Art Curriculum

Kindergarten – Eighth Grade

Lawnside Public School

Pending Board Approval – August 2019

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**New Jersey Core Curriculum Content Standards**

**for**

**Visual and Performing Arts**

**INTRODUCTION**

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market …

(2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

Vision: An education in the arts fosters a population that:

·   Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

·   Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

·   Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.

·   Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](http://artsedge.kennedy-center.org/educators/standards.aspx) and [National Coalition for Core Arts Standards (NCCAS) National Arts Standards](http://nccas.wikispaces.com/), anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

·                   Define and solve artistic problems with insight, reason, and technical proficiency.

·                   Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.

·                   Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

·                   Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards

In view of the pending publication of the [National Coalition of Core Arts Standards (NCCAS) National Arts Standards](http://nccas.wikispaces.com/), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education  Assessment Framework:](http://www.nagb.org/publications/frameworks/arts-framework08.pdf) creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points.  This difference will be reconciled in future iterations of New Jersey’s Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey’s visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards.  However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form.  While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of creating. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of performing/interpreting. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual arts.

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of responding. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Standards for Grades Kindergarten through Eighth Grade**

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| **Content Area** | | **Visual and Performing Arts** | | | |
| **Standard** | | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | | | |
| **Strand** | | **D. Visual Art** | | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | | **Indicator** |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in VISUAL ART. | | | | |
|  | The basic [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) govern art creation and composition. | | 1.1.2.D.1 | | Identify the basic elements of art and principles of design in diverse types of artwork. |
|  | Recognizing the [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. | | 1.1.2.D.2 | | Identify elements of art and principles of design in specific works of art and explain how they are used. |
| **Content Area** | | **Visual and Performing Arts** | | | |
| **Standard** | | **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. | | | |
| **Strand** | | **A. History of the Arts and Culture** | | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** | |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | | |
|  | Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#VPAhe) have distinct characteristics and common themes that are revealed by contextual clues within the works of art. | | 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. | |
|  | The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | | 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. | |
| **Content Area** | | **Visual and Performing Arts** | | | |
| **Standard** | | **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. | | | |
| **Strand** | | **A. History of the Arts and Culture** | | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** | |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | | |
|  | Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#VPAhe) have distinct characteristics and common themes that are revealed by contextual clues within the works of art. | | 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. | |
|  | The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | | 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. | |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **D. Visual Art** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| P | NOTE: By the end of [preschool](#VPApreschool), all students attain foundational skills that progress toward [BASIC LITERACY](#VPAbl) in VISUAL ART. | | | |
|  | Each [art medium](#VPAmed) has its own materials, processes, skills, and technical application methods. | | 1.3.P.D.1 | Demonstrate the safe and appropriate use and care of art materials and tools. |
|  | 1.3.P.D.2 | Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space. |
|  | 1.3.P.D.3 | Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts. |
|  | 1.3.P.D.4 | Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. |
|  | 1.3.P.D.5 | Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. |
|  | 1.3.P.D.6 | Create more recognizable representations as eye-hand coordination and fine motor skills develop. |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in VISUAL ART. | | | |
|  | Visual statements in art are derived from the basic [elements of art](#VPAeleofart) regardless of the format and [medium](#VPAmed) used to create the art. There are also a wide variety of [art media](#VPAam), each having its own materials, processes, and technical application methods for exploring solutions to creative problems. | | 1.3.2.D.1 | Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. |
|  | Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) for personal expression results in [visual communication](#VPAvisualcomm) that may be relevant in a variety of settings. | | 1.3.2.D.2 | Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. |
|  | Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. | | 1.3.2.D.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. |
|  | Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. | | 1.3.2.D.4 | Explore the use of a wide array of [art mediums](#VPAmed) and select tools that are appropriate to the production of works of art in a variety of [art media](#VPAam). |
|  | Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world. | | 1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of [art mediums](#VPAmed) and [art media](#VPAam). |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **A. Aesthetic Responses** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | | 1.4.2.A.1 | Identify aesthetic qualities of [exemplary works](#VPAew) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
|  | 1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. |
|  | 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |
|  | 1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Critique Methodologies** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 2 | NOTE: By the end of [grade 2](#VPAgrade2), all students progress toward [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. | | 1.4.2.B.1 | Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. |
|  | Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. | | 1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances. |
|  | Contextual clues are embedded in works of art and provide insight into artistic intent. | | 1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art. |

