

ELEMENTARY ART
Kindergarten through Fifth Grades

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Written by: Elementary Art Teachers

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

TABLE OF CONTENTS

	<u>Page</u>
Preface	3
Introduction	4
Kindergarten: Unit 1- 4	7
First Grade: Unit 1-4	22
Second Grade: Unit 1-4	33
Third Grade: Unit 1-4	47
Fourth Grade: Unit 1-4	54
Fifth Grade: Unit 1-4	66
Sample 21 st Century, Career, & Technology Integration	87

PREFACE

The curriculum for elementary art is written to communicate what students are expected to know and be able to do in art. The intended result is to effect in students: (a) the development of affective, cognitive, and psychomotor skills in the arts, (b) the joy of self-expression and aesthetic awareness, (c) a personal connection with community heritage and varied cultures, and (d) the achievement of life skills.

The curriculum supports the experiential development of primary arts skills as the natural vehicle for discovering the history, culture, aesthetics, critiquing and other relevant connections to the student's world in and out of school.

Pacing Guide:

Elementary students meet thirty (30) times per year for 45 minutes due to a 6-day rotation schedule. The time is split into instruction, independent art making, and closure/assessment.

INTRODUCTION

Art has been with us long before the printed word. Art was our first language.

Through inquiry into the origins and traditions of art, students become more visually literate. Kindergarten through fifth grade will learn about art concepts, cultural traditions, historical perspectives, the progress of civilizations, as well as current and innovative visual forms of expression and communication.

Not only will students produce art to cultivate individual expression, but they will also learn about the aesthetics of the world around them and the history of art and artists. Students will also evaluate famous artists and art styles throughout history. It is our hope as elementary art teachers that each student tries his/her best, takes pride in their work, experiences art in a new and exciting way, and generates a lifelong passion for the arts.

Throughout the elementary art curriculum, students will explore and experiment with art materials in a safe environment, investigate ideas and visual images and gain technical skill through sequential skill development and instruction. For each project, they will imagine possibilities, explore alternatives, and reflect on their own art as well as investigate others' work.

Unit 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, theater, and visual art.

Unit 2

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

Unit 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, theater, and visual art.

Unit 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, theater and visual art.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and

Computational Thinking – Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

English Language Arts Standards

<https://www.state.nj.us/education/cccs/2016/ela/crosswalk.pdf>

Kindergarten ([Word](#) | [PDF](#))

First Grade ([Word](#) | [PDF](#))

Second Grade ([Word](#) | [PDF](#))

Third Grade ([Word](#) | [PDF](#))

Fourth Grade ([Word](#) | [PDF](#))

Fifth Grade ([Word](#) | [PDF](#))

Kindergarten Unit 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, theater, and visual art.

Why is this unit important?

We will introduce, expose and familiarize students to the experience of using elements of art and principles of design so that they can become creative problem-solvers. The basic elements of art and principles of design govern art creation and composition. Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 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. The elements of art and principles of design are universal.

Essential Questions:

- Why is it important to correctly identify and understand each element of art and principle of design?
- Why incorporate elements and principles in a work of art?
- Why are these skills important to me?
- How will these skills benefit me in the future?

Acquired Knowledge:

- Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines in known two-dimensional works of art (e.g., paintings by Kenneth Noland, Martin Ramirez, and Cy Twombly etc.) and apply similar use of varied lines in original artwork.
- Recognize artists' use of pattern/texture (e.g., Judy Chicago's *Pasadena Lifesavers* series, Jasper Johns' number series, Pueblo pottery, Greek vases etc.) and use pattern as the inspiration for original artwork.

Acquired Skills:

- Identify basic geometric shapes (i.e., circle, square and triangle) in two-dimensional works of art (e.g., prints and paintings by Jasper Johns, Jim Dine, Robert Delaunay, Paul Klee, Yayoi Kusama, etc.) and produce similar use of shape as the focus of original artwork.
- Identify primary colors in two-dimensional works of art (e.g., Piet Mondrian's *Compositions in Red, Blue and Yellow*, DeStijl paintings by Bart Van Der Lick, Paul Cézanne still life's, Roy Lichtenstein's paintings etc.) and apply primary colors in original artwork.

Instructional Strategies:

- Modeling
- Discussion on shapes and two-dimensional work
- Peer-share
- Collaborative work
- Step-by-step guided lessons

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art
- Technology based materials

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

Kindergarten Unit 2: History of the Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Dance, music, theatre and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art making across cultures is a reflection of societal values and beliefs. Art and culture reflect and affect each other.

Characteristic approaches to content, form, style and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Why is it important to expose students to the periods in Art History?
- How do the contributions of an individual artist influence a generation of artists and signal the beginning of a new art genre?
- How is Art a reflection of our culture and our culture's history?
- How has art changed over the history of our world?
- How do art and culture reflect and affect each other?

Acquired Knowledge:

- Recognize the way artists are involved in communities (e.g. architects, photographers, painters) and associate the artists with their distinct work based on the themes of family and community (e.g., everyday life, ceremonies/holidays, caring and sharing, etc).

Acquired Skills:

- Identify artists as creative thinkers engaged in the artistic process that generate art through the manipulation of the elements of art (e.g., line, shape, color and texture) and who share common ideas across diverse cultures (e.g., religious beliefs/ceremonies, family life, work, play).
- Identify the subject matter, type of artist, time, place and cultural origin of various works of art (e.g., American Indian totems, African masks, Mexican sculptures/Trees of Life, architecture, etc.).

Instructional Strategies:

- Lecture
- Demonstration of technique
- Discussion of Art History
- Student inquiry
- Peer-share
- Analyze/Critique Artwork

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Art & Culture
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments · Sketchbooks
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a
- 1.5.2.Cn10a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

Kindergarten Unit 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, theater, and visual art.

Why Is This Unit Important?

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. 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.

Essential Questions:

- Do students demonstrate the safe and appropriate use and care of art materials?
- Can students create two and three dimensional works of art while exploring color, line, shape, form, texture and space?
- Can students use proper terminology when describing works of art?
- Can students visually represent experiences, thoughts and ideas they have using age appropriate art materials?
- Do students utilize planning, persistence, and problem solving skills while working independently or with others?

Acquired Knowledge:

- Identify the elements of art including line weight, color and texture in famous, self-generated, and peer artwork and apply these elements to the creation of original artwork.
- Describe the difference between shape and form in basic verbal vocabulary and incorporate basic shapes (e.g., circle, square, and triangle) in original pieces of art to support the narrative content.
- Identify the colors red, orange, yellow, green, blue, and purple in famous artwork and peer artwork and apply them in original works of art and describe the use of color for expression.
- Use modeling tools to create three-dimensional forms both in the round and relief.

