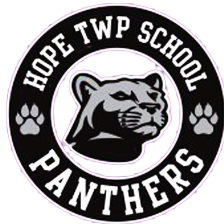


# Belvidere Clusterwide Curriculum



**Visual Arts 3-5**

**Updated Summer, 2024**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

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**Timm Gast**

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UNITS	Duration	Essential Questions:
Unit 1: Elements of Art and Principles of Design	1st trimester	<ul style="list-style-type: none"> <li>● How do artists use lines and shapes in their artwork?</li> <li>● What are color schemes in a color wheel?</li> <li>● How do artists use space and value to create depth and contrast in their artwork?</li> <li>● In what ways do form and texture contribute to the overall feel and appearance of a piece of art?</li> </ul>
Unit 2: Art in Culture and Community	2nd trimester	<ul style="list-style-type: none"> <li>● How does art help us understand the lives of people of different times, places, and cultures?</li> <li>● How is art used to communicate?</li> <li>● How does art document aspects of life?</li> </ul>
Unit 3: Viewing, Understanding and Appreciating Art	3rd trimester	<ul style="list-style-type: none"> <li>● How do we choose which artworks to keep or display?</li> <li>● Why do people value certain objects and artworks?</li> <li>● How does learning about a work of art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> <li>● Why is it important to critique and evaluate art?</li> </ul>

## Student Learning

### Career Education (NJDOE CTE Clusters)

#### 21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

#### Technology:

- 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.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
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#### Reading and Writing Companion Standards:

##### Language Domain

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##### Reading Domain:

- 

##### Speaking and Listening Domain:

-

## **Modifications and Accommodations:**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **ELL**
- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms
  
- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects
- Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products\_\_\_\_\_
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- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions

- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# ELEMENTARY VISUAL ARTS CURRICULUM

## (GRADES 3-5)

**CURRICULUM OVERVIEW:** The goal of this curriculum is to provide a blueprint throughout the early elementary grades (k-2) introducing concepts that foster an appreciation, understanding and love for the visual arts. Students will develop the necessary skills and art techniques, which create a solid foundation in the visual arts to prepare students for further study in middle and high school art. The format of the curriculum has been adopted by the cluster so that it is functional and a resource for all teachers. Additionally, this curriculum is aligned with the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

<b>3RD GRADE ART UNIT 1</b>	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Elements of Art and Principles of Design</b>
<b>Unit 1 Duration: 1st Trimester</b>	<b>Grade Level: 3</b>
<b>Unit Summary: Overview of the 7 Elements of Art and Principles of Design</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>4. 1 - Visual and Performing Arts, 1.5.5.CR1A</b> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p><b>5. 1 - Visual and Performing Arts, 1.5.5.CR1B</b> Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p><b>6. 1 - Visual and Performing Arts, 1.5.5.CR2A</b> Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p><b>7. 1 - Visual and Performing Arts, 1.5.5.CR2B</b> Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p><b>8. 1 - Visual and Performing Arts, 1.5.5.CR2C</b> Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p><b>9. 1 - Visual and Performing Arts, 1.5.5.CR3A</b> Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>	
<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Artists use lines and shapes in their artwork to create structure, define forms, and convey emotions and ideas.</li> <li>● Color schemes in a color wheel refer to specific combinations of</li> </ul>	<ul style="list-style-type: none"> <li>● How do artists use lines and shapes in their artwork?</li> <li>● What are color schemes in a color wheel?</li> <li>● How do artists use space and value to create depth and contrast in their</li> </ul>



<p>colors that are chosen based on their relationships to each other on the wheel. These schemes help create harmony and visual interest in artwork.</p> <ul style="list-style-type: none"> <li>• Artists use space and value to create depth and contrast in their artwork.</li> <li>• Form and texture give the viewer valuable information about a work, thus significantly contributing to the overall feel and appearance of a piece of art by making it more engaging and expressive.</li> </ul>	<p>artwork?</p> <ul style="list-style-type: none"> <li>• In what ways do form and texture contribute to the overall feel and appearance of a piece of art?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</li> <li>• Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgements about the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify primary, secondary, warm, and cool colors. Mix and incorporate those colors in the creation of original artwork.</li> <li>• Recognize spatial relation as a means of determining the relationship between size and scale and as a compositional tool for artists.</li> <li>• Work in a medium of choice to create a cohesive interpretation of a current event or a theme of personal significance that shows the use of line, shape, form, value, texture, and color in composition.</li> <li>• Talk about art and works of art using the proper vocabulary. Describe various characteristics of works of art.</li> </ul>
<p style="text-align: center;"><b>Instructional Activities</b></p>	
<p style="text-align: center;"><b>Projects/Activities</b></p>	<p style="text-align: center;"><b>Resources Needed/Recommended</b></p>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Drawing - contour lines, introduction to drawing from life</li> <li>• Painting - watercolor &amp; tempera techniques <ul style="list-style-type: none"> <li>◦ Aboriginal Dot Painting</li> <li>◦ Faux Stained Glass/Louis Comfort Tiffany</li> <li>◦ Ming Vase/Sumi-e</li> <li>◦ Watercolor Resist</li> </ul> </li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Graphite</li> <li>• Charcoal</li> <li>• Pastels</li> <li>• Colored pencils</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Wayne Thiebaud</li> <li>• Keith Haring</li> <li>• Romero Britto</li> <li>• John James Audubon</li> <li>• Terry Giclecki</li> <li>• Gustav Klint</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• Snowmen at Night</li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> </ul>