**Arts Curriculum – Lawnside Public School**

**Kindergarten**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | All About Me  Shape | All About Me  Line and Color | Community  Color, shape and texture | Animals  Texture  Form |
| **TITLE** | * Jack-O-Lantern * Winter Themed Card | * Line painting and rainbow * Self Portrait | * Sculpture Paper * Robots in Space | Bird in Forest – Guided Drawing  Animal Sculpture |
| **DESCRIPTION**  (goal of lesson) | * Shape arranging * fine motor skills * Simple shape drawing, simple composition, facial features * use of tools and materials | * Introduction to the element of line, various types and uses in artworks * Introduction to the order of the rainbow * Use of line, shape, and proportion of facial features * What makes you unique | * Make a 3-D structure. Fold, bend, and curl paper and attach to paper * Shape, arrangement and texture use | * Drawing concepts * Form |
| **TEXTS** | Herbert’s First Halloween – Cynthis Rylant  The Snowy Day – Ezra Keats | Rainbow by Karen Alexander  Just Like Me – Barbara J. Nrasi | Zoom, Rocket, Zoom – Margaret Mayo | Eric Carle books |
| **RESOURCES** | * Teacher examples * Class discussion about why winter is so cold   Modifications – Pre-drawn pumpkin shape if students have difficulty making oval. | Self portraits by famous artists  Will.I.Am sings, What I am (youtube video) | City skyline images  Skyscraper buildings pictures | Images of birds  Past student work  Modifications – individual help for struggling sculptors, simplified shapes and forms |
| **SKILLS**  **STANDARDS** | Jack O’Lanterns   * 1.1.2.D.1 * 1.3.2.D.2   Winter-Themed Card   * 1.4.2.A.1. * 1.4.2.A.2 * 1.4.2.A.3 * 1.4.2.A.4 * 1.4.2.B.1 * 1.4.2.B.2 | * Line painting and rainbow   1.4.2.B.3  1.2.2.A.1  1.2.2.A.2  1.3.2.D.1   * Self Portrait   1.3.2.D.2  1.3.2.D.3  1.3.2.D.4  1.3.2.D.5  1.1.2.D.1  1.1.2.D.2 | * Sculptural City   1.4.2A.1  1.4.2.B.2  1.4.2.B.3  1.2.2.A.1  1.3.2.D.5  1.1.2.D.2   * Robots in Space   1.3.2.D.3  1.3.2.D.4 | * Bird Drawing   1.3.2.D.1  1.3.2.D.5   * Sculptural Animal   1.4.2.A.4  1.4.2.B.1  1.3.2.D.5  1.1.2.D.1  1.1.2.D.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **ELA**   * **RL.K.10** Actively engage in group reading activities with purpose and understanding * **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text. * **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups | | | |
| **ASSESSMENTS** | Teacher Observation  Final Project  Class Critique | | | |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