- Recognize and use line and shape to create symbols.
- Use a variety of art making materials (e.g., paint, crayons, markers, etc.) and color mixing to create realistic, abstract and expressive two dimensional works of art.
- Students demonstrate the safe and appropriate use and care of art materials.
- Students use proper terminology when describing works of art.
- Students utilize planning, persistence, and problem solving skills while working independently or with others.

Acquired Skills:

- Use the elements of line, shape, texture, color and space to create two-dimensional artwork based on personal symbols that are seen in everyday life (e.g. stop lights, golden arches, hearts.)
- Use the elements of shape, texture and color to create three dimensional artwork based on observation of the physical world (e.g., containers, animals, people) using a variety of media and tools appropriate to the production of the works (e.g., clay and shaping tools, cardboard, scissors and glue, wire).
- Use the various materials, tools and techniques and demonstrate their knowledge by identifying the materials, tools and methods they have used (e.g., markers, crayons, paint, clay, brush, stamps, shaping tool, scribbling, dabbing, patterning, pinching, smoothing, building, etc.)

Instructional Strategies:

- Lecture/Discussion
- Modeling of specific art techniques
- Student inquiry
- Creation of original artwork

Assessments:

Formative Assessments:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessments:

- Quiz – Line, Shape, and Texture
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

Kindergarten Unit 4: Aesthetic Responses and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater and visual art.

Why Is This Unit Important?

Each arts discipline (visual art) has distinct characteristics, as do the artists who create them.

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Formalism in visual art varies according to personal, cultural, and historical contexts.

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 judgments about the arts.

Essential Questions:

- Do students recognize cultural art and can they determine which culture influenced the art?
- Do students find an emotional meaning within a work of art?
- Can students develop a story from viewing a work of art?
- Are students focused when viewing and interpreting works of art?
- Are students able to differentiate some works as better or stronger than others?
- Are students able to distinguish patterns in nature that can be found in works of art?
- Are students able to imagine many stories from one work of art?
- Are students able to use the correct art terminology when discussing works of art?
- Do students demonstrate how art communicates ideas about personal and social values?

Acquired Knowledge:

- Observe the basic elements of art (i.e., line, shape, and color) and principles of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art.
- Observe a work(s) of art and give reasons for liking or disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principles of design (i.e., repetition, pattern etc.) as their basis of personal observations.

Acquired Skills:

- After viewing a master work(s) that communicates emotion(s), describe what emotions the artwork conveys and how the artist conveys those emotions (i.e., through content/subject; through medium used; through use of line, shape, color, repetition, etc.). Create a work of art that tells a story of that emotional response.
- Communicate personal responses to a variety of historical works of art with common subjects or themes. Responses will describe likes and dislikes through comparing and contrasting characteristics of the various art works.

Instructional Strategies:

- Modeling of specific art techniques
- Student inquiry
- Critiques of original artwork
- Rubric application
- Peer-share

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discussion about collaboration and how work can improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works as a class.

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Re7a
- 1.5.2.Re7b
- 1.5.2.Re8a
- 1.5.2.R3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

1st Grade Unit 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, theater, and visual art.

Why is this unit important?

We will introduce, expose and familiarize students to the experience of using elements of art and principles of design so that they can become creative problem-solvers. The basic elements of art and principles of design govern art creation and composition. Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 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. The elements of art and principles of design are universal.

Essential Questions:

- How do the basic elements of art and principles of design govern art creation and composition?
- Explain how the elements of art and principles of design are used in specific works of art

Acquired Knowledge and Skill:

- Categorize applications of line (i.e., horizontal, vertical, diagonal, curvilinear, wide, thin, short, long and broken line) in artworks of diverse artists (e.g., Robert Motherwell's *Lines for St. Gallen* or his *Black Series*, Raoul Dufy's *Bouquet d'Arums* or *Birdcage*, Henri Matisse's *Red Interiour Still Life on a Blue Table*, Roy Lichtenstein's *Seascape From the Landscape Series*, Keith Haring's *Dancing Figures*, etc.) Apply similar usage of line in original works of art.
- Explain the use of shape (i.e., circle, square, triangle, ovals and rectangles) in artworks of known and emerging artists (e.g., Romare Bearden's *The Block*, Pablo Picasso's *Three Musicians*, paintings of Marsden Hartley, etc.) and apply similar conventions in original works of art.
- Name primary colors in notable artworks (e.g., paintings by Piet Mondrain's *Composition Red Blue and Yellow*, prints and sculpture by Robert Indiana including his classic *Love Series*, Same Francis's untitled splatter paintings, mixed media works by Faith Ringgold's *The Sunflower Quilting Bee at Arles*, etc.) and apply similar applications of primary color in original works of art
- Recognize texture in two-dimensional works of art (e.g., paintings by Vincent Van Gogh's *Starry Night*, Jackson Pollock's *Number 8*, etc.) and create textural works of art.
- Observe instances where radial balance is utilized in art and architecture by known and emerging artists (e.g., Gothic architecture *Rose Windows*, Mandalas of Tibet, Hawaiian quilt patterns, installations by Polly Apfelbaum

such as her work *Blossom*, etc.) Demonstrate understanding of radial balance through the creation of original artwork.

- Identify instances where rhythm/repetition is used as a compositional tool by known artists (e.g. Piet Mondrian's *Broadway Boogie Woogie*, paintings by Wayne Theiebaud such as *Cakes*, installations by Yayoi Kusama including *Ascension of Polkadots on the Trees* or any of her dot obsession series, the prints and paintings of Trenton Doyle Hancock such as *Wow That's Mean and Other Vegan Cuisine*, etc.) and produce original works emphasizing rhythm through repetition

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

1st Grade Unit 2: History of the Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Dance, music, theatre and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art making across cultures is a reflection of societal values and beliefs. Art and culture reflect and affect each other.

Characteristic approaches to content, form, style and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Why is it important to expose students to the periods in Art History?
- How do the contributions of an individual artist influence a generation of artists and signal the beginning of a new art genre?
- How is Art a reflection of our culture and our culture's history?
- How has art changed over the history of our world?
- How do art and culture reflect and affect each other?

Acquired Knowledge:

- Categorize the visual elements of line, use of shapes, color found in the artworks of past and present cultures (e.g., Pablo Picasso, Diego Rivera, Red Grooms, Grant Wood, Piet Mondrian.)
- Trace similar visual elements found in artworks influenced by their culture (e.g., *Maple Leaves at the Tekana Shrin* by Ando Hiroshige, *The Red Tree* by Piet Mondrain, *Broadway Boogie-Woogie* by Piet Mondran.)