<ul style="list-style-type: none"> <li>• Crayons</li> <li>• Chalk</li> <li>• Ink</li> <li>• Marker</li> <li>• Computers</li> <li>• Watercolor</li> <li>• Acrylic</li> <li>• Tempera</li> <li>• Canvas</li> <li>• Brush</li> </ul>	<p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>• Zentangles</li> <li>• Foreshortening</li> <li>• Cubism</li> <li>• Drawing from Observation</li> <li>• Aboriginal Dot Art</li> <li>• Fresco</li> </ul>
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**3RD GRADE ART UNIT 2**

<b>Content Area: Visual Arts</b>	<b>Unit Title: Art in Community and Culture</b>
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<b>Unit 2 Duration: 2nd Trimester</b>	<b>Grade Level: 3</b>
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**Unit Summary: Exploring culture & community through artmaking**

**New Jersey Student Learning Standards**

- 1. 1 - Visual and Performing Arts, 1.5.5.CN10A** Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 2. 1 - Visual and Performing Arts, 1.5.5.CN11A** Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 3. 1 - Visual and Performing Arts, 1.5.5.CN11B** Communicate how art is used to inform others about global issues, including climate change.
- 14. 1 - Visual and Performing Arts, 1.5.5.RE7B** Analyze visual arts including cultural associations.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
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| <ul style="list-style-type: none"> <li>• By engaging with art from diverse cultures, we expand our understanding of humanity's rich and varied experiences. It fosters empathy, appreciation for cultural diversity, and a deeper awareness of the interconnectedness of global history and society.</li> <li>• Art is a form of communication that forms visual connections.</li> <li>• Art acts as a visual archive that enriches our understanding of history, culture, and society.</li> </ul> | <ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to communicate?</li> <li>• How does art document aspects of life?</li> </ul> |
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<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Understand that artists use art to communicate about the world around them.</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</li> <li>• Understand that art communicates messages to the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to discuss artwork around them.</li> <li>• Discuss how art is a tool for cultures to share their experiences and stories with one another.</li> <li>• Create artwork that tells a story.</li> </ul>
<b>Instructional Activities</b>	
<b>Projects/Activities</b>	<b>Resources Needed/Recommended</b>
<p><b><u>Projects</u></b>            Sculpture, Clay            Weaving            Fiber Arts</p> <ul style="list-style-type: none"> <li>• Ming Vase</li> <li>• Face Jars</li> <li>• Olympic Medals</li> <li>• Clay Water Lilies</li> <li>• Circle Weaving</li> <li>• Paper Plate Tree</li> <li>• Needle Felted Flags</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Clay tools</li> <li>• Plaster</li> <li>• Paper</li> <li>• Adhesives</li> <li>• Found objects</li> <li>• Recyclables</li> <li>• Camera</li> <li>• Loom</li> <li>• Yarn</li> <li>• Thread</li> <li>• Needle</li> <li>• Embroidery hoop</li> <li>• Paper plate</li> <li>• Popsicle sticks</li> <li>• Tape</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Louise Nevelson</li> <li>• Alberto Giacometti</li> <li>• Claude Monet</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Magical Garden of Claude Monet</i> by Laurence Anholt</li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> </ul> <p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>• Coil Construction</li> <li>• Sculpture - found art construction</li> <li>• Clay - coil construction</li> <li>• Weaving - overview of patterns</li> <li>• Introduction to Needlefelting (if applicable)</li> </ul>

- Burlap
- Sewing machine (if applicable)
- Fabric
- Needle threader

### 3RD GRADE ART UNIT 3

**Content Area: Visual Arts**

**Unit Title: Viewing, Understanding and Appreciating Art**

**Unit 3 Duration: 3rd Trimester**

**Grade Level: 3**

**Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display**

#### New Jersey Student Learning Standards

**10. 1 - Visual and Performing Arts, 1.5.5.PR4A** Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

**11. 1 - Visual and Performing Arts, 1.5.5.PR5A** Prepare and present artwork safely and effectively.

**12. 1 - Visual and Performing Arts, 1.5.5.PR6A** Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

**13. 1 - Visual and Performing Arts, 1.5.5.RE7A** Speculate about artistic processes. Interpret and compare works of art and other responses.