**Arts Curriculum – Lawnside Public School**

**First Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | Intro to Art Elements  Shapes, Colors, and Lines | Collaborative Maps  Colors (primary, secondary) | Insects\  Form, Texture | Weather  History, Warm vs. Col color |
| **TITLE** | * Benefits of Artwork * Fall Leaf Prints | * Community Map * Mondrian – Primary Colors | * Insect sculpture/drawing * Superhero capes | * Kites * Monet’s Water Lilies |
| **DESCRIPTION**  (goal of lesson) | * Winter themed image using elements of art * Nature, science exploration and warm vs. cool colors; lines used to show movement | * Work together to build map, basic concepts of maps (direction, geography) * Printing, primary colors | * Body parts of an insect * Personal logo, imagination, design with pattern | * Art can have function, color, design * Art history, impressionism, plein air (French expression for open air) |
| **TEXTS** | * We’re Going On A Leaf Hunt – Steve Metzger * There Was An Old Lady Who Swallowed Some Leaves – Lucille Colandro | * Me on the Map – Joan Sweeney | * Some Bugs * Public School Superhero – James Patterson | * Kites – Bettina Ling * Books about Claude Monet |
| **RESOURCES** | Examples of past student work  Teacher examples  Fall Leaf Prints | * Mondrian images * Student work | Find some insect videos on youtube | Weather video  Monet video |
| **SKILLS**  **STANDARDS** | **Benefit of Artwork**  1.4.5.A.2  1.4.5.B.5  **Fall Leaf Prints**  1.4.5.A.1  1.4.5.A.2  1.4.5.B2  1.4.5.B.5 | **Community Map**  1.4.5.B.2  1.2.5.A.1  1.3.5.D.1  **Mondrian-Primary Colors**  1.2.5.A.1 1.2.5.A.3  1.3.5.D.3 1.4.5.B.4  1.2.5.A.2  1.4.5.B.2 | **Insect sculpture**  1.4.5.B.1  1.4.5.B.2  1.4.5.B.3  **Superhero Capes**  1.4.5.A.31.4.5.B>5  1.3.5.D.2 | **Kites**  1.4.5.B.1  1.2.5.A.1  1.4.5.B.3  **Monet’s Water Lilies**  1.4.5.A.2  1.2.5.A.3  1.3.5.D.3  1.4.5.B.2  1.3.5.D.2 |
| **INTERDISCIPLINARY CONNECTIONS** | * **SL.1.1.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). * **RI**.1.4. – Ask and answer questions to help determine or clarify the meaning of words and phrases in text. | | | |
| **ASSESSMENTS** | Teacher Observation  Final Project  Class Critique | | | |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

**Arts Curriculum – Lawnside Public School**

**Second Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | Art Professions  Abstract vs. Realism | Geographic Features  3D Form | Environment Use and Misuse  Outer Space | Community Services (Jobs) |
| **TITLE** | 1. Benefit Art 2. Paul Klee, Castle and the Sun | 1. Landscape Painting 2. Architecture Sculpture | 1. Environmental Collaborative Mural 2. Space Drawing | 1. Village of Kindness 2. Portfolio Days |
| **DESCRIPTION**  (goal of lesson) | 1. Winter themed art work to be made for a benefit. Discussion about professional artist’s careers making art for profit. 2. Abstract drawing of shapes, color in using warm and cool colors | 1. Guided drawing of landscape/seascape featuring geographic features. Painted in various mediums. 2. Working with 3D form/sculpture. Observe various early forms of built forms/architecture/structure. | 1. Observe and discuss environmental theme. Work individually and collaboratively to produce large scale art work to be displayed in school. 2. Mixed Medium drawing and collage of planets, comets, space ship, etc | 1. Discuss features, (buildings, businesses, services) in a community like Lawnside. Create individual projects to be included in a class mural. 2. Finish any work that was never completed throughout the year to take home. |
| **TEXTS** | 1. The Snowy Day by Ezra Keats 2. Shapes and Patterns | 1. Geography from A to Z by Jack Knowlton 2. From Mud to Huts to Skyscrapers | 1. Planting a Rainbow by Louis Ehlert   Riparia’s River by Michael J. Kaduto   1. There’s No Place Like Space by Dr. Suess enterprises | 1. Helpers in My Community – Bobbie Kalman 2. What Do People Do All Day – Richard Scarry 3. The Big Orange Splot |
| **RESOURCES** | 1. Paul Klee Bio   <http://theartstory.org/artist-klee-paul.htm>   1. Meet Paul Klee and Matisse 2. https://www.youtube.com/watch?v=eqHJ9gDLkL8 | 1. Exploring landforms video   <https://www.youtube.com/watch?v=BsqKTJtK_vw>   1. Sesame Street Video on Sculpture 2. https://www.youtube.com/watch?v=cTslqS\_H7Jg | 1. Environmental conservation video   https://www.youtube.com/watch?v=YIrKW6jXjdM   1. Recycle Rex   <https://www.calrecycle.ca.gov/recyclerex>   1. NASA for Kids website   https://spaceplace.nasa.gov/en/search/kids/ | 1. Cassie Stephens       <https://cassiestephens.blogspot.com/search/label/art%20projects%20for%20kids> |
| **SKILLS**  **STANDARDS** | **Benefit Art**  1.4.2.B.3  1.3.2.D.1  **Paul Klee, Castle in the Sun**  1.1.2.D.2  1.2.2.A.2 | **Landscape Painting**  1.3.2.D.5  1.4.2.B.2  **Built Form/Structure**  1.3.2.D.5  1.4.2A.2 | **Environmental Mural**  1.3.2.D.4  1.4.2.A.4  **Space Drawing**  1.3.2.D.3 | **Village of Kindness**  1.3.2.D.2  1.2.2.A.1 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL2.1.A** – Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)  **RI.2.4 –** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | | |
| **ASSESSMENTS** | 1. Finished Benefit Card 2. Finished project with class critique | 1. Finished Landscape Painting with class critique 2. Finished sculpture, class critique | 1. Finished Mural, class critique 2. Finished drawing, class critique | 1. Finished collaborative sculptural installation 2. Final Portfolio |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **D. Visual Art** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in VISUAL ART. | | | |
|  | Understanding the function and purpose of the [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) assists with forming an appreciation of how art and design enhance functionality and improve quality of living. | | 1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
|  | The [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) are universal. | | 1.1.5.D.2 | Compare and contrast works of art in various [mediums](#VPAmed) that use the same art elements and principles of design. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. | | |
| **Strand** | | **A. History of the Arts and Culture** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Art and culture reflect and affect each other. | | 1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
|  | Characteristic approaches to content, form, style, and design define art genres. | | 1.2.5.A.2 | Relate common artistic elements that define distinctive [art genres](#VPAgen) in dance, music, theatre, and visual art. |
|  | Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new [art genre](#VPAgen). | | 1.2.5.A.3 | Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **D. Visual Art** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in VISUAL ART. | | | |
|  | The [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) can be applied in an infinite number of ways to express personal responses to creative problems. | | 1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
|  | Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. | | 1.3.5.D.2 | Identify common and distinctive characteristics of artworks from diverse cultural and [historical eras](#VPAhe) of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. |
|  | Each of the [genres](#VPAgen) of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making. | | 1.3.5.D.3 | Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. |
|  | The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. | | 1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various [art media](#VPAam) and [art mediums](#VPAmed) to create original works of art. |
|  | There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. | | 1.3.5.D.5 | Collaborate in the creation of works of art using multiple [art media](#VPAam) and [art mediums](#VPAmed), and present the completed works in exhibition areas inside and outside the classroom. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Critique Methodologies** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 5 | NOTE: By the end of [grade 5](#VPAgrade2), all students demonstrate [BASIC LITERACY](#VPAbl) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. | | | |
|  | Identifying criteria for evaluating performances results in deeper understanding of art and art-making. | | 1.4.5.B.1 | Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. |
|  | Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. | | 1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |
|  | While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own [discipline-specific arts terminology](#VPAdisspecificartster). | | 1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
|  | Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. | | 1.4.5.B.4 | Define technical proficiency, using the elements of the arts and principles of design. |
|  | Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). | | 1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. |