Acquired Skills:

- Identify how artists' works are reflections of their culture (e.g., *The Declaration of Independence* by John Tumball, Albert Bierstadt's *The Oregon Train*, and *Walk, Don't Walk* by George Segal, etc.)
- Describe visual similarities and difference (e.g., the use of types of line, similarity of shapes, texture, etc.) in art work from diverse cultures and historical eras (e.g. Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, George Seurat.)

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Art & Culture
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a
- 1.5.2.Cn10a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

1st Grade Unit 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, theater, and visual art.

Why Is This Unit Important?

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. 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.

Essential Questions:

- Do students demonstrate the safe and appropriate use and care of art materials?
- Can students create two- and three-dimensional works of art while exploring color, line, shape, form, texture and space?
- Can students use proper terminology when describing works of art?
- Can students visually represent experiences, thoughts and ideas they have using age appropriate art materials?
- Do students utilize planning, persistence, and problem solving skills while working independently or with others?

Acquired Knowledge:

- Identify how various types of lines can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art.
- Identify primary and secondary colors; describe the principles behind color theory using basic art and vocabulary, and use color as a tool for expressive purpose in creation and evaluation of art.
- Demonstrate how lines, color, and media manipulation can be combined to make a texture or pattern through the creation of original artwork. Identify how artists use line to suggest texture and describe how the appearance of texture changes depending on the different surfaces employed in or suggested by the artwork (e.g., cloth such as velvet or lace vs. wood, glass, cement, or metal).
- Manipulate lines to create shapes, forms, and other visual elements which

aid in the creation of visual stories and describe ways that known artists use shape and form to tell stories.

- Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three dimensional object that has volume); and create original three dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard, etc.)
- Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array of art mediums appropriate tools in the production of original works of art.

Acquired Skills:

- Use color and line to create a three-dimensional artwork that depicts an age-appropriate theme, based topic or oral story and describe the materials, tools, and methodologies used to tell the visual story using basic verbal and visual art vocabulary.
- Use lines and color to create textures and/or patterns in two- and three-dimensional artwork based on observation of everyday life.
- Using common materials found in the environment (e.g., toilet paper rolls, Popsicle sticks, bottle caps, drink cartons, boxes, etc.) apply knowledge of shape, space, texture and color to create a three dimensional artwork based on the culture of everyday life.
- Create two- and three-dimensional art works, using age-appropriate themes drawn from oral stories as a basis for pictorial representation. Apply knowledge of visual communication by using existing symbols and/or invented symbols within the pictorial narrative.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Shape and Form
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

1st Grade Unit 4: Aesthetic Responses and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater and visual art.

Why Is This Unit Important?

Each arts discipline (visual art) has distinct characteristics, as do the artists who create them.

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Formalism in visual art varies according to personal, cultural, and historical contexts.

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 judgments about the arts.

Essential Questions:

- Do students recognize cultural art and can they determine which culture influenced the art?
- Do students find an emotional meaning within a work of art? · Can students develop a story from viewing a work of art? · Are students focused when viewing and interpreting works of art? · Are students able to differentiate some works as better or stronger than others?
- Are students able to distinguish patterns in nature that can be found in works of art?
- Are students able to imagine many stories from one work of art?
- Are students able to use the correct art terminology when discussing works of art?
- Do students demonstrate how art communicates ideas about personal and social values?

Acquired Knowledge:

- Students recognize cultural art and can determine which culture influenced the art.
- Students find an emotional meaning within a work of art.
- Students develop a story from viewing a work of art.
- Students focused when viewing and interpreting works of art.
- Students are able to differentiate some works as better or stronger than others.
- Students are able to distinguish patterns in nature that can be found in works

- of art.
- Students are able to imagine many stories from one work of art.
- Students are able to use the correct art terminology when discussing works of art.
- Students demonstrate how art communicates ideas about personal and social values.
- Observe the basic elements of art (i.e., line, shape, and color) and principles of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art.
- Observe a work(s) of art and give reasons for liking or disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principles of design (i.e., repetition, pattern etc.) as their basis for personal observations.

Acquired Skills:

- Students will have a greater understanding of the art viewed in everyday life.
- Students will be able to converse about works of art with others.
- Students will have more appreciation of the architecture and interior design of the structures they visit.
- Students will have a better understanding of the elements used in fabric design.
- Students are better able to make choices.
- Students will be able to not only say they like a work of art but explain why.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discussion about collaboration and how work can improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works as a class

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Re7a
- 1.5.2.Re7b
- 1.5.2.Re8a
- 1.5.2.R3a:

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artist

2nd Grade Unit 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, theater, and visual art.

Why is this unit important?

We will introduce, expose and familiarize students to the experience of using elements of art and principles of design so that they can become creative problem-solvers. The basic elements of art and principles of design govern art creation and composition. Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. 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. The elements of art and principles of design are universal.

Essential Questions:

- How do the basic elements of art and principles of design govern art creation and composition?
- Explain how the elements of art and principles of design are used in specific works of art.

Acquired Knowledge and Skill:

- Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art (e.g., *Peacock Dress* by Audrey Beardsley, Paul Signac's *Portrait of Felix Fenon*, Alexei von Jawlensky's *Saviour's Face Renunciation*, and *The Church at Avers* by Vincent Van Gogh, etc.) Illustrate similar applications of line in original and two-dimensional art work.
- Characterize the works of known and emerging artists (e.g., *Take the Train to Harlem* by James Rizzi, Sonia Delaunay's *Rhythm or Squares*, Sol Lewitt's *Construzione Cubica* or *Four Geometric Figures of a Room*, Jim Dine's heart paintings, Adolf Wolfi's *General View of the Island Neveranger*, *The Quilts of Gee's Bend*, etc.) and compose original two and three-dimensional works of art using shape as the primary emphasis.
- Distinguish primary and secondary colors in works of known and emerging artists (e.g., Frederic Edwin Church's *Rainy Season in the Tropics*, Andrea del Verrocchio's *Tobias and the Angel*, the paintings of Pierre-Auguste Renoir, Fernand Leger's *Homage to Louis David*, Katsushika Hokusai's *Evening Scene on the Occasion of the Festival of Lanterns*, etc.) Mix primary colors to create secondary colors and utilize primary and secondary colors in original works of art.
- Compare applications of the principal of design of balance in two dimensional works of peers, known and emerging artists from diverse cultures and

historical eras (e.g., Georgia O’Keeffe’s flower paintings, Sweet grass Basketry, Navajo Dream Catchers, the stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive, etc.) Design and create drawings, paintings of mixed media works that show radial balance.