**15. 1 - Visual and Performing Arts, 1.5.5.RE8A** Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

**16. 1 - Visual and Performing Arts, 1.5.5.RE9A** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

#### Enduring Understandings (Students will understand that...)

- Curators choose which artworks to keep or display involving several criteria and considerations, often depending on the context.
- People value certain objects and artworks for various reasons such as personal, cultural, and historical factors.
- Learning about a work of art enriches our perception of the world by expanding our knowledge, enhancing our empathy and critical thinking, and inspiring our creativity. It allows us to see the world through different lenses and appreciate the complexity and beauty of human expression.
- Our responses to art are a rich source of self-discovery and learning. They can reveal our emotions, preferences,

#### Essential Questions

- How do we choose which artworks to keep or display?
- Why do people value certain objects and artworks?
- How does learning about a work of art impact how we perceive the world?
- What can we learn from our responses to art?
- Why is it important to critique and evaluate art?

<p>values, and beliefs, as well as enhance our empathy, critical thinking, and creativity. By reflecting on these responses, we gain deeper insights into ourselves and the world around us.</p> <ul style="list-style-type: none"> <li>• Critiquing and evaluating art is essential for enhancing understanding, promoting critical thinking, supporting artistic development, and fostering meaningful dialogue. It enriches our engagement with art and contributes to personal, educational, and cultural growth.</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• Understand how to group artwork by medium, movement, type or color.</li> <li>• Art history and presentation play a vital role in self-discovery.</li> <li>• Artists will begin to interpret and read artworks for meaning.</li> <li>• How to use a variety of tools and materials in order to select the best ones for the necessary work.</li> </ul>	<ul style="list-style-type: none"> <li>• Select artworks for display within a collection or category of work.</li> <li>• Self-evaluate artwork using a rubric or other means of assessment.</li> <li>• Recognize famous works of art in the classroom and beyond.</li> <li>• Work in a medium of choice to create an original work of art with a personal connection to an interest or belief.</li> <li>• Describe various characteristics of artwork and display criteria.</li> </ul>
<p><b>Instructional Activities</b></p>	
<p><b>Projects/Activities</b></p>	<p><b>Resources Needed/Recommended</b></p>
<p><b><u>Projects</u></b></p> <ul style="list-style-type: none"> <li>• Printmaking - monoprint vs multiples</li> <li>• Relief</li> <li>• Collage</li> <li>• Japanese Notan</li> <li>• Nepalese Repousse</li> <li>• Collage</li> <li>• Ming Vase</li> <li>• Arpilleras</li> <li>• Decoupage</li> <li>• Ancient Egyptian Art</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> <li>• Brayer</li> <li>• Brushes</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Dan Anderson</li> <li>• Kimmy Cantrell</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>When Picasso Met Matisse</i></li> <li>• <i>The Reflection in Me</i> - Peter H. Reynolds</li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> </ul> <p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>• Relief</li> <li>• Intaglio</li> <li>• Radial symmetry</li> <li>• Eraser prints</li> <li>• Collagraph</li> <li>• Japanese Notan</li> </ul>

<ul style="list-style-type: none"> <li>• Paper</li> <li>• Construction paper</li> <li>• Scissors</li> <li>• Glue sticks</li> <li>• Metal tooling foil</li> <li>• Modeling tools</li> <li>• Colored sharpies</li> <li>• Paper scraps</li> <li>• Newspaper</li> <li>• Magazines</li> <li>• Found objects</li> <li>• Assorted craft supplies</li> <li>• Mod Podge</li> <li>• Paint brush</li> <li>• Ball point pens</li> <li>• Model magic</li> <li>• Oil pastels</li> <li>• Acrylic paint</li> <li>• Toothpicks</li> <li>• Tissue paper</li> <li>• Pipe cleaners</li> <li>• Sumi-e paint</li> </ul>	<ul style="list-style-type: none"> <li>• Nepalese Repousse</li> <li>• Collage</li> <li>• Ming Vase</li> <li>• Arpilleras</li> <li>• Decoupage</li> <li>• Ancient Egyptian Art</li> </ul>
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4TH GRADE ART UNIT 1	
Content Area: Visual Arts	Unit Title: Elements of Art and Principles of Design
Unit 1 Duration: 1st Trimester	Grade Level: 4
Unit Summary: Overview of the 7 Elements of Art and Principles of Design	
New Jersey Student Learning Standards	
<p><b>4. 1 - Visual and Performing Arts, 1.5.5.CR1A</b> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p><b>5. 1 - Visual and Performing Arts, 1.5.5.CR1B</b> Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p><b>6. 1 - Visual and Performing Arts, 1.5.5.CR2A</b> Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p><b>7. 1 - Visual and Performing Arts, 1.5.5.CR2B</b> Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	

