

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Art



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

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Art	
Unit Title: Unit 1: Mixed Media	Duration: 31 days
Target Course/Grade Level: Kindergarten	
Introduction/Unit Focus: This unit introduces students to the foundational techniques of drawing, painting, and collage using a variety of materials. Kindergarteners will explore different media to develop creativity and learn new artistic skills. Through hands-on projects and guided instruction, students will practice combining multiple art forms and materials. The unit encourages gradual independence as students create mixed-media artworks that showcase their understanding and creativity	
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	

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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 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

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(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>
New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standards:	Performance Expectations	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	1.2.2.Cr2a: 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	Practice

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	as an illustrated story or narrated animation.	
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. 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret
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	1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments and ideas	Relate

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historical contexts to deepen understanding.	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.	
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs		
SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten 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 and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.		
SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
• Different types of jobs require different knowledge and skills. • Income is received from work in different ways including regular payments, tips, commissions, and benefits. • There are benefits and drawbacks to being an entrepreneur.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.1.2.CAP.4: List the potential rewards and risks to starting a business.	
New Jersey Student Learning Standards: Computer Science and Design Thinking		
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)	

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Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	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.
New Jersey Student Learning Standards: Climate Change	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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.	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.

Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Explore and try out different art tools, materials, and ideas. • Work alone and with others to create art inspired by their world and interests. • Combine different art forms and materials with some support. • Talk about their art using simple art terms. • Describe and share what they like about their own and others' artwork. • Create art that tells a story or shows things from their life. • Follow safety rules when using art materials and tools.	
Unit Enduring Understandings: <i>Students will know...</i> • Creativity and imaginative thinking are important skills that artists develop through practice and exploration. • Media arts combine different materials and ideas to create artworks that communicate meaning and purpose. • Artists use a variety of tools, methods, and materials, balancing experimentation with safety and responsibility. • Artistic expression is influenced by personal experiences, culture, and community, which help shape meaning in artworks. • Learning to observe, describe, and reflect on art deepens appreciation and understanding of oneself and others.	

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- Artists improve their work by revising and refining it over time, learning from feedback and trial and error.
- Sharing and presenting artwork connects artists with others and enriches communities socially and culturally.
- Art connects us to history, society, and different cultures, helping us understand diverse experiences.
- Knowing art vocabulary helps us talk about and understand the qualities and feelings in artworks.
- Evaluation and critique are important parts of making and appreciating art, helping artists grow.
- Artists make choices about how to present and preserve their work, considering audience and context.
- Artmaking supports problem-solving and creative thinking skills that apply beyond the classroom.

Unit Essential Questions:

- How do artists come up with ideas and plan their artwork?
- How does working with others change the way art is made?
- What helps artists take creative risks and try new things?
- Why do artists sometimes follow traditions and other times choose to break them?
- How do artists know if their work is successful or if it needs changes?
- Why is it important to use art materials safely and responsibly?
- How do the objects and designs we create shape our lives and communities?
- How do artists make sure their art expresses meaning and tells a story?
- What does it mean to say a work of art is “complete”?
- How do artists learn and get better at their skills over time?
- Why do people collect, preserve, and show artworks in museums and galleries?
- How do the places and ways we share art affect how people see and understand it?
- How does art help us learn about different cultures, histories, and people?
- How can looking at and talking about art change the way we see the world?
- What is the difference between personal preferences and evaluating art fairly?
- How does making art help us understand ourselves and the world around us?

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

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- 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
- 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.

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- 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.
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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.
 - Break down projects into smaller, manageable steps.
 - Offer peer support or tutoring.
 - Provide preferential seating.
 - 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

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- 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

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Art

Unit Title: Unit 2: 3 Dimensional Art

Duration: 9 days

Target Course/Grade Level: Kindergarten

Introduction/Unit Focus:

In this unit, students will explore the exciting world of 3-dimensional art. They will learn the difference between 2D (flat) and 3D (three-dimensional) artwork by using a variety of hands-on materials and techniques. Through guided lessons, students will experiment with building, shaping, and assembling forms using clay, paper, and other media.

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With support and modeling, students will develop an understanding of how to create artwork that has height, width, and depth. They will demonstrate their growing knowledge of 3-dimensional art through fun and engaging projects that allow for creativity and personal expression.

Disciplinary Concepts for the Unit:

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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.

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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

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Diversity and Inclusion

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2. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion,

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

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Anchor Standards:	Performance Expectation
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Organizing and developing ideas	1.2.2.Cr2a: 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.
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.

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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.
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.
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.
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.

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

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- D. Continue a conversation through multiple exchanges.

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

K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

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

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
• Different types of jobs require different knowledge and skills. • Income is received from work in different ways including regular payments, tips,	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.1.2.CAP.4: List the potential rewards and risks to starting a

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commissions, and benefits. • There are benefits and drawbacks to being an entrepreneur.	business.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	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.
New Jersey Student Learning Standards: Climate Change	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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.	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.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> • Use different tools, materials, and methods to explore and create 3D art. • Brainstorm and share creative ideas for building artwork. • Make artwork independently and with others based on things they see and care about. • Learn and use new techniques for shaping, constructing, and assembling art. • Combine different materials and art forms with guidance and growing independence. • Talk about their artwork using art words and share their choices with classmates. • Recognize and describe artwork they connect with from their own life or culture.

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- Sort and describe artwork by its subject, mood, and details.
- Use art vocabulary to express their likes and dislikes about different works of art.
- Create artwork that tells a story from home, school, or community life.
- Act respectfully and safely when using art tools and materials.
- Explain what they see in artwork and talk about its purpose or message.

Unit Enduring Understandings:

Students will know...

- Artists use imagination and materials to turn ideas into 3D artwork.
- Creativity can grow by trying new things, learning from mistakes, and working with others.
- 3D artists plan and explore different ways to build and design objects.
- Artists use their skills, tools, and materials safely and responsibly.
- Creating 3D art helps people communicate ideas, feelings, and stories.
- Art can show who we are and where we come from.
- Artwork is a way to learn about different places, people, and times.
- Artists improve their work through practice, reflection, and feedback.
- People create, collect, and display art to share experiences and ideas.
- Artists think about how, where, and why artwork is shared or shown.
- Art can shape how we see the world and help us understand others.
- Everyone brings personal meaning and experience to art.
- Artists use different styles and traditions, or sometimes break them, to express new ideas.

Unit Essential Questions:

- How do artists come up with ideas and decide what to make?
- How do working with others and taking creative risks help artists?
- How do artists choose the materials and tools they use?
- Why is safety important when making art?
- How can 3D artwork show a message, feeling, or story?
- What makes an artwork meaningful or special?
- How do artists learn from their mistakes and improve their art?
- How does making art help us learn about ourselves and the world?
- What kinds of places show and take care of art?
- How do artists decide when a piece of art is finished?
- Why do people create and collect 3D art?
- How do our experiences shape the way we look at art?
- What can we learn by looking at different types of artwork?
- How can art show what life is like in other places or cultures?
- How can we talk about and understand art better by using art vocabulary?

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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 ● Anecdotal Notes ● Learning/Response Logs/journals ● Peer/Self Assessments/rubrics ● Presentations ● 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).

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- 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.
 - 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

Teacher Notes