

EAST ISLIP SCHOOL DISTRICT
ART DEPARTMENT'S ELEMENTARY CURRICULUM CONSENSUS MAP
Grades 3-5

Grade	3 rd	4 th	5 th
Elements of Art:			
Color	Identify, mix, and understand primary and secondary colors.	Identify, mix, and understand tertiary colors. Identify monochromatic color schemes.	Recognize color families. Mix and understand complimentary and analogous color scheme.
Line	Identify and use horizontal, vertical, and diagonal lines.	Understand how to use a variety of lines in an effective composition.	Use line to show movement, rhythm, value, or expression.
Shape	Understand the difference between organic and geometric shapes and be able to use them in a work of art.	Know and use more complex shapes (hexagon, octagon, rhombus, and crescent).	Understand the transition from shape to form (cylinder, sphere, pyramid, cube).
Texture	Be able to incorporate different textures into artwork to identify objects.	Be able to use a variety of art materials to represent texture on a 2D surface.	Be able to use a variety of art materials to represent texture on a 3D surface.
Space	Identify and create positive and negative space in a work of art.	Create foreground, middle ground, and background in a composition. Be exposed to one point perspective.	Understand and utilize the principles of art to arrange objects on a page.
Form	Understand the idea of light and shadow used to create a sense of form.	Use shading and value to create form on a 2D surface.	Use complex shading and value to create the illusion of form. Be able to construct a 3D object.
Value	Know how to create lights and darks with a variety of materials and blend colors.	Be able to mix tints and shades with tempera paint. Understand how to use value to differentiate space.	Be able to create a value scale and shade complex forms such as a sphere or face using a variety of art materials. Understand how to create a shadow for an object.



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Skills in Art:			
Cutting	Be able to cut negative space out of a shape with a scissor.	Proficient in cutting complicated shapes without assistance.	Cut various materials.
Ruler	Hold and use a ruler properly to measure in inches and half inches.	Hold and use a ruler properly to measure in inches, half inches, and quarter inches.	Hold and use a ruler properly to measure in inches, half inches, quarter inches, eighth inches, and centimeters.
Gluing	Be able to glue independently with the proper amount.	Be able to use glue in a more creative manner for different purposes (such as a resist painting).	Be able to understand the different types of adhesives and when it is appropriate to use each.
Paint	Paint neatly, in the lines, in one direction. Hold a paintbrush properly.	Properly mix paint to create a variety of new colors (see color under elements).	Be proficient in using a variety of different types of paint.
Coloring/Drawing	Color in a consistent direction and create basic shading with a pencil.	Blend and shade with a variety of materials.	Create texture, value, and shading with a variety of materials.
Modeling	Create 3D forms using basic construction techniques such as slabs and coils.	Create 3D forms using more advanced construction techniques such as draping and cutting. Be familiar with skills/terms associated with ceramics.	Use a variety of materials to create 3D forms both realistic and abstract. Use reductive techniques in sculpture.



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Topics (classroom curriculum connections and art topics)	<ul style="list-style-type: none"> • Mobiles • Butterflies • Still Life • Tempera Paint • Frogs • Op Art • Shoes • Snowflakes 	<ul style="list-style-type: none"> • Native Americans • Colonial America • Portraiture with correct proportion • Landscapes • Simple/Complex Machines • Fractions 	<ul style="list-style-type: none"> • United States • Rainforest • 3D Sculpture • Watercolor • Cartooning • Grid Enlargement • Monuments
Artists and Art Movements	Impressionism <ul style="list-style-type: none"> ▪ Monet ▪ Renoir Cubism, analytic and synthetic <ul style="list-style-type: none"> ▪ Picasso ▪ Braque De Stijl <ul style="list-style-type: none"> ▪ Mondrian Pointillism <ul style="list-style-type: none"> ▪ Seurat Expressionism <ul style="list-style-type: none"> ▪ Van Gogh Abstract Expressionism <ul style="list-style-type: none"> ▪ Calder Pop Art <ul style="list-style-type: none"> ▪ Lichtenstein Post-Impressionism <ul style="list-style-type: none"> ▪ Henri Matisse 	Surrealism <ul style="list-style-type: none"> ▪ Dali ▪ Magritte ▪ Chagall Blue Dog <ul style="list-style-type: none"> ▪ George Rodrigue Abstract Realism <ul style="list-style-type: none"> ▪ Georgia O'Keeffe Medieval Art <ul style="list-style-type: none"> ▪ Illuminated letters Asian Art <ul style="list-style-type: none"> ▪ Brush painting ▪ Henri Rousseau Mexican Art <ul style="list-style-type: none"> ▪ Day of the dead 	Pop Art Andy Warhol <ul style="list-style-type: none"> ▪ Wayne Theibauld Photorealism <ul style="list-style-type: none"> ▪ Chuck Close Op Art <ul style="list-style-type: none"> ▪ Keith Haring Renaissance Modern Art <ul style="list-style-type: none"> ▪ Edward Hopper American Art <ul style="list-style-type: none"> ▪ Jasper Johns ▪ Jackson Pollock DaDa <ul style="list-style-type: none"> ▪ Duchamp

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Common Core Learning Standards Integrated/3-5 Fine Arts

Third Grade	RL31	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text/artwork as the basis for the answers.</p>
	SL31	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules 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). • CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.



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Fourth Grade	RL41	Refer to details and examples in text/artwork when explaining what the text/artwork says explicitly and when drawing inferences from the text/artwork.
	SL41	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. • CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



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Fifth Grade	RL52	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	W51	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details. • CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.