**Arts Curriculum – Lawnside Public School**

**Third Grade**

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|  | **Unit 1** | | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | * Winter themed art work (can be used for holiday cards) * Glue/Pastel Leaf Drawing * Copy of a Master Artwork | | * Copy of Master Artwork * Collaborative Art work | * Pattern loom weaving * Spring Themed Nature Art | * Printmaking * Portfolio days |
| **TITLE** | * Owl on a Branch * Matisse Fishbowl | | * Matisse Fish Bowl * Heart-Themed Mandala | * Plate Loom Weaving (using paper plate) * Sculptural Flowers | * City skyline reflecting in water or repeating in layers |
| **DESCRIPTION**  (goal of lesson) | * Painted paper collage of an owl on a branch * Oil pastel drawing using Matisse “Fishbowl” painting as guide | | * Oil pastel drawing using Matisse “Fishbowl” painting as guide * Students create a portion of larger school collaborative project | * Paint plate and use as loom for weaving * Form flowers with clay or other sculptural medium. Construct stem and leaves. | * Intaglio print on Styrofoam of city skyline, printed on colored paper * Distribute all art work back to students * Decorate portfolio |
| **TEXTS** | Books – Eric Carle  Matisse biography and works | | Matisse biography and works | Weaving without a loom  Eric Carle – The Tiny Seed | Books with printmaking examples |
| **RESOURCES** | * Images by Eric Carle of different animals * Teacher example * Video of Matisse for kids | | * Video of Matisse for kids * Heart mandala images | Kandinsky circle painting images | City scape images |
| **SKILLS**  **STANDARDS** | **Owl on a Branch**  1.3.5.D.3  1.4.5.A.2  1.4.5.B.1  **Matisse Fish Bowl**  1.2.5.A.3  1.3.5.D.3  1.4.5.B.2  1.4.5.B.5 | **Collaborative Art Work**  1.3.5.D.1  1.4.5.A.3  1.4.5.B.1  1.4.5.B.5  1.2.5.A.1  1.2.5.A.2 | | **Pattern Loom Weaving**  1.4.5.B.3  1.4.5.B.4  1.3.5.D.1  **Spring Themed Nature Art**  1.3.5.D.1  1.2.5.A.1  1.4.5.A.2 | **Printmaking**  1.4.5.A.1  1.4.5.A.3  1.4.5.B.5  1.3.5.D.2  **Portfolio Days**  1.3.5.D.1  1.4.5.A.2  1.2.5.A.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.3.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly  **RI.3.4** – Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 3 topic or subject area | | | | |
| **ASSESSMENTS** | 1. Teacher observation 2. Final products 3. Class critique | | | | |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

