work?
- What makes a good artistic choice when you're starting or changing a project?
- Why do artists sometimes follow traditions—and sometimes break them?
- How does working with others help artists think in new ways?
- What can we learn from art that's made by people in different places or cultures?
- How do materials, tools, and ideas come together to make a finished artwork?
- Why is it important to take care of art tools and use them safely?
- When do artists know a piece of artwork is finished?
- What is the value of practicing, revising, and trying again in art?
- How does sharing your art with others help you grow as an artist?

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- What is an art museum, and why do people collect and show art?
- How do you decide if an artwork is successful or meaningful?
- What does it mean to “read” a piece of art like a story?
- How can artists show their feelings or life events in their work?
- How does art help us understand the world and each other?
- What makes art special to different people?
- How do media artworks relate to our everyday lives and culture?
- How do different places or situations change the way we look at or share art?

**Instructional Plan**

- Mixing primary colors
- Use lines, shapes, and patterns to create pictures
- Compose simple works of art to respond to selected themes
- Demonstrate proper use of materials and clean up
- Utilize art terminology
- Portraits
- Landscapes
- Still lifes
- Realistic/Abstract drawing
- Scribble drawings
- Create product in the style of a master artist
- Experiment with mixing colors
- Identify primary and secondary colors
- Experiment with various painting techniques
- Crayon/Oil resist
- Realistic/Abstract painting
- Symmetrical art
- Mosaics
- Finger and manipulative painting
- Experiment with various painting tools / stamping
- Understand that multiple mediums can be combined in a single artwork
- Printing

Drawing guides and/or tracers will be available for students who need additional help.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations

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- Work samples
- Hands on worksheets and assignments

**Summative Assessments:**

- Teacher made assessments

**Benchmark Assessments:**

- District benchmark or interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Project produced as a result of learning

**Suggested Options for Differentiation**

**Special Education**

- Follow all IEP modifications.
  - Use visuals, step-by-step picture directions, and modeling of art techniques.
  - Pre-teach and review key vocabulary (tools, colors, shapes).
  - Provide small-group or one-on-one support.
  - Assign a peer tutor or “buddy” during activities.
  - Offer preferential seating near teacher or materials.
  - Use gestures or movements to reinforce vocabulary.
  - Allow extra time to complete projects.
  - Accept oral explanations in place of written responses.
  - Provide adapted tools (e.g., larger paintbrushes, easy-grip scissors).
  - Offer scribes or augmentative communication devices when needed.
- 

**Students with 504 Plans**

- Follow the 504 plan.
  - Provide extra time for projects.
  - Offer small-group or quiet workspace.
  - Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted art tools and materials.
  - Allow use of communication devices when needed.
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**Students at Risk of School Failure**

- Provide visuals and demonstrations of art techniques.
- Pre-teach vocabulary and provide word/picture banks.

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- Break down projects into smaller, manageable steps.
  - Offer peer support or tutoring.
  - Provide preferential seating.
  - Give frequent check-ins and encouragement during projects.
- 

**Gifted and Talented**

- Ask open-ended, higher-level questions about art (e.g., “What do you notice?” “Why do you think the artist chose these colors?”).
  - Encourage exploration of different media and techniques.
  - Provide choice in projects and materials.
  - Offer enrichment activities such as research on artists or cultural art traditions.
  - Allow leadership opportunities (helping peers, leading a group activity).
  - Encourage independent or extended projects.
  - Provide opportunities for presentations, exhibitions, or sharing with the class.
- 

**Multilingual Learners**

- Collaborate with ESL/MLL specialists.
  - Provide visuals, labels, and gestures to explain directions.
  - Pre-teach key art vocabulary with pictures.
  - Allow extra time to complete projects.
  - Pair students with supportive peers.
  - Accept oral or visual demonstrations instead of written responses.
  - Use sentence frames for reflection (e.g., “My picture shows \_\_\_\_”).
- 

**Diversity and Inclusion**

- Include art projects that reflect diverse cultures and traditions.
- Involve families in sharing cultural art forms or artifacts.
- Provide alternative formats for projects when needed.
- Use visuals and clear, simple instructions.
- Encourage respect for all styles of expression.
- Provide sufficient wait time for responses.
- Establish a nurturing classroom environment with structured routines.