- Integrate the principles of design of *emphasis* in original two- and three-dimensional works and explain how this principle of design is used to communicate the artistic intent of peer and diverse known and emerging artists (e.g., Thank-Ka/Tibetan painted cloth scrolls, *Belshazzar’s Feast* by Rembrandt, portraiture of Alex Katz including *Round Hill* or *Elizabeth*, El Greco’s *Assumption of the Virgin*, Edward Hick’s *Peaceable Kingdom*, etc.)

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

1.5.2.Cr1a
1.5.2.Cr1b
1.5.2.Cr2a
1.5.2.Cr2b
1.5.2.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

2nd Grade Unit 2: History of Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Dance, music, theatre and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art making across cultures is a reflection of societal values and beliefs. Art and culture reflect and affect each other.

Characteristic approaches to content, form, style and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Can students create two and three dimensional works of art while exploring color, line, shape, form texture and space using various media?
- Can students use symbols and basic verbal and visual terminology to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation?
- Can students create works of art that are based on observations of the physical world and that illustrate art is part of everyday life, using a variety of art media?

Acquired Knowledge:

- Identify how artists use line, shape, balance and proportion to make facial features and portray facial expressions, capturing emotions in portraiture. Apply these aspects of art making to original artwork.
- Identify lines, geometric shapes and free forms found in everyday objects and used in realistic non-objective art. Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork.
- Identify the warm colors (e.g., red, yellow and orange) and the cool colors (e.g. blue, green and purple) and demonstrate how they can be used for expressive effect through the creating or original pieces of art.
- Identify and create patterns in texture in original two and three dimensional art work.

- Describe in basic verbal art vocabulary how the appearance of space is achieved in two-dimensional artwork (i.e., by overlapping objects and placing them in different areas of the picture to establish foreground, middle ground and background). Demonstrate understanding of this concept through the creation of original art work using object placement to represent the various picture planes (i.e., foreground, middle ground, and background) in the telling of pictorial narratives.
- Describe positive and negative space using basic art vocabulary (i.e., the area that either shapes space around objects or is filled by objects) and replicate these concepts in original two-dimensional artwork.
- Use symbols for pictorial representation/visual communication in the creation of works of art stemming from real life observation for inspiration.

Acquired Skills:

- Identify how artists' works are reflections of their culture (e.g., *The Declaration of Independence* by John Tumball, Albert Bierstadt's *The Oregon Train*, and *Walk, Don't Walk* by George Segal, Frida Kahlo's self portraits, etc.)
- Describe visual similarities and difference (e.g., the use of types of line, similarity of shapes, texture, etc.) in art work from diverse cultures and historical eras (e.g. Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, George Seurat.)

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Cr1a
- 1.5.2.Cr1b
- 1.5.2.Cr2a
- 1.5.2.Cr2b
- 1.5.2.Cr3a
- 1.5.2.Cn10a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

2nd Grade Unit 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, theater, and visual art.

Why Is This Unit Important?

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

Essential Questions:

- Can students 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 method?
- Can students use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation?
- Can students employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories?
- Can students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media?
- Can students 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 media?

Acquired Knowledge:

- Use mixed media (e.g., pencil, crayon, markers, watercolor, colored pencils, collage, clay, wire, cardboard etc.) to create two and three dimensional figurative works of art that follow the principles of (symmetrical) balance and proportion. Demonstrate an understanding of application methods and primary or secondary colors by using them to complete the artwork to creative effect.
- Use line, geometric shapes, texture, space (i.e., positive and negative space) and color to create two-dimensional artwork that depicts three dimensional objects. Use various materials (e.g., colored pencil, markers, watercolor, crayons etc.) and observations of the physical world that illustrate how art is part of everyday life.
- Use line, texture and/or patterns and shapes (geometric or freeform) to create non-objective artwork that uses color and mixed media (e.g., crayon, paint, markers, colored pencils, paper, clay, wire, cardboard etc.) to express a mood.
- Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation.
- Demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories by describing and employing basic verbal and visual art vocabulary to works of others and original artwork.

Acquired Skills:

- 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.
- Use symbols to create personal works of art based on selected age appropriate themes, using oral stories as a basis for pictorial representation.
- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 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 and art media.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Line, Shape, and Texture
- Self-Assessment
 - Students use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- Critiques
 - Students used art vocabulary to explain their 2D or 3D work of art.
 - Students employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
 - Students 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 media.

Benchmark Assessment:

- Student Projects
 - Students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Pr6a
- 1.5.2.Re7a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artist

2nd Grade Unit 4: Aesthetic Responses and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

Each arts discipline (visual art) has distinct characteristics, as do the artists who create them.

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Formalism in visual art varies according to personal, cultural, and historical contexts.

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 judgments about the arts.

Essential Questions:

- Can students identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)?
- Can students compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning?
- Can students 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 (visual art)?
- Can students distinguish patterns in nature found in works of visual art?
- Can students observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in visual art?
- Can students apply the principles of positive critique in giving and receiving responses to performances?

Acquired Knowledge:

- Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create and emotion of personal response, etc.).
- Compare and contrast culturally and historically diverse works art that evoke an emotion, and identify the subject matter and purpose for the works. Describe how the subject matter contributes to the purpose.
- Use their imagination to create a story based on an arts experience. Write and illustrate an original shore story based on the arts experience.
- Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (e.g., color, line, shape, and texture) found in nature into the work of art.
- Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create good work.
- Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art.
- Identify various subjects and themes in works of art, and verbalize simple reasons for liking/disliking parts of the content of the work of art.

Acquired Skills:

- Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning. · 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 (visual art).
- Distinguish patterns in nature found in works of visual art.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discusses collaboration and how to improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.2.Re7a
- 1.5.2.Re7b
- 1.5.2.R3a
- 1.5.2.Cn11a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

3rd Grade Unit 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, theater, and visual art.

Why is this unit important?

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. The elements of art and principles of design are universal.

Essential Questions:

- Can students understand 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?