**Arts Curriculum – Lawnside Public School**

**Fourth Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | Winter themed art work (can be used for holiday cards) | Copy of a Master Artist | * Collaborative Spring/Nature Inspired Artwork * Chinese Dragon | * Printmaking * Portfolio |
| **TITLE** | Cardinal on a branch | Vincent Van Gogh’s Starry Night | *    , insects, etc.   * Chinese dragon | * Collograph (collage print) * Portfolio Days |
| **DESCRIPTION**  (goal of lesson) | Painted paper collage of cardinal and birch branches | Guided drawing Starry Night landscape  Oil pastel drawing in style of Van Gogh | * Sculpture of insect * Create image of dragon | * Collage cardboard into image and print multiples of image * Return artwork; organize portfolio |
| **TEXTS** | Eric Carle books | Van Gogh’s Life Work | Flight of the Honey Bee  Dragon Dance |  |
| **RESOURCES** | * Examples of cards used * Video on how to draw a bird * Teacher example | * Images of Starry Night | * <https://www.chinahigh>   lights.com/travelguide  /article-chinese-dragons.htm | Images of collongraphs and student prints |
| **SKILLS**  **STANDARDS** | 1.2.5.A.2  1.3.5.D.3  1.4.5.A.2 | 1.4.5.A.3  1.4.5.B.1, 2, 5  1.2.5.A.1, 2 | 1.4.5.B.2, 3, 4  1.2.5.A.1  1.3.5.D.1 | 1.4.5.A.1, 3  1.4.5.B.5  1.3.5.D.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.4.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly  **RI.4.4** – Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 4 topic or subject area | | | |
| **ASSESSMENTS** | 1. Teacher observation 2. Final products 3. Class critique | | | |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions; Intentional grouping | |

**Arts Curriculum – Lawnside Public School**

**Fifth Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | American Art | American Graffiti Art | Native American Art | African American Inspired Story Quilts |
| **TITLE** | Chalk Pastel Pumpkins in Landscape | Graffiti Style Name/Word Art | Totem Poles | Story Quilts after Faith Ringgold |
| **DESCRIPTION**  (goal of lesson) | Draw a Fall themed landscape with pumpkins realistically in the style of Jamie and Andrew Wyeth | Create a “tag” in graffiti style and color with oil pastel and background with an action such as splatter, ice, fire or bubbles | Clay sculpture of Native American inspired totem poles of animals | Image/text art work inspired by Faith Ringgold’s story quilts |
| **TEXTS** |  | Worksheets and printouts on history of Graffiti Art | Meaning of totems | Tar Beach – Faith Ringgold |
| **RESOURCES** | American Art, Fall, Andrew and Jamie Wyeth; Expose students to images of art work by the Wyeths | Google search “Graffiti Art for Kids”  Keith Haring images  Banksy images | Google Image search “Native American Totem Poles” | Faith Ringgold – by Mike Venezia |
| **SKILLS**  **STANDARDS** | **Wyeth Pastel Pumpkins**  1.2.5.A.3  1.3.5.D.3  1.4.5.A.2 | **Graffiti Style Name/Word Art**  1.4.5.A.3 1.4.5.B.1  1.4.5.B.2 1.4.5.B.5  1.2.5.A.1 1.2.5.A.2 | **Totem Poles**  1.4.5.B.2 1.4.5.B.3  1.4.5.B.4 1.2.5.a.1  1.3.5.d.1 | **Story Quilts – Faith Ringgold**  1.4.5.A.1 1.4.5.A.3  1.4.5.B.5 1.3.5.D.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.5.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly  **RI.5.4** – Determine the meaning of general academic and domain-specific words and phrases in text relevant to grade 5topic or subject area | | | |
| **ASSESSMENTS** | 1. Final Product of Artwork 2. Written class sritique | | | |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction Reword/repeat directions * Direct instruction Intentional grouping * Directions readaloud * Shortened/chunked assignments | |