**Supplemental Resources**

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Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
<b>Content Area:</b> Art	
<b>Unit Title:</b> Unit 2: 3 Dimensional Art	<b>Duration:</b> 9 days
<b>Target Course/Grade Level:</b> 1st	
<b>Introduction/Unit Focus:</b> <p>In this unit, students will explore the world of 3-dimensional art by using a variety of media and materials. Through hands-on experiences, students will learn to recognize the differences between 2D (flat) and 3D (three-dimensional) art forms. With teacher guidance and developmentally appropriate resources including instructional, supplemental, and intervention materials students will build foundational skills in creating 3D artwork.</p> <p>Throughout the unit, students will experiment with shape, form, and space as they engage in creative projects such as sculptures, constructions, and mixed-media builds. These activities will provide opportunities for students to demonstrate their understanding of 3-dimensional concepts while developing confidence in using various tools and techniques.</p> <p>By the end of the unit, students will apply their knowledge to complete original 3D art projects that reflect personal ideas, creativity, and an understanding of form and structure.</p>	
<b>Disciplinary Concepts for the Unit:</b> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	

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**Focus Standards (Major Standards)** <https://www.nj.gov/education/cccs>

Anchor Standard: New Jersey Student Learning Standards for Visual and Performing Arts	Performance Expectation	Practice
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2. Organizing and developing ideas	1.2.2Cr2a: Explore form ideas for media art production with support. 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Develop and Investigate
3. Refining and completing products.	1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	Reflect, Refine, Continue
4. Selecting, analyzing, and interpreting work.	1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice

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5. Developing and refining techniques and models or steps needed to create products.	1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks. 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.	Integrate
6. Conveying meaning through art.	1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present
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9. Applying criteria to evaluate products.	1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.	Evaluate
10. Synthesizing and relating knowledge and personal experiences to create products.	1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.	Synthesize

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<p>11. Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p>	<p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.</p>	<p>Relate</p>
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SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- D. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- E. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- F. Ask questions to clear up any confusion about the topics and texts under discussion.
- G.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.G.A. Reason with shapes and their attributes

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.
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. (Clarification: Students do not need to learn formal names such as “right rectangular prism.”)
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills**

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<ul style="list-style-type: none"> <li>• Different types of jobs</li> </ul>	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the</p>

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<p>require different knowledge and skills.</p> <ul style="list-style-type: none"> <li>• Income is received from work in different ways including regular payments, tips, commissions, and benefits.</li> <li>• There are benefits and drawbacks to being an entrepreneur.</li> </ul>	<p>skills associated with each job.</p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p> <p>9.1.2.CAP.4: List the potential rewards and risks to starting a business.</p>
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**New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

**New Jersey Student Learning Standards: [Climate Change](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<p>Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>	<p>1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.</p>

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

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- Experiment with different materials, tools, and techniques to create original works of art.
- Work alone and with others to explore personal interests and ideas through art.
- Use imagination and observation to develop and express ideas for making art.
- Create artworks that share stories about home, school, or community life.
- Reflect on their art choices and explain their process using age-appropriate art vocabulary.
- Safely use tools and materials while following rules and showing fairness in the art space.
- Combine different art forms and materials to make creative and meaningful artwork with teacher support.
- Identify how art can show emotions, tell stories, or share messages.
- Describe how art connects to everyday life, family, culture, and the world around them.
- Recognize and describe artwork based on personal feelings and experiences.
- Use simple art terms to talk about what they like in different artworks.
- Sort and describe art pieces by mood, subject, details, or how they look.
- Identify and talk about the meaning and purpose behind artworks in different settings.

**Unit Enduring Understandings:**

*Students will know...*

- 3D artists use their ideas, imagination, and life experiences to create meaningful art.
- Art can be made by using a mix of forms, materials, and techniques.
- Artists explore and experiment with different media to express their thoughts and feelings.
- Being creative helps us solve problems and think in new ways.
- Artists plan and improve their artwork through practice and helpful feedback.
- Art reflects and shapes how people see their world, communities, and cultures.
- Sharing and displaying art helps others understand its message and purpose.
- 3D artists combine materials to create art with depth, form, and structure.
- Art can tell stories, show history, and record special moments or ideas.
- Artists must follow safety rules and use tools carefully to create responsibly.
- Curators and artists think about how to protect, display, and share art with others.
- Evaluating and talking about art helps us appreciate it more deeply.
- Understanding where and why art is made helps us enjoy it and learn from it.
- Creating art helps people connect to themselves, each other, and the world.