Acquired Knowledge:

- Give examples of various types of line and line weights found in everyday life (e.g., bricks and mortar, tree branches, architectural details including roofline, windows, doors, etc.). Use line as the predominant element in the creation of artwork.
- Identify mechanical or geometric shapes (e.g., circle, triangle, rectangle, square and cones) found in everyday life. Use shapes as inspiration for original artwork (e.g., *New Stones-Newton's Tones* by Tony Craig, Paul Cezanne' still life paintings etc.).
- Identify primary, secondary, and tertiary colors in everyday life (e.g., food, the natural environment, the sky, sun, rainbows, flowers, birds etc.). Mix and incorporate primary, secondary and tertiary colors in the creation of original works of art.
- Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork.
- Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities. · Describe how three-dimensional geometric forms (i.e., cubes, spheres, cylinders and cones) are evident in everyday life (e.g., furniture and architecture, toys, cars, the natural environment, consumer products etc.). Utilize geometric forms as the primary element in original works of artwork.
- Observe radial balance in nature (e.g., sunflowers, fireworks, snowflakes, sea urchins, spider webs etc.) and illustrate radial balance in original artwork.
- Recognize proportion as a means of determining the relationship between size and scale in the natural environment and as a compositional tool for artists. Illustrate proportion in original artwork.
- Identify repetition/rhythm/pattern found in the natural world (e.g., tortoise

shells, frost crystals, surface of a pineapple, pine cone etc.). Design and create two-dimensional artworks reflecting the use of repetition and rhythm to create patterns.

- Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of art using the principles of design regarding emphasis, as the primary focus.

Acquired Skills:

- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cr1b
- 1.5.5.Cr2a
- 1.5.5.Cr2b
- 1.5.5.Cr3a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

3rd Grade Unit 2 (Standard 1.2): History of Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Art and culture reflect and affect each other. Characteristic approaches to content, form, style, and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Can students determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history?

Acquired Knowledge:

- Identify various artists whose pivotal works of art have influenced a key shift in the art movement (e.g., Cezanne's influence on cubism with his use of geometric shapes; the impact of Marcel Duchamp on contemporary art through his introduction of ready-mades or found objects as sculpture; Edward Hoppers' use of colors and emphasis to influence on the art world, pop culture and cinema through his dramatic use of light and dark values; Georges Seurat's use of primary color mixology to create pointillism etc.).
- Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies (e.g., *Composition in Halftones* by Piet Mondrian, *Still Life with Apples* by Cezanne, and *Canna* by Georgia O'Keefe).

Acquired Skills:

- Recognize works of visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in visual art.
- Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cn10a
- 1.5.5.Cn11a
- 1.5.5.Re7a
- 1.5.5.Pr6a

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

3rd Grade Unit 3: Performance

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

Why Is This Unit Important?

The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. Each of the genres of visual art (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 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.

Essential Questions:

- Can students work independently and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements and principles of design?
- Can students identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles?

Acquired Knowledge:

- Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture and color in composition.
- Discuss the characteristics of four still life images from various historical periods of visual art and create thumbnail drawings that reflect these differing styles.
- Describe common and distinctive characteristics of artworks from the diverse cultural and historical eras using age-appropriate stylistic terminology; describe how visual literacy and visual communications surround people in their daily lives; and use observed life situations as inspiration for two and three-dimensional art making influenced by compositional approaches from a variety of styles (e.g., cubism, surrealism, optic art, impressionism etc.).

Acquired Skills:

- 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.
- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Material Properties
- Self-Assessment
 - Students use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- Critiques
 - Student used art vocabulary to explain their 2D or 3D work of art.
 - Students employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
 - Students 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 media.

Benchmark Assessment:

- Student Projects
 - Students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cr2c
- 1.5.5.Re7a
- 1.5.5.Cn10a
- 1.5.5.Cn11a

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

3rd Grade Unit 4: Aesthetic Responses and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Formalism in visual art varies according to personal, cultural, and historical contexts. 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 judgments about the arts.

Essential Questions:

- Can student demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)?
- Can students use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers?
- Can student distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art?

Acquired Knowledge:

- Demonstrate understanding of how personal and social, political or historical context influences artists and his/her work of art. Create a work of art based on a timeless/universal theme and compare the work with works created in different historical, political, social, or personal settings (e.g., using a theme of children's play/types, compare a work of today with works of art from other time periods that show children at play).
- Talk effectively about art and works of art using the proper terminology. Describe various characteristics and other observations of works of art such as portraits, still life drawings and paintings, landscapes, and non-objective pieces, abstract, and realistic works.
- Offer reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).
- Use criteria to assess the formal structure of artwork (e.g., focal point, balance, unity and the type of art/portrait vs. self-portrait) and to assess the effectiveness of the artist's use of principles of design (e.g., color value/mood, line variation, symmetry/asymmetrical, space/proportion etc.) to achieve the artistic intent of the artwork.
- Respond to art through both objective and subjective responses based on formulated criteria (e.g., design elements and principles, art type and reason for its creation).

Acquired Skills:

- Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessments:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discusses collaboration and how to improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cn11a
- 1.5.5.Cn11b
- 1.5.5.Pr5a
- 1.5.5.Re7a
- 1.5.5.Cr3a

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

4th Grade Unit 1: The Creative Process

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

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. The elements of art and principles of design are universal.

Essential Questions:

- Can students identify elements of art and principles of design that are evident in everyday life?
- Can students compare and contrast works of art in various mediums that use the same art elements and principles of design?

Acquired Knowledge:

- Compare and contrast the use of contour lines in everyday life and in two and three-dimensional master works of art from various cultures and mediums (e.g., Jean Dubuffet, Frank Stella, Wassily Kandinsky, Albrecht Durer, M.C. Escher etc.). Use outline to delineate imagery in the creation of original artwork.
- Differentiate the use of shape in everyday life from various cultures and eras in two and three-dimensional works of art (e.g., Prairie-Style stained glass windows, penny carpets from the 1800's, Claus Oldenburg's public sculptures, Victorian Silhouette portraiture, etc.) and illus
- Differentiate ways warm and cool colors exist in everyday life and are found in two and three-dimensional works of art from various cultures and mediums (e.g., Molas sewn by women of the Kuna culture, Russel Wright's Modern functional products, Jessica Stockholder's brightly colored installations comprised of plastic consumer goods etc.). Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork. Treat applications of the shape in original artwork.
- Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art (e.g., Winslow Homer's *Breezing Up (A Fair Wind)*, paintings by Joseph Alders, Alda Fish etc.) and experiment with ranges of value in original artwork.
- Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.).
- Characterize the use of geometric and organic forms in three dimensional works of art that are also evident in everyday life (e.g., sculptures by Max Ernst, Joel Shapiro, David Smith, and H.C. Westermann, Nicki de Saint Phalle, Jeff Koons, Judith Scott, Nick Cave, etc.). Create original artwork utilizing geometric and organic form as the primary element of art.