**8. 1 - Visual and Performing Arts, 1.5.5.CR2C** Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

**9. 1 - Visual and Performing Arts, 1.5.5.CR3A** Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Artists use lines and shapes in their artwork to create structure, define forms, and convey emotions and ideas.</li> <li>• Color schemes in a color wheel refer to specific combinations of colors that are chosen based on their relationships to each other on the wheel. These schemes help create harmony and visual interest in artwork.</li> <li>• Artists use space and value to create depth and contrast in their artwork.</li> <li>• Form and texture significantly contribute to the overall feel and appearance of a piece of art to make it more engaging and expressive.</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists use lines and shapes in their artwork?</li> <li>• What are color schemes in a color wheel?</li> <li>• How do artists use space and value to create depth and contrast in their artwork?</li> <li>• In what ways do form and texture contribute to the overall feel and appearance of a piece of art?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Value scales are useful tools that can be applied over various projects and mediums.</li> <li>• Artists must be able to use rulers, stencils, and other tools to create art while also developing their skills without them.</li> <li>• Visual art is made up of elements and themes that work together to bring art to life.</li> <li>• Appropriate art terminology and definitions of art elements and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify light, dark, and middle values of various colors; further develop the use of value in artwork.</li> <li>• Draw a (mostly) straight line without a ruler.</li> <li>• Use a ruler to draw lines and geometric shapes.</li> <li>• Work in a medium of choice to create a cohesive interpretation of a current event or a theme of personal significance that shows the use of line, shape, form, value, texture, and color in composition.</li> <li>• Talk effectively about art and works of art using the proper terminology. Describe various characteristics of works of art.</li> </ul>
<b>Instructional Activities</b>	
<b>Projects/Activities</b>	<b>Resources Needed/Recommendations</b>
<p><b><u>Projects</u></b>            Drawing - contour lines, introduction to drawing from life            Painting - watercolor &amp; tempera techniques</p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Wayne Thiebaud</li> <li>• Keith Haring</li> <li>• Romero Britto</li> <li>• John James Audubon</li> <li>• Terry Giclecki</li> </ul>

<ul style="list-style-type: none"> <li>● Graphite</li> <li>● Charcoal</li> <li>● Pastels</li> <li>● Colored pencils</li> <li>● Crayons</li> <li>● Chalk</li> <li>● Ink</li> <li>● Marker</li> <li>● Computers</li> <li>● Watercolor</li> <li>● Acrylic</li> <li>● Tempera</li> <li>● Canvas</li> <li>● Brush</li> </ul>	<ul style="list-style-type: none"> <li>● Gustav Klimt</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>● Snowmen at Night</li> <li>● Faces by David Goodman and Zoe Miller</li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Scratch Garden Elements of Art Songs</a></li> </ul> <p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>● Zentangles</li> <li>● Foreshortening</li> <li>● Cubism</li> <li>● Drawing from Observation</li> <li>● Aboriginal Dot Art</li> <li>● Watercolor Resist</li> <li>● Fresco</li> <li>● Faux Stained Glass/Louis Comfort Tiffany</li> <li>● Ming Vase/Sumi-e</li> <li>● Aboriginal Dot Painting</li> </ul>

4TH GRADE ART UNIT 2	
Content Area: Visual Arts	Unit Title: Art in Community and Culture
Unit 2 Duration: 2nd Trimester	Grade Level: 4
Unit Summary: Exploring culture & community through artmaking	
New Jersey Student Learning Standards	
<p><b>1. 1 - Visual and Performing Arts, 1.5.5.CN10A</b> Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p>	
<p><b>2. 1 - Visual and Performing Arts, 1.5.5.CN11A</b> Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	
<p><b>3. 1 - Visual and Performing Arts, 1.5.5.CN11B</b> Communicate how art is used to inform others about global issues, including climate change.</p>	
<p><b>14. 1 - Visual and Performing Arts, 1.5.5.RE7B</b> Analyze visual arts including cultural associations.</p>	



<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• By engaging with art from diverse cultures, we expand our understanding of humanity's rich and varied experiences. It fosters empathy, appreciation for cultural diversity, and a deeper awareness of the interconnectedness of global history and society.</li> <li>• Art is a form of communication that forms visual connections.</li> <li>• Art acts as a visual archive that enriches our understanding of history, culture, and society.</li> </ul>	<ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to communicate?</li> <li>• How does art document aspects of life?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Art can be found everywhere.</li> <li>• Art is for everyone and communities often work together to create public artworks.</li> <li>• Art has meaning.</li> <li>• Primary, secondary, and tertiary colors work together to create visual harmony.</li> <li>• How to choose the appropriate materials for a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and categorize artworks in their lives and communities.</li> <li>• Read a painting or similar work of art for meaning.</li> <li>• Recognize a range of values within the light, dark, and middle spectrums. Create an original monochromatic artwork that applies knowledge of value.</li> <li>• Exhibit mastery of color-mixing (primary, secondary, and tertiary colors) and demonstrate understanding of color theory and color relations (ie complementary, analogous, tints, shades, etc.)</li> <li>• Demonstrate an intermediate understanding of art media. Compare and contrast the different characteristics of art materials and use tools properly and effectively in the creation of original artwork.</li> </ul>
<b>Instructional Activities</b>	
<b>Projects/Activities</b>	<b>Resources Needed/Recommendations</b>
<p><b><u>Projects</u></b>            Sculpture - found art construction            Clay - coil construction            Weaving - overview of patterns</p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Clay tools</li> <li>• Plaster</li> <li>• Paper</li> <li>• Adhesives</li> <li>• Found objects</li> </ul>	<p><b><u>Related Artists</u></b></p> <ul style="list-style-type: none"> <li>• Louise Nevelson</li> <li>• Alberto Giacometti</li> <li>• Claude Monet</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Magical Garden of Claude Monet</i> by Laurence Anholt</li> </ul> <p><b><u>Related Links</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Scratch Garden Elements of Art Songs</a></li> </ul>