**GRADES 6-8**

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **D. Visual Art** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), those students choosing VISUAL ART as their required area of specialization demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills. | | | |
|  | Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. | | 1.1.8.D.1 | Describe the intellectual and emotional significance conveyed by the application of the [elements of art](#VPAeleofart) and [principles of design](#VPAprinofdesign) in different [historical eras](#VPAhe) and cultures. |
|  | The study of masterworks of art from diverse cultures and different [historical eras](#VPAhe) assists in understanding specific cultures. | | 1.1.8.D.2 | Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **D. Visual Art** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), those students choosing VISUAL ART as their required area of specialization demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills. | | | |
|  | The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. | | 1.3.8.D.1 | Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of [art media](#VPAam) and [art mediums](#VPAmed) to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). |
|  | Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. | | 1.3.8.D.2 | Apply various [art media](#VPAam), [art mediums](#VPAmed), technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
|  | The classification of art into various art [genres](#VPAgen) depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with [discipline-specific arts terminology](#VPAdisspecificartster). | | 1.3.8.D.3 | Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. |
|  | Universal themes exist in art across [historical eras](#VPAhe) and cultures. Art may embrace multiple solutions to a problem. | | 1.3.8.D.4 | Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. |
|  | Each of the many [genres](#VPAgen) of art is associated with [discipline-specific arts terminology](#VPAdisspecificartster) and a stylistic approach to art-making. | | 1.3.8.D.5 | Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and [historical eras](#VPAhe), and use these visual statements as inspiration for original artworks. |
|  | The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. | | 1.3.8.D.6 | Synthesize the physical properties, processes, and techniques for visual communication in multiple [art media](#VPAam) (including digital media), and apply this knowledge to the creation of original artworks. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **A. Aesthetic Responses** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), all students demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART. | | | |
|  | Contextual clues to artistic intent are embedded in artworks. Analysis of [archetypal](#VPAarch) or [consummate works of art](#VPAconworkart) requires knowledge and understanding of culturally specific art within historical contexts. | | 1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art |
|  | Art may be used for [utilitarian and non-utilitarian](#VPAutilandnonutil) purposes. | | 1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |
|  | Performance technique in dance, music, theatre, and visual art varies according to [historical era](#VPAhe) and [genre](#VPAgen). | | 1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
|  | Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a [genre’s](#VPAgen) stylistic traits. | | 1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |
|  | Symbolism and metaphor are characteristics of art and art-making. | | 1.4.8.A.5 | Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. |
|  | Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. | | 1.4.8.A.6 | Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. |
|  | Artwork may be both [utilitarian and non-utilitarian](#VPAutilandnonutil). Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. | | 1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. |

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| **Content Area** | | **Visual and Performing Arts** | | |
| **Standard** | | **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. | | |
| **Strand** | | **B. Critique Methodologies** | | |
| **By the end of grade** | **Content Statement** | | **Indicator #** | **Indicator** |
| 8 | NOTE: By the end of [grade 8](#VPAgrade8), all students demonstrate [COMPETENCY](#VPAcomp) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART. | | | |
|  | Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form. | | 1.4.8.B.1 | Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. |
|  | Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. | | 1.4.8.B.2 | Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. |
|  | Universal elements of art and principles of design apply equally to artwork across cultures and [historical eras](#VPAhe). | | 1.4.8.B.3 | Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. |

