

ART CURRICULUM K-8 2019

Art curriculum for Grades K-8. Includes NJSL as they apply to student learning at each grade level and in a variety of courses including: General Art, Drawing, Painting & Sculpture

Green
Township
School District

Green Hills School Fine Arts Mission Statement

The Green Hills School believes that the purpose of Fine Arts education grades K to 8 is to develop and nurture our students' skills as creators, organizers and evaluators. The fine arts program includes the integrated study of the arts and humanities. Our program consists of a wide range of disciplines including art history, art criticism, aesthetics, art production as well as appropriate content from the humanities and the sciences. We include in our program, studies in the historical and cultural aspects of the state of New Jersey, the United States and the world.

We believe the idea that the study of the fine arts:

- cultivates the whole person, engaging the mind, the body and spirit
- builds literacy while developing intuition, reasoning, dexterity and imagination
- invites multiple ways of learning which actively engages the brain
- fosters unique, vital forms of communication, bringing excitement and creativity
- develops individual and collective responsibility
- connects cultures and generations, past and present
- has commonalities but also must be respected as a distinct discipline

We believe the primary goal of our fine arts program is to allow students to nurture a positive self image by developing self awareness and self discipline. We believe the teaching of fine arts in our school encourages our students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, cooperative in social interactions and appreciative of the work of others.

Process of Critique:

Observe and Describe

Take time to look at an artwork. Try to discover as much as you can from the artwork. Describe what you see that you appreciate and enjoy aesthetically.

- What can you learn from the information given in the artwork?
- Who made it?
- How was it made and what materials were used?
- What subjects in the work can you recognize?
- If there are people, what are they doing?
- Can you identify the objects in the piece?
- Is a time, place, or event shown?
- What kind of colors, shapes, lines and textures has the artist used?
- Are these repeated? How?

Analyze

Analysis means we look for relationships; we look to discover how art elements (line, color, shape, texture, value, and space) and principles (emphasis, balance, proportion, pattern, movement or rhythm and unity or variety) are put together. A work of art can be thought of as a system where all of the parts; the elements and principles work together to create visual unity.

- What is the first thing you notice about the artwork?
- Is there a dominant thing that you first see that places emphasis?

- Is there a special weight or balance among the objects and or color ? What mood does it create?
- Do the proportions look normal, ideal or unusual? Why?
- What visual rhythms or paths of movement do your eyes follow? Where? Why?
- What elements bring together or unify many parts of the design? What elements add variety? Why?

Interpret

We use all of the information we have gathered to explain what the artwork means personally.

- What mood or feeling does the artwork seem to express? Happy, silly, serious, brave, powerful, friendly, dreamy, energetic?
- Can you think of other words to describe the mood of the artwork?
- Use analogies of language with adjectives and adverbs to describe what you see.
- State the main theme or hypothesis that could explain what the artist's message is to you.
- A hypothesis is a theory or guess based on facts. What in the artwork leads you to your belief?

Evaluate

We use all the information we have gathered to judge the artwork. All the criteria or standards for evaluating must be considered.

- Why was the art made?
- Is it functional or non-functional?
- Does the artwork express an idea or feeling?
- Does it imitate nature?
- Was the artist successful in his or her goals?
- What do you see in the work that helps you to judge it as a good piece or bad piece?

- How would you describe the subject, mood or design?
- What elements or principles of design were incorporated?
- Is the artwork important and if so why?
- Would you like others to see the artwork? Why or why not?

Art Display

Our student's artwork is displayed in our school throughout the year. The display of their own artwork develops an appreciation of their art and that of their peers. It develops enthusiasm and self-confidence in addition to developing greater interest in understanding in art. Most importantly, a feeling of self worth and accomplishment is fostered. An annual Art Show is held to showcase a collection of artwork across the grades. Students gain a sense of aesthetic by enjoying displays of creative works that are beautifully organized, educational, and add to the sense of community throughout our school.

Unit 1: The Creative Process - Grades K-2

Pace: Introduced: MP1

Developed: MP 1-3 (Ongoing)

Applied: MP1-3

Standards Reinforced by the completion of Grade 2:

| # | Content Standards | Critical Knowledge & Skills - Student Learning Objectives |
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| 1 | 1.1.2.D.1 and 1.1.2.D.2 | Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art. Illustrate similar applications of line in original two-dimensional art work. |
| 2 | 1.1.2.D.1 and 1.1.2.D.2 | Characterize the use of shape (circle, square, triangle, oval and rectangle) in diverse works of known and emerging artists and compose original two and three-dimensional works of art using shape as the primary emphasis. |
| 3 | 1.1.2.D.1 and 1.1.2.D.2 | Distinguish primary and secondary colors in works of known and emerging artists. Mix primary colors to create secondary colors and utilize primary and secondary colors in original works of art. |
| 4 | 1.1.2.D.1 and 1.1.2.D.2 | Compare how known and emerging artists from diverse cultures make use of texture in their artwork. Create original two-dimensional works of art that use texture as the predominant element of art. |