<ul style="list-style-type: none"> <li>● Recyclables</li> <li>● Camera</li> <li>● Loom</li> <li>● Yarn</li> <li>● Thread</li> <li>● Needle</li> <li>● Embroidery hoop</li> <li>● Paper plate</li> <li>● Popsicle sticks</li> <li>● Tape</li> <li>● Burlap</li> <li>● Sewing machine</li> <li>● Fabric</li> <li>● Needle threader</li> </ul>	<p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>● Coil Construction</li> <li>● Ming Vase</li> <li>● Face Jars</li> <li>● Olympic Medals</li> <li>● Clay Water Lilies</li> <li>● Circle Weaving</li> <li>● Paper Plate Tree</li> </ul>
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4TH GRADE ART UNIT 3	
Content Area: Visual Arts	Unit Title: Viewing, Understanding and Appreciating Art
Unit 3 Duration: 3rd Trimester	Grade Level: 4
Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display	
New Jersey Student Learning Standards	
<p><b>10. 1 - Visual and Performing Arts, 1.5.5.PR4A</b> Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p><b>11. 1 - Visual and Performing Arts, 1.5.5.PR5A</b> Prepare and present artwork safely and effectively.</p> <p><b>12. 1 - Visual and Performing Arts, 1.5.5.PR6A</b> Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p><b>13. 1 - Visual and Performing Arts, 1.5.5.RE7A</b> Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p><b>15. 1 - Visual and Performing Arts, 1.5.5.RE8A</b> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p><b>16. 1 - Visual and Performing Arts, 1.5.5.RE9A</b> Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>	
<p align="center"><b>Enduring Understandings</b> (Students will understand that...)</p>	<p align="center"><b>Essential Questions</b></p>

<ul style="list-style-type: none"> <li>• Curators choose which artworks to keep or display involving several criteria and considerations, often depending on the context</li> <li>• People value certain objects and artworks for various reasons such as personal, cultural, and historical factors.</li> <li>• Learning about a work of art enriches our perception of the world by expanding our knowledge, enhancing our empathy and critical thinking, and inspiring our creativity. It allows us to see the world through different lenses and appreciate the complexity and beauty of human expression.</li> <li>• Our responses to art are a rich source of self-discovery and learning. They can reveal our emotions, preferences, values, and beliefs, as well as enhance our empathy, critical thinking, and creativity. By reflecting on these responses, we gain deeper insights into ourselves and the world around us.</li> <li>• Critiquing and evaluating art is essential for enhancing understanding, promoting critical thinking, supporting artistic development, and fostering meaningful dialogue. It enriches our engagement with art and contributes to personal, educational, and cultural growth.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we choose which artworks to keep or display?</li> <li>• Why do people value certain objects and artworks?</li> <li>• How does learning about a work of art impact how we perceive the world?</li> <li>• What can we learn from our responses to art?</li> <li>• Why is it important to critique and evaluate art?han others for communicating particular ideas or emotions?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• How to organize artwork and what museums do for artists.</li> <li>• What materials are best for displaying different types of artwork.</li> <li>• How to interpret meaning in an artwork.</li> <li>• How to read and use a rubric for art and why it is important.</li> <li>• Proper procedure for pulling a print using various methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Select artwork for display and categorize work by type or collection.</li> <li>• Mount or frame an original work of art for display.</li> <li>• Critique an artwork from the past.</li> <li>• Utilize self reflection assessments and rubrics.</li> <li>• Create an original monoprint or multiple prints using studio supplies.</li> </ul>
<p><b>Instructional Activities</b></p>	
<p><b>Projects/Activities</b></p>	<p><b>Resources Needed/Recommendations</b></p>
<p><b>Projects</b> Printmaking - monoprint vs multiples Relief Collage</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> </ul>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Dan Anderson</li> <li>• Kimmy Cantrell</li> </ul> <p><b>Concepts and Movements</b></p> <ul style="list-style-type: none"> <li>• Relief</li> <li>• Intaglio</li> <li>• Radial symmetry</li> <li>• Eraser prints</li> <li>• Collagraph</li> </ul>

<ul style="list-style-type: none"> <li>• Brayer</li> <li>• Brushes</li> <li>• Paper</li> <li>• Construction paper</li> <li>• Scissors</li> <li>• Glue sticks</li> <li>• Metal tooling foil</li> <li>• Modeling tools</li> <li>• Colored sharpies</li> <li>• Paper scraps</li> <li>• Newspaper</li> <li>• Magazines</li> <li>• Found objects</li> <li>• Assorted craft supplies</li> <li>• Mod Podge</li> <li>• Paint brush</li> <li>• Ball point pens</li> <li>• Model magic</li> <li>• Oil pastels</li> <li>• Acrylic paint</li> <li>• Toothpicks</li> <li>• Tissue paper</li> <li>• Pipe cleaners</li> <li>• Sumi-e paint</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese Notan</li> <li>• Nepalese Repousse</li> <li>• Collage</li> <li>• Ming Vase</li> <li>• Arpilleras</li> <li>• Decoupage</li> <li>• Ancient Egyptian Art</li> </ul>
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<b>5TH GRADE ART UNIT 1</b>	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Elements of Art and Principles of Design</b>
<b>Unit 1 Duration: 1st Trimester</b>	<b>Grade Level: 5</b>
<b>Unit Summary: Overview of the 7 Elements of Art and Principles of Design</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>4. 1 - Visual and Performing Arts, 1.5.5.CR1A</b> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p><b>5. 1 - Visual and Performing Arts, 1.5.5.CR1B</b> Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p>	