- Identify formal (e.g., symmetrical balance in *The Incredulity of Saint Thomas* by Giovanni Battista Cima, *The Kiss* by Constantin Brancusi, Denise Oppenheim's earthwork *Canceled Crop*, the Taj Mahal etc.) and informal (e.g., asymmetrical balance paintings by Mary Cassatt, *A Sunday Afternoon on the Island of La Grande Jatte* by George Seurat, sculptures by David Smith etc.) in two and three-dimensional master works of art and illustrate those principles in the creation of original artwork.
- Investigate visual rhythm created through repetition and patterning in two-dimensional works of art (e.g., modernist paintings, weavings and installations by Jim Isermann, the paintings and installations of Jen Stark, patterns found in Persian fabric, interlacing patterns in Islamic art etc.) and use simple repetitive patterns in the creation of original two-dimensional artwork.
- Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration.

Acquired Skills:

- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr1a**
- **1.5.5.Cr2a**
- **1.5.5.Cr2b**
- **1.5.5.Cr3a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re8a**

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

4th Grade Unit 2: History of Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Art and culture reflect and affect each other. Characteristic approaches to content, form, style, and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Can students determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history?

Acquired Knowledge:

- Contribute to a discussion about who artists are, what they do, how they create art and how what they create is a reflection of societal beliefs (e.g., Jacob Lawrence's depiction of the Harlem Renaissance, Grandma Moses' paintings about rural life in America, the French cabaret culture captured through the drawings and paintings of Henri de Toulouse-Lautrec, or the mixed media installation art of Pepon Osario about family life in Hispanic culture etc.).
- Chart how prominent artists influenced art making within their own circles and across history (e.g., Picasso and Cubism, Duchamp and Dada, Dali and Surrealism etc.) and emulate their stylistic influences to create personal works of art.
- Identify distinguishing characteristics of various genres of art (e.g., impressionism, realism, romanticism, pointillism, cubism, abstract art, folk art etc.). Examine artists' use of various geometric and organic shapes taken from everyday life; of color and values; formal or informal balance; rhythm, repetition and patterning; emphasis and the proportioning of the human form. Use exemplary works by artist associated with various genres and historical eras as inspiration for the creation of original works of art (e.g., Monet's Impressionist landscape paintings, Maurice de Vlaminck' Fauvist paintings, Henri Rousseau's Primitive paintings, Mary Cassatt's realist paintings, Frida Kahlo's narrative paintings, Georgia O'Keeffe's modernists paintings etc.)

Acquired Skills:

- Recognize works of visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in visual art.
- Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
- Critiques

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr1a**
- **1.5.5.Cr1b**
- **1.5.5.Cr2a**
- **1.5.5.Cr2b**
- **1.5.5.Cr2c**
- **1.5.5.Cr3a**
- **1.5.5.Pr5a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re8a**
- **1.5.5.Re9a**
- **1.5.5.Cn10a**
- **1.5.5.Cn11a**
- **1.5.5.Cn11b**

Instructional Materials/Resources

Core:

- Art supplies
- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Multimedia DVDs, CDs, videos
- Guest artists

4th Grade Unit 3: Performance

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

Why Is This Unit Important?

The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. Each of the genres of visual art (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 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.

Essential Questions:

- Can students 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.
- Can students identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Can students collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom?

Acquired Knowledge:

- Work individually and collaboratively to create three-dimensional sculpture using the elements of space, color, shape and value in symbolic representations of personally selected themes.
- Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras (e.g., fauvism, impressionism, American folk art etc.). Create a painting that reflects an understanding of the basic compositional approach of that genre or genres.
- Examine the artist's use of various geometric and organic shapes taken from everyday life (color and values, formal or informal balance, rhythm and patterning, and proportioning of the human form).
- Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.

Acquired Skills:

- 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.
- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Dimensional work
- Self-Assessment
 - Students use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- Critiques
 - Students use art vocabulary to explain 2D or 3D works of art.
 - Students employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
 - Students 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 media.

Benchmark Assessment:

- Student Projects
 - Students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr1a**
- **1.5.5.Cr1b**
- **1.5.5.Cr2a**
- **1.5.5.Cr2b**
- **1.5.5.Cr3a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re9a**

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

4th Grade Unit 4: Aesthetic Responses and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Formalism in visual art varies according to personal, cultural, and historical contexts. 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 judgments about the arts.

Essential Questions:

- Did students employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications?
- Did students make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view?
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)?
- Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria?
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers?
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art?

Acquired Knowledge:

- Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.
- Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).
- Identify and describe various aspects of personal, social, political and historical context from various genres. Communicate personal ideas which reflect on the meaning of the work as well as the beauty found within in the work inspired by the artist's imagination and cultural, social/historical frame of reference.
- Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.
- Use evaluative tools (i.e., rubrics or checklists) for describing the technical proficiency of the artist's work.

- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works of art.
- Evaluate the effectiveness of various works of art using those elements common to all four art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology for various works.

Acquired Skills:

- Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discussion about collaboration and how work can improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works as a class.

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr3a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re8a**
- **1.5.5.Re9a**
- **1.5.5.Cn10a**
- **1.5.5.Cn11a**
- **1.5.5.Cn11b**

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

5th Grade Unit 1: The Creative Process

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Formalism in visual art varies according to personal, cultural, and historical contexts. 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 judgments about the arts.

Essential Questions:

- Can students identify elements of art and principles of design that are evident in everyday life?
- Can students compare and contrast works of art in various mediums that use the same art elements and principles of design?

Acquired Knowledge:

- Distinguish parallel lines in everyday life and known two and three dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective (e.g., photographs by Ansel Adams, Edward Hopper's paintings, the art and architecture of Filippo Brunelleschi etc.). Create artwork in various mediums emphasizing line as a tool for perspective.
- Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element (e.g., the architecture of Frank Gehry or Antonio Gaudi, buildings or consumer products by Michael Graves, Simon Rodia's Watts Towers, Russian Babushka dolls, Hopi Katchina dolls, the quilts of Gee's Bend, etc.). Combine geometric and organic shapes in the design and creation of original three dimensional forms.
- Compare and contrast complementary colors of differing values found in the natural world and utilized in diverse two and three-dimensional works of art (e.g., Vincent van Gogh, Georges Seurat, Henri Russo, Elizabeth Murray, Roy De Forest, Christo and Jeanne Claude, Mexican Day of the Dead triptychs etc.) create works of art that emphasize complimentary color and value.
- Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture) and works of art in diverse mediums (e.g., the work of Maya Freelon). Create two-dimensional artwork that has the perception of actual texture.