**Arts Curriculum – Lawnside Public School**

**Sixth Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | World Cultures; South American Art | Poland  Asia | Engineering  World Cultures (Structure) | Australia (Aborigine) |
| **TITLE** | Paper Mola | Wycinanki paper cutting  Chinese Landscape Painting | Popsicle Stick  Engineering (Architecture) | Dream Painting, Aboriginal Art |
| **DESCRIPTION**  (goal of lesson) | Layered colored paper collage based on Native people of Panama; the Kuna Indians layered textile art form | **Paper Cutting:**  Positive and negative space; remove by cutting out negative space to reveal positive image  **Chinese Landscape Painting**  Water color painting of landscape with tree branch and animals | Build weight bearing structure, (bridge, tower, building) using popsicle sticks and glue | Traditional painting using animal imagery painted using dots of color |
| **TEXTS** | Mola Design | Google paper bag art by Wycinanki  Goodle Art of Kano | Seven Wonders of the World | Dream Painting; The Art of Australian aboriginal |
| **RESOURCES** | <https://www.youtube.com/>  watch?v=SBWJMLitF1w | YouTube viseo of Polish Artisians creating paper cutting | Online images of Architecture from around the world (bridges, homes, buildings, primitive dwelling) | Aboriginal Artist painting a Dream Painting |
| **SKILLS**  **STANDARDS** | 1.4.8.A.1 1.2.8.A.3  1.4.8.A.5 1.3.8.D.4  1.4.8.A.6 1.3.8.D.5  1.4.8.A.7 1.1.8.D.1  1.1.8.D.2 | 1.4.8.A.1 1.3.8.D.4  1.4.8.A.5 1.3.8.D.5  1.4.8.B.2 1.4.8.A.3  1.2.8.A.2 1.4.8.A.4  1.4.8.B.3 1.1.8.D.2  1.3.8.D.1 | 1.4.8.A.2 1.4.8.B.2  1.4.8.A.3 1.2.8.A.1  1.4.8.A.4 1.2.8.A.2  1.4.8.B.1 1.3.8.D.1  1.3.8.D.6 1.1.8.D.1  1.1.8.D.2 | 1.4.8.A.1 1.3.8.D.2  1.4.8.A.2 1.3.8.D.3  1.4.8.A.5  1.4.8.B.1  1.4.8.B.2  1.2.8.A.2 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.6.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, and issues building on others’ ideas and expressing their own clearly  **RI.6.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | | |
| **ASSESSMENTS** | * Finished project * Class critique | * Written essay on archetypal subject * Finished project * Class critique | * Finished project * Class critique | * Finished project * Class critique * Written description of symbolic meaning in work |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

**Arts Curriculum – Lawnside Public School**

**Seventh Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | Art Movements: Expressionism | Post Impressionism-Surrealism | Pop Art | Op-Art |
| **TITLE** | Edvard Munch’s, “The Scream” | Picasso Sculptural Masks  Giacometti’s figural sculpture | Andy Warhol  Roy Lichtenstein  Product Ad or Onomatopoeia | Optical Illusion Art  Bridget Reilly, Victor Vasarely |
| **DESCRIPTION**  (goal of lesson) | Copy of the masterpiece using one point perspective and chalk pastel | Wire armature and plaster gauze with unified painting scheme | Word/image of onomatopoeia or advertisement art using Warhol examples or printmaking | Perspective, checkered grid, color or black and white, color, dazzle |
| **TEXTS** | Wikipedia entry on Edvard Munch’s The Scream and his biography | Wikipedia entry on Giacometti and his sculpture | Pop Art/Warhol art books  Roy Lichtenstein  Comic Book Art | Bridget Reilly |
| **RESOURCES** | <https://www.edvard>  munch.org/link.jsp | Images of Giacometti’s figural sculptures in side by side comparison | Comparison of Warhol and Lichtenstein images  Examples of International pop art  Discussion on Onomatopoeia | Posters, online images, comparison of fellow op art contemporaries |
| **SKILLS**  **STANDARDS** | 1.4.8.A.1 1.4.8.A.2  1.4.8.A.3 1.4.8.A.4  1.3.8.D.1 1.3.8.D.2  1.3.8.D.5 1.3.8.D.6 | 1.4.8.A.4 1.4.8.B.1  1.4.8.A.2 1.3.8.D.3  1.1.8.D.1 | 1.4.8.A.4 1.4.8.A.5  1.4.8.A.6 1.4.8.A7  1.4.8.B.3 1.2.8.A.1  1.2.8.A.3 1.3.8.D.4  1.3.8.D.5 1.3.8.D.6 | 1.4.8.A.6  1.4.8.B.1  1.2.8.A.3  1.3.8.D.6  1.1.8.D.1 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.7.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, and issues building on others’ ideas and expressing their own clearly  **RI.7.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | | |
| **ASSESSMENTS** | Written essay comparing abstract expressionist artists work  Finished project/product  Class critique | Teacher observation  Finished project  Class Critique | Teacher observation  Finished project  Class Critique | Teacher observation  Finished project  Class Critique |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |

**Arts Curriculum – Lawnside Public School**

**Eighth Grade**

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **PACING** | **10 DAYS** | **10 DAYS** | **10 DAYS** | **10 DAYS** |
| **FOCUS** | Idea Art (concepts of contemporary experience) | Message Art | Still Life Drawing  Sculpture | Earth Art  Nature Art |
| **TITLE** | Romare Bearden painted paper collage of musicians | Message Art: Banksy, Barbara Kruger | Giorgio Morandi: Still Life  Ashanti Staff Sculpture | Andy Goldsworthy |
| **DESCRIPTION**  (goal of lesson) | Portrait collage of painted papers after Bearden’s collage art | Typographic, text based message to the world | Still Life: Drawing from observation of Still Life in charcoal  Ashanti Staff Sculpture: Sculpture on stick in style of Ashanti tribe “speakers” based on chosen sayings | Collaborative outdoor/Nature sculpture using found natural objects |
| **TEXTS** | My Hands Sing the Blues by Jeanne Walker Harvey  Romare Bearden  Carla M. Hanzal | Google works of anonymous street artist Banksy and Barbara Kruger | **Giorgio Morandi**  by [Morat, Franz A., Guse, Ernst-G.](https://www.booksamillion.com/search?id=7495575199258&type=author&query=Morat%2C+Franz+A.%2C+Guse%2C+Ernst-G.)  Google images of Ashanti Staffs | **Andy Goldsworthy : a Collaboration With Nature** by [Andy Goldsworthy](https://www.booksamillion.com/search?id=7495575199258&type=author&query=Andy+Goldsworthy) |
| **RESOURCES** | Images from the internet  Teacher example and demo | Images and texts | Ashanti staffs from books and computer | Images of Goldsworthy works |
| **SKILLS**  **STANDARDS** | 1.4.8.A.1 1.4.8.A.5  1.2.8.A.1 1.3.8.D.1  1.3.8.D.2 1.3.8.D.3  1.3.8.D.5 1.3.8.D.6 | 1.4.8.A.2 1.4.8.A.4  1.4.8.A.6 1.2.8.A.1  1.2.8.A.2 1.2.8.A.3 | 1.4.8.B.1 1.4.8.B.2  1.3.8.D.1 1.1.8.D.2  1.2.8.A.2 1.2.8.A.3  1.3.8.D.4 1.3.8.D.6 | 1.4.8.A.3 1.4.8.A.5  1.4.8.A.7 1.4.8.B.3 |
| **INTERDISCIPLINARY CONNECTIONS** | **SL.8.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, and issues building on others’ ideas and expressing their own clearly  **RI.8.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | | | |
| **ASSESSMENTS** | Teacher Observation  Final Product  Class Critique | Teacher Observation  Final Product  Class Critique | Teacher Observation  Final Product  Class Critique | Teacher Observation  Final Product  Class Critique |
| **TECHNOLOGY**  **21st Century Skills**  **Career Education** | 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success | | | |

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| **Modifications and Accommodations** | | |
| **Special Education Students**   * Modified assignments * Small group instruction * Direct instruction * Choices * Shortened/chunked assignments * Reword/repeat directions | **English Language Learner**   * Programming for qualifies students * Labeling * Text to speech * Small group * Direct instruction * Shortened/chunked assignments * Intentional grouping | **Student at Risk of Failure**   * RTI program * Modified assignments * Small group instruction * Direct instruction * Shortened/chunked assignments * Reword/repeat directions |
| **Gifted and talented**   * Qualified programming * Extension projects/tasks * Intentional grouping * Classroom leadership role | **Students with 504plans**   * Small group instruction * Direct instruction * Directions readaloud * Shortened/chunked assignments * Reword/repeat directions * Intentional grouping |  |