**6. 1 - Visual and Performing Arts, 1.5.5.CR2A** Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

**7. 1 - Visual and Performing Arts, 1.5.5.CR2B** Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

**8. 1 - Visual and Performing Arts, 1.5.5.CR2C** Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

**9. 1 - Visual and Performing Arts, 1.5.5.CR3A** Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Artists use lines and shapes in their artwork to create structure, define forms, and convey emotions and ideas.</li> <li>• Color schemes in a color wheel refer to specific combinations of colors that are chosen based on their relationships to each other on the wheel. These schemes help create harmony and visual interest in artwork.</li> <li>• Artists use space and value to create depth and contrast in their artwork.</li> <li>• Form and texture significantly contribute to the overall feel and appearance of a piece of art to make it more engaging and expressive.</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists use lines and shapes in their artwork?</li> <li>• What are color schemes in a color wheel?</li> <li>• How do artists use space and value to create depth and contrast in their artwork?</li> <li>• In what ways do form and texture contribute to the overall feel and appearance of a piece of art?</li> </ul>
<b>Knowledge</b> (Students will know...)	<b>Skills</b> (Students will be able to...)
<ul style="list-style-type: none"> <li>• Art can be found everywhere.</li> <li>• Art is for everyone and communities often work together to create public artworks.</li> <li>• Art has meaning.</li> <li>• Primary, secondary, and tertiary colors work together to create visual harmony.</li> <li>• How to choose the appropriate materials for a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and categorize artworks in their lives and communities.</li> <li>• Read a painting or similar work of art for meaning.</li> <li>• Recognize a range of values within the light, dark, and middle spectrums. Create an original monochromatic artwork that applies knowledge of value.</li> <li>• Exhibit mastery of color-mixing (primary, secondary, and tertiary colors) and demonstrate understanding of color theory and color relations (ie complementary, analogous, tints, shades, etc.)</li> <li>• Demonstrate an intermediate understanding of art media. Compare and contrast the different characteristics of art materials and use tools properly and effectively in the creation of original artwork.</li> </ul>
<b>Instructional Activities</b>	
<b>Project/Activities</b>	<b>Resources Needed/Recommended</b>
<b>Projects</b>	<b>Related Artists</b>

<p>Drawing - contour lines, introduction to drawing from life  Painting - watercolor &amp; tempera techniques</p> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Graphite</li> <li>● Charcoal</li> <li>● Pastels</li> <li>● Colored pencils</li> <li>● Crayons</li> <li>● Chalk</li> <li>● Ink</li> <li>● Marker</li> <li>● Computers</li> <li>● Watercolor</li> <li>● Acrylic</li> <li>● Tempera</li> <li>● Canvas</li> <li>● Brush</li> </ul>	<ul style="list-style-type: none"> <li>● Wayne Thiebaud</li> <li>● Keith Haring</li> <li>● Romero Britto</li> <li>● John James Audubon</li> <li>● Terry Giclecki</li> <li>● Gustav Klint</li> </ul> <p><b><u>Related Books</u></b></p> <ul style="list-style-type: none"> <li>● Snowmen at Night</li> </ul> <p><b><u>Concepts and Movements</u></b></p> <ul style="list-style-type: none"> <li>● Zentangles</li> <li>● Foreshortening</li> <li>● Cubism</li> <li>● Drawing from Observation</li> <li>● Aboriginal Dot Art</li> <li>● Watercolor Resist</li> <li>● Fresco</li> <li>● Faux Stained Glass/Louis Comfort Tiffany</li> <li>● Ming Vase/Sumi-e</li> <li>● Aboriginal Dot Painting</li> </ul>
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<b>5TH GRADE ART UNIT 2</b>	
<b>Content Area: Visual Arts</b>	<b>Unit Title: Art in Community and Culture</b>
<b>Unit 1 Duration: 2nd Trimester</b>	<b>Grade Level: 5</b>
<b>Unit Summary: Exploring culture &amp; community through artmaking</b>	
<b>New Jersey Student Learning Standards</b>	
<p><b>1. 1 - Visual and Performing Arts, 1.5.5.CN10A</b> Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p><b>2. 1 - Visual and Performing Arts, 1.5.5.CN11A</b> Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p><b>3. 1 - Visual and Performing Arts, 1.5.5.CN11B</b> Communicate how art is used to inform others about global issues, including climate change.</p> <p><b>14. 1 - Visual and Performing Arts, 1.5.5.RE7B</b> Analyze visual arts including cultural associations.</p>	
<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>