- Compare and contrast how geometric, organic, abstract and kinetic forms exist in the environment and incorporated in masterworks of art from diverse cultures and historical eras (e.g., George Rickey, Alexander Calder, Tim Hawkinson, Louise Bourgeois, Richard Serra, Anish Kapoor, Tom Friedman, Barbara Hepworth, Teresita Fernandez etc.). Experiment with the application of a variety of forms in original works of art.
- Identify symmetrical and asymmetrical vertical and horizontal balance in everyday life and works of art in diverse mediums and design and create kinetic sculptures demonstrating symmetrical and asymmetrical vertical and horizontal balance.
- Explain ways mathematical proportions are used in master works of art in various mediums (e.g., Leonardo Da Vinci's *Mona Lisa*, Albrecht Durer's etchings, Salvador Dali's *The Sacrament of the Last Supper*) and use the Golden Mean in the creation of an original artwork.
- Analyze visual rhythm found in nature and artwork of different mediums created through the repetition of form (e.g., sculptures by Auguste Rodin or Eva Hess, installations by Cornelia Parker or Anne Hamilton, Aztec & Mayan headdresses, Native American Totem Poles, Medieval sculpture, Tlingit screens etc.). Design and create original three-dimensional artworks employing repetition of form to create visual rhythm.
- Compare and contrast emphasis and unity/harmony in two and three dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture (e.g., Rene
- Magritte, Jasper Johns, Martin Ramirez, Bisa Butler, Russian knotted carpets, Canadian textiles and American Folk Art quilts etc.). Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork.
- Identify images used by business and industry, politics and popular culture used to influence messages and describe how repetition, variety, proportion, balance, and emphasis are used to support the persuasive power of visual images. Replicate the use of these principles of design in the creation of original artwork intended for persuasive purpose.

Acquired Skills:

- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Assessments

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses

Summative Assessment:

- Quiz
- Self-Assessment
 - Work independently and collaboratively to create two and three dimensional works of art that make cohesive visual statements and that employ the elements and principles of design.
- Critiques
 - Students show understanding of 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.
 - Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr1a**
- **1.5.5.Cr2a**
- **1.5.5.Cr2b**
- **1.5.5.Cr3a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re8a**

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - o <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - o <https://www.artsonia.com/>

5th Grade Unit 2: History of Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Why Is This Unit Important?

Art and culture reflect and affect each other. Characteristic approaches to content, form, style, and design define art genres. Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions:

- Can students 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?
- Can student identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles?
- Can students collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom?
- Can students differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art?

Acquired Knowledge:

- Work individually and collaboratively in small groups to create a work of art that responds to a posed problem or theme.
- Research works of art from various historical periods and use this research to create an original work of art that illustrates a particular theme or image in the styles researched.
- Using age-appropriate terminology, identify common and distinctive characteristics of masterworks from various genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art etc.) and experiment with various compositional approaches influenced by these genres art to create original two-dimensional artworks.
- Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, non objective art, conceptual art etc.).

Acquired Skills:

- Recognize works of visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in visual art.
- Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

Assessments

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quizzes
- Test
- Self-Assessment
- Work independently and collaboratively to create two and three dimensional works of art that make cohesive visual statements and that employ the elements and principles of design.
- Rubrics
- Critiques
- Students show understanding of 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
- Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.
- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

Benchmark Assessment:

- Student Projects
 - Students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Research Simulation Task
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Read and comprehend complex literary and informational texts independently and proficiently.
 - Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- **1.5.5.Cr1a**
- **1.5.5.Cr1b**
- **1.5.5.Cr2a**
- **1.5.5.Cr2b**
- **1.5.5.Cr2c**
- **1.5.5.Cr3a**
- **1.5.5.Re7a**
- **1.5.5.Re7b**
- **1.5.5.Re8a**
- **1.5.5.Re9a**
- **1.5.5.Cn10a**
- **1.5.5.Cn11a**
- **1.5.5.Cn11b**

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

5th Grade Unit 3: Performance

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

Why Is This Unit Important?

The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. Each of the genres of visual art (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art making. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 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.

Essential Questions:

- Can students employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications?
- Can students make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view?
- Can students demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)?
- Can students assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria?
- Can students use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers?
- Can student use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art?
- Can students define technical proficiency, using the elements of the arts and principles of design?
- Can students distinguish ways in which individuals may disagree about the relative merits of artwork based on the personal, cultural and historical traditions and describe the purpose of the artwork and its intended audience?
- Can students distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art?

Acquired Knowledge:

- Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
- Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal.
- Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.
- Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers (e.g., the application of the design elements and principles as the basic for formal structure).
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of master works of visual art from various cultures as well as self-generated and peer artwork.
- Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.
- Distinguish ways in which individuals may disagree about the relative merits of artwork based on the personal, cultural and historical traditions and describe the purpose of the artwork and its intended audience.

Acquired Skills:

- 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.
- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Quiz – Terminology
- Self-Assessment
 - Students use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- Critiques
 - Student used art vocabulary to explain their 2D or 3D work of art.
 - Students employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
 - Students 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 media.

Benchmark Assessment:

- Student Projects
 - Students explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cr1a
- 1.5.5.Cr1b
- 1.5.5.Cr2a
- 1.5.5.Cr2b
- 1.5.5.Cr3a
- 1.5.5.Re7a
- 1.5.5.Re7b
- 1.5.5.Re9a

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
- How-to-Draw books
- Google Art Project
 - <http://www.google.com/culturalinstitute/about/artproject/>
- Artsonia
 - <https://www.artsonia.com/>

5th Grade Unit 4: Aesthetic Performance and Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Why Is This Unit Important?

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Formalism in visual art varies according to personal, cultural, and historical contexts. 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 judgments about the arts.

Essential Questions:

- Can student recognize works of visual art as a reflection of societal values and beliefs?
- Can students relate common artistic elements that define distinctive art genres in visual art?
- Can students determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history?

Acquired Knowledge:

- Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.
- Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning/connotations) into original works of art.
- Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements
- and principles of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.
- Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has had an impact on their peer and future generations of artists (e.g., Leonardo Da Vinci, Jackson, Pollack, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte, etc.)

Acquired Skills:

- Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Assessments:

Formative Assessment:

- Daily Participation Points
- Peer Feedback/Discussion
- Teacher-Student Conference
- Notes
- Questioning/Oral Responses
- Instructor Observation

Summative Assessment:

- Test
- Self-Assessment
- Rubrics
- Critiques
 - Student uses art vocabulary to discuss works of art
 - Student evaluates work in terms of criteria set by teacher
 - Class discussion about collaboration and how work can improve
 - Students critique personal work and make improvements to it
 - Students critique/discuss personal/famous art works as a Class.