**Unit Essential Questions:**

- How do artists come up with ideas and turn them into art? What do artists need to think about when they start a project?

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- How can artists use mistakes or new ideas to make their work better?
- What makes a piece of artwork complete?
- Why do artists sometimes follow or break traditions?
- How can art show what's important in a person's life or culture?
- What do artists do to keep their tools and workspaces safe?
- How do artists decide which materials or tools to use for their projects?
- Why is it important to think about who will see or experience an artwork?
- How does sharing art help the artist and the audience learn and grow?
- In what ways does art help us see the world differently?
- What can we learn about people, places, or time periods by looking at their art?
- How do we talk about what we like or see in a piece of art?
- What makes art meaningful or valuable to different people?
- How do different places, times, and cultures affect the kind of art people make?

**Instructional Plan**

- Paper collage
- Paper sculpture
- Pinch pots
- Animal sculpture
- Abstract sculpture
- Mobiles
- Jewelry
- Ornaments
- Identify basic shapes and forms
- Differentiate between two and three dimensional art
- Manipulate paper by folding, cutting, or tearing
- Demonstrate proper use of materials and clean up procedures
- Utilize art terminology

Drawing guides and/or tracers will be available for students who need additional help.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Learning/Response Logs/journals
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments

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**Benchmark Assessments:**

- District benchmark or interim assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Project produced as a result of learning

**Suggested Options for Differentiation**

**Special Education**

- Follow all IEP modifications.
  - Use visuals, step-by-step picture directions, and modeling of art techniques.
  - Pre-teach and review key vocabulary (tools, colors, shapes).
  - Provide small-group or one-on-one support.
  - Assign a peer tutor or “buddy” during activities.
  - Offer preferential seating near teacher or materials.
  - Use gestures or movements to reinforce vocabulary.
  - Allow extra time to complete projects.
  - Accept oral explanations in place of written responses.
  - Provide adapted tools (e.g., larger paintbrushes, easy-grip scissors).
  - Offer scribes or augmentative communication devices when needed.
- 

**Students with 504 Plans**

- Follow the 504 plan.
  - Provide extra time for projects.
  - Offer small-group or quiet workspace.
  - Provide preferential seating.
  - Accept oral or dictated responses.
  - Provide adapted art tools and materials.
  - Allow use of communication devices when needed.
- 

**Students at Risk of School Failure**

- Provide visuals and demonstrations of art techniques.
- Pre-teach vocabulary and provide word/picture banks.
- Break down projects into smaller, manageable steps.
- Offer peer support or tutoring.
- Provide preferential seating.

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- Give frequent check-ins and encouragement during projects.
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### **Gifted and Talented**

- Ask open-ended, higher-level questions about art (e.g., “What do you notice?” “Why do you think the artist chose these colors?”).
  - Encourage exploration of different media and techniques.
  - Provide choice in projects and materials.
  - Offer enrichment activities such as research on artists or cultural art traditions.
  - Allow leadership opportunities (helping peers, leading a group activity).
  - Encourage independent or extended projects.
  - Provide opportunities for presentations, exhibitions, or sharing with the class.
- 

### **Multilingual Learners**

- Collaborate with ESL/MLL specialists.
  - Provide visuals, labels, and gestures to explain directions.
  - Pre-teach key art vocabulary with pictures.
  - Allow extra time to complete projects.
  - Pair students with supportive peers.
  - Accept oral or visual demonstrations instead of written responses.
  - Use sentence frames for reflection (e.g., “My picture shows \_\_\_\_”).
- 

### **Diversity and Inclusion**

- Include art projects that reflect diverse cultures and traditions.
- Involve families in sharing cultural art forms or artifacts.
- Provide alternative formats for projects when needed.
- Use visuals and clear, simple instructions.
- Encourage respect for all styles of expression.
- Provide sufficient wait time for responses.
- Establish a nurturing classroom environment with structured routines.

### **Supplemental Resources**

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**Teacher Notes**

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