<ul style="list-style-type: none"> <li>• By engaging with art from diverse cultures, we expand our understanding of humanity's rich and varied experiences. It fosters empathy, appreciation for cultural diversity, and a deeper awareness of the interconnectedness of global history and society.</li> <li>• Art is a form of communication that forms visual connections.</li> <li>• Art acts as a visual archive that enriches our understanding of history, culture, and society.</li> </ul>	<ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to communicate?</li> <li>• How does art document aspects of life?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• Art can be found everywhere.</li> <li>• Art is for everyone and communities often work together to create public artworks.</li> <li>• Art has meaning.</li> <li>• Primary, secondary, and tertiary colors work together to create visual harmony.</li> <li>• How to choose the appropriate materials for a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and categorize artworks in their lives and communities.</li> <li>• Read a painting or similar work of art for meaning.</li> <li>• Recognize a range of values within the light, dark, and middle spectrums. Create an original monochromatic artwork that applies knowledge of value.</li> <li>• Exhibit mastery of color-mixing (primary, secondary, and tertiary colors) and demonstrate understanding of color theory and color relations (ie complementary, analogous, tints, shades, etc.)</li> <li>• Demonstrate an intermediate understanding of art media. Compare and contrast the different characteristics of art materials and use tools properly and effectively in the creation of original artwork.</li> </ul>
<p><b>Instructional Activities</b></p>	
<p><b>Project/Activities</b></p>	<p><b>Resources Needed/Recommended</b></p>
<p><b>Projects</b> Sculpture - found art construction Clay - coil construction Weaving - overview of patterns</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Clay tools</li> <li>• Plaster</li> <li>• Paper</li> <li>• Adhesives</li> <li>• Found objects</li> <li>• Recyclables</li> <li>• Camera</li> <li>• Loom</li> <li>• Yarn</li> <li>• Thread</li> </ul>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>• Louise Nevelson</li> <li>• Alberto Giacometti</li> <li>• Claude Monet</li> </ul> <p><b>Related Books</b></p> <ul style="list-style-type: none"> <li>• <i>The Magical Garden of Claude Monet</i> by Laurence Anholt</li> </ul> <p><b>Concepts and Movements</b></p> <ul style="list-style-type: none"> <li>• Coil Construction</li> <li>• Ming Vase</li> <li>• Face Jars</li> <li>• Olympic Medals</li> <li>• Clay Water Lilies</li> <li>• Circle Weaving</li> <li>• Paper Plate Tree</li> </ul>

<ul style="list-style-type: none"> <li>● Needle</li> <li>● Embroidery hoop</li> <li>● Paper plate</li> <li>● Popsicle sticks</li> <li>● Tape</li> <li>● Burlap</li> <li>● Sewing machine</li> <li>● Fabric</li> <li>● Needle threader</li> </ul>	
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**5TH GRADE ART UNIT 3**

<b>Content Area: Visual Arts</b>	<b>Unit Title: Viewing, Understanding and Appreciating Art</b>
<b>Unit 1 Duration: 3rd Trimester</b>	<b>Grade Level: 5</b>

**Unit Summary: Exploration of 2-D and 3-D techniques with a focus on art history and display**

**New Jersey Student Learning Standards**

- 10. 1 - Visual and Performing Arts, 1.5.5.PR4A** Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
- 11. 1 - Visual and Performing Arts, 1.5.5.PR5A** Prepare and present artwork safely and effectively.
- 12. 1 - Visual and Performing Arts, 1.5.5.PR6A** Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
- 13. 1 - Visual and Performing Arts, 1.5.5.RE7A** Speculate about artistic processes. Interpret and compare works of art and other responses.
- 15. 1 - Visual and Performing Arts, 1.5.5.RE8A** Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 16. 1 - Visual and Performing Arts, 1.5.5.RE9A** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

<b>Enduring Understandings</b> (Students will understand that...)	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Curators choose which artworks to keep or display involving several criteria and considerations, often depending on the context</li> <li>● People value certain objects and artworks for various reasons such as personal, cultural, and historical factors.</li> <li>● Learning about a work of art enriches our perception of the world by expanding our knowledge, enhancing our empathy and critical thinking, and inspiring our creativity. It allows us to see the world through different lenses and appreciate the complexity and beauty</li> </ul>	<ul style="list-style-type: none"> <li>● How do we choose which artworks to keep or display?</li> <li>● Why do people value certain objects and artworks?</li> <li>● How does learning about a work of art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> <li>● Why is it important to critique and evaluate art?</li> </ul>