Benchmark Assessment:

- Student Projects
- Completed Artwork

Alternative Assessment:

- Modified assignments
- Alternate Project Requirements

2021 NJSL Standards:

- 1.5.5.Cr3a
- 1.5.5.Re7a
- 1.5.5.Re7b
- 1.5.5.Re8a
- 1.5.5.Re9a
- 1.5.5.Cn10a
- 1.5.5.Cn11a
- 1.5.5.Cn11b

Instructional Materials/Resources

Core:

- Models of Student Artwork
- Artists posters
- Authentic works of art

Supplemental:

- Art reference books
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- Google Art Project
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- Artsonia
 - <https://www.artsonia.com/>

Interdisciplinary Connections

- Social Studies
- Science
- Math
- Literacy/Language
- Community
- Technology
- Cultural connections

Additional Teacher Resources

The Art of Education

<https://www.theartofed.com>

Art Projects for the Kids

<http://artprojectsforkids.org/>

Pinterest

www.pinterest.org

National Gallery of Art <http://www.nga.gov/content/ngaweb/education/kids.html>

Metropolitan Museum of Art Moma

www.moma.org

Philadelphia Museum of Art

<http://philamuseum.org/teacherresources>

ADDENDUM: RST for 5th Grade

RSTs will be delivered as a component of Art instruction. Under the direction of the Humanities Supervisors, the art department may revise and add RSTs to the curriculum.

<http://www.readworks.org/passages/forms-art-symbolism>

Non-fiction: Forms of Art - Symbolism

Edvard Munch's painting called *The Scream* shows us how frustrated the artist is on the inside. This painting is a prime example of Symbolism. During the late 1800s, the Symbolist movement started with French writers in response to the rigid structure of writing. They were also responding to society's age of reason and value of material things. The movement spread throughout Europe and even North America. It influenced the visual arts and theatre. Many painters were feeling frustrated with creating art to mimic reality. Instead of painting exactly what they saw, Symbolist painters felt their paintings should be a visual **outlet¹** for their inner feelings and thoughts. To do this, they often painted mystical or loosely defined images as symbolic imagery to express themselves. Many people believe Symbolism was an important art movement. Like Munch, some Symbolist painters painted **distorted²** figures. They also used line and color as never before. With these tools they made emotions like fear and jealousy scream out at the viewer.

- 1 **outlet** – an activity that lets you express your feelings
- 2 **distorted** – so badly formed or out of shape as to be ugly

Questions: Forms of Art - Symbolism

Name:

Date:

1. Which painting does the text state is a prime example of Symbolism?

- a. Edvard Munch's *Melancholy*
- b. Edvard Munch's *The Scream*
- c. René Magritte's *The Son of Man*
- d. Edgar Degas's *Dancing Class*

2. What does the text describe?

- a. Edvard Munch's personal life
- b. How the Symbolist movement differed from other artistic movements
- c. How Symbolist painters expressed their feelings and thoughts in their paintings
- d. The difference between Symbolist painters of the past and modern Symbolist painters

3. Read the following sentences from the text:

"Many painters were feeling frustrated with creating art to mimic reality. Instead of painting exactly what they saw, Symbolist painters felt their paintings should be a visual outlet for their inner feelings and thoughts. To do this, they often painted mystical or loosely defined images as symbolic imagery to express themselves."

Based on this information, how can Symbolist paintings best be described?

- a. They represent a certain idea or belief.
- b. They accurately depict reality.
- c. They only show humans expressing a certain emotion.
- d. They show images unfamiliar to most people.

4. Why does the author explain what kinds of images Symbolist painters painted?

- a. To compare Symbolist art to Symbolist literature

- b. To show how Symbolist art changes as it spread throughout Europe and North America
- c. To explain why some people are confused by Symbolist art
- d. To highlight the fact that Symbolist painters wanted to express themselves as opposed to mimic reality

5. What is the main idea of this text?

- a. Edvard Munch's *The Scream* shows us how frustrated the artist is on the inside.
- b. Symbolism became a way for artists to express their inner thoughts and feelings.
- c. The Symbolist movement started with French writers in response to the rigid structure of writing.
- d. French writers responded to society's age of reason and value of material things with the Symbolist movement.

6. Describe Edvard Munch's painting *The Scream* using at least three details to support your answer.

7. Explain why Edvard Munch's painting *The Scream* is a good example of symbolism. Use evidence from both the painting and the text to support your answer.

8. Choose the word or phrase that best completes the sentence.

Symbolist painters felt their paintings should be a visual outlet for their inner feelings and thoughts. _____, they often painted mystical or loosely defined images as symbolic imagery to express themselves.

- a. However
- b. Namely
- c. Otherwise
- d. As a result

Questions: Forms of Art - Symbolism

9. Answer the following questions based on the sentence below. Symbolist painters painted distorted figures using line and color as never before in order to make emotions like fear and jealousy scream out at the viewer.

What did Symbolist painters do?

How?

Why?

Vocabulary Word - movement: a trend or course of events; a group of people or organizations acting to achieve a common goal.

Use the vocabulary word in a sentence:

distort dis · tort

Advanced Definition

transitive verb

1. to twist out of shape; deform the appearance or functioning of. Having the volume too loud distorts the sound.

The uneven surface of the mirror distorted his reflection.

2. to falsify or misrepresent. Exaggerating is often harmless, but it does distort the truth. The actor felt the newspaper article distorted what he had said in the interview.

These are some examples of how the word or forms of the word are used:

1. To express their feelings, Symbolist painters distorted figures.
2. Stress is the concentration of forces in an object, which tend to distort or deform it.
3. Cartoonists distort the characters in their cartoons. Such distortion is called exaggeration.
4. Political cartoonists use a special form of exaggeration called caricature to distort the subject of a cartoon.

21st Century Skills & Career Readiness Practices

Career Education

In Unit 2, "History of Arts and Culture", students examine the "great masters" of the modern art world and their training. Students learned how masters such as Picasso and Monet gained internships and apprenticeships to gain critical field experience; Picasso gained admittance to an art institute based upon a portfolio created over time during his apprenticeships.

CRP6. Demonstrate creativity and innovation.

For example, in the creative process, students will identify distinctive characteristics and employ creativity in the creation of original artwork.

CRP7. Employ valid and reliable research strategies.

For example, In Unit 2, students will research different periods in Art History and collaborate and share their research via Google Docs.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

For example in Unit 4, research students will research and analyze several texts including an article on Edvard Munch's painting called *The Scream*, crafting craft an essay in conjunction with the creation of original artwork. Students will employ available technology to collaborate and refine work.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

In Unit 2 students close read texts in the research on Art History and culture.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

In multiple units, students read and employ content-specific vocabulary in the analysis and critique of artwork.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Throughout the course, students read and analyze information texts independently and scaffolding is provided when needed or accommodated. In addition, all 5th grade students complete a research project applying evidence from informational text in creating an essay on symbolism.