<p>of human expression.</p> <ul style="list-style-type: none"> <li>• Our responses to art are a rich source of self-discovery and learning. They can reveal our emotions, preferences, values, and beliefs, as well as enhance our empathy, critical thinking, and creativity. By reflecting on these responses, we gain deeper insights into ourselves and the world around us.</li> <li>• Critiquing and evaluating art is essential for enhancing understanding, promoting critical thinking, supporting artistic development, and fostering meaningful dialogue. It enriches our engagement with art and contributes to personal, educational, and cultural growth.</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b> (Students will know...)</p>	<p style="text-align: center;"><b>Skills</b> (Students will be able to...)</p>
<ul style="list-style-type: none"> <li>• How to organize artwork and what museums do for artists.</li> <li>• What materials are best for displaying different types of artwork.</li> <li>• How to interpret meaning in an artwork.</li> <li>• How to read and use a rubric for art and why it is important.</li> <li>• Proper procedure for pulling a print using various methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Select artwork for display and categorize work by type or collection.</li> <li>• Mount or frame an original work of art for display.</li> <li>• Critique an artwork from the past.</li> <li>• Utilize self reflection assessments and rubrics.</li> <li>• Create an original monoprint or multiple prints using studio supplies.</li> </ul>
<p style="text-align: center;"><b>Instructional Activities</b></p>	
<p style="text-align: center;"><b>Project/Activities</b></p>	<p style="text-align: center;"><b>Resources Needed/Recommended</b></p>
<p><b>Projects</b> Printmaking - monoprint vs multiples Relief Collage</p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Printing ink</li> <li>• Printing foam</li> <li>• Gelli prints</li> <li>• Bench hook</li> <li>• Brayer</li> <li>• Brushes</li> <li>• Paper</li> <li>• Construction paper</li> <li>• Scissors</li> <li>• Glue sticks</li> <li>• Metal tooling foil</li> <li>• Modeling tools</li> </ul>	<p><b>Related Artists</b></p> <ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Dan Anderson</li> <li>• Kimmy Cantrell</li> </ul> <p><b>Concepts and Movements</b></p> <ul style="list-style-type: none"> <li>• Relief</li> <li>• Intaglio</li> <li>• Radial symmetry</li> <li>• Eraser prints</li> <li>• Collagraph</li> <li>• Japanese Notan</li> <li>• Nepalese Repousse</li> <li>• Collage</li> <li>• Ming Vase</li> <li>• Arpilleras</li> <li>• Decoupage</li> <li>• Ancient Egyptian Art</li> </ul>

- Colored sharpies
- Paper scraps
- Newspaper
- Magazines
- Found objects
- Assorted craft supplies
- Mod Podge
- Paint brush
- Ball point pens
- Model magic
- Oil pastels
- Acrylic paint
- Toothpicks
- Tissue paper
- Pipe cleaners
- Sumi-e paint

### 3-5 RESOURCES

The assessments, modifications, connections, and resources listed below can be used for all grade levels to gain insight and track progress in their artistic and learning journey. These resources may also be made specific for different grade levels, art lessons and projects.

#### Formative Assessments

- **Peer Feedback** - TAG Sticky Notes: Students write the word TAG on the left side of a sticky note. Class arranges in-progress artwork for viewing. Students choose an artwork that is not theirs and respond to the three letter prompts: T- tell something you like about the artwork, A-ask a question about the artwork, G-give a suggestion on how to improve the artwork.
- **Student Self-Reflection**
  - 2 Stars and a Wish: Next to two stars, students write two aspects of their work that they are most proud of. The wish is something that they would improve on or change for next time.
  - Red Card/Green Card: Using red, yellow, and green cards, students can indicate their understanding of the presented material as it happens. (When presenting a particularly challenging technique or concept, students can use the cards on their own at any time, or the cards can be used to take a class poll to represent students' level of understanding.)
- **Exit Slips:**
  - On a worksheet, students finish the reflection prompts: "I discovered...", "I still need to work on...", "I am really excited for..."
  - 3-2-1: What are three things you discovered during studio time today? What are two things you are going to work on? What is one thing you still have a question about?
  - Quick Draw: Given a topic, students write and/or draw freely during a timed period.

### Summative Assessments

- **Art Show** - in preparation for the end-of-the-year art show, students will have the opportunity to incorporate what they have learned throughout the year in art class (ie utilizing different materials, trying new techniques, illustrating their knowledge of the elements of art) and showcase their own artistry and creativity in a work of art to be exhibited at the art show. These projects will provide more choice and student ownership than previous projects. At the completion of their art show project, students may also be given the opportunity for self-assessments, reflection, and composing artist statements about their artwork and their experience in art this year.

#### Sample Learning Tasks & Exemplars

- Find an example of a genre or style of art in selected paintings
- Illustrate an element of art in a quick five minute drawing

#### Sample Interdisciplinary Connections

- Build a 3-D hologram and discuss how light is reflected in the prism.
- Work with classroom teachers on a history lesson that incorporates art from that time period or in the style of that time.

#### Sample Unit Modifications

- Allow students extra time to complete given assignments
- Provide for flexible seating (i.e. draw standing up, sit on the carpet, sit at the table, use a clipboard)

#### Sample Technology Integration

- Use a Kahoot! to check student knowledge at the end of a lesson
- Utilize iPads to upload work to Artsonia or similar portfolio at teacher's discretion.

### Additional Resources

- Art of Education Pro version for relevant Professional Development [www.artofed.com](http://www.artofed.com)