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| Code # | NJCCCS |
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| 1.1.2.D.1 | <p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p> |
| 1.1.2.D.2 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> |

| <p align="center">Unit 2: Performing - Grades K-2 Pace: Introduced: MP1 Developed: MP 1-3 (Ongoing) Applied: MP1-3</p> | | |
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| Standards Reinforced by the completion of Grade 2: | | |
| # | Content Standards | Critical Knowledge & Skills - Student Learning Objectives |
| 1 | 1.3.2.D.1 | Identify how artists use line, shape, balance and proportion to make facial features and to portray facial expressions capturing emotions in portraiture. Apply these aspects of art making to original art work. |
| 2 | 1.3.2.D.1 | Identify lines, geometric, shapes and free forms found in everyday objects and used in realistic and nonobjective art. Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork. |
| 3 | 1.3.2.D.1 | Identify the warm colors (red, yellow and orange) and the cool colors (blue, green and purple) and demonstrate how they can be used for expressive effect through the creation of original pieces of art. |

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| 4 | 1.3.2.D.1 | Identify and create patterns from texture in original two and three-dimensional art work. |
| 5 | 1.3.2.D.1 and 1.3.2.D.3 | Describe in basic verbal art vocabulary how the appearance of space is achieved in two-dimensional artwork 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. |
| 6 | 1.3.2.D.1 and 1.3.2.D.3 | Describe positive and negative space using basic art vocabulary (i.e., the area that either shapes space around objects or is filled by the objects) and replicate these concepts in original two-dimensional artwork. |
| 7 | 1.3.2.D.1 and 1.3.2.D.5 | Use symbolism for pictorial representation/visual communication in the creation of works of art stemming from real life observation for inspiration. |
| 8 | 1.3.2.D.1 and 1.3.2.D.4 | Use mixed media (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 application methods and primary or secondary colors by using them to complete the artwork to creative effect. |
| 9 | 1.3.2.D.1, 1.3.2.D.4 and 1.3.2.D.5 | 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. |
| 10 | 1.3.2.D.1, 1.3.2.D.4 and 1.3.2.D.5 | Use line, texture and/or patterns and shapes (geometric or freeform) to create non-objective art work that uses color and mixed media (e.g., crayon, paint, markers, colored pencils, paper, clay, wire, cardboard etc.) to express a mood. |
| 11 | 1.3.2.D.2 | Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation. |

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| 12 | 1.3.2.D.3 | 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. |
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| Code # | NJCCCS |
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| 1.3.2.D.1 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: 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.</p> |
| 1.3.2.D.2 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p> |
| 1.3.2.D.3 | <p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> |

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| 1.3.2.D.4 | <p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: 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.</p> |
| 1.3.2.D.5 | <p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: 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.</p> |

Unit 3: Aesthetic Responses and Critique Methodologies - Grades K-2
Pace: Introduced: MP1
Developed: MP 1-3 (Ongoing)
Applied: MP1-3

Standards Reinforced by the completion of Grade 2:

| # | Content Standards | Critical Knowledge & Skills - Student Learning Objectives |
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| 1 | 1.4.2.A.1 | Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them. |
| 2 | 1.4.2.A.1 | 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) (to celebrate, to replicate, to create and emotion of personal response, etc.). |
| 3 | 1.4.2.A.2 | 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. |
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| 4 | 1.4.2.A.4 | Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (color, line, shape, and texture) found in nature into the work of art. |
| 5 | 1.4.2.B.1 | Identify, select and define those elements and principals of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work. |
| 6 | 1.4.2.B.2 | 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. |
| 7 | 1.4.2.B.3 | Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art. |

| Code # | NJCCCS |
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| 1.4.2.A.1 | <p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> |
| 1.4.2.A.2 | <p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> |
| 1.4.2.A.3 | <p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> |
| 1.4.2.A.4 | <p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> |

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| 1.4.2.B.1 | <p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> |
| 1.4.2.B.2 | <p>Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.</p> |

| Unit 4: History of the Arts and Culture - Grades K-2 Pace: Introduced: MP1 Developed: MP 1-3 (Ongoing) Applied: MP1-3 | | |
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| Standards Reinforced by the completion of Grade 2: | | |
| # | Content Standards | Critical Knowledge & Skills - Student Learning Objectives |
| 1 | 1.2.2.A.1 | Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture (narrative paintings of everyday life by famous artists, or narrative art found in the Lascaux cave paintings, early Egyptian reliefs, Inuit art etc.). |
| 2 | 1.2.2.A.2 | Discuss the lineage of famous artists and their connection to cultures past and present (Picasso's Cubism self portraits, Van Gough's Sunflowers, Monet's Lily Pads, Mondrian's Broadway Boogie Woogie etc.) |

| Code # | NJCCCS |
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| 1.2.2.A.1 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> |

1.2.2.A.2

Content Statement: The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

Cumulative Progress Indicator: Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Unit 1-4: What This May Look Like (Grades K-2)

Suggested Activities for Unit 1-4 (Grades K-2)

May include but not limited to:

Kindergarten:

- *Study of Cave art and Cavemen (Cave Painting project)*
- *Study of Shapes and color (Watercolor Shape Castle)*
- *Study of paper collage (Owl paper Collage)*
- *Study of texture using paint sponges(Autumn leaves sponge project)*

(and any other activities discovered by teacher)

First Grade:

- *Study of Van Gough's Sunflower painting (Mixed media sunflower project)*
- *Study of patterns and symmetry (Model magic butterflies)*
- *Study of the color wheel (Color Wheel Aquarium)*
- *Study of Impasto painting technique (Birch wood Tree project)*
- *Study of Picasso and Cubism (Picasso Self Portraits)*

(and any other activities discovered by teacher)

Second Grade:

- *Study of Warm and Cool Colors (Warm and Cool Color Landscapes)*
- *Study of Monet watercolor paintings (Watercolor Lilly pads with model magic frogs.*
- *Study of water reflections and landscape recap (Water reflection village)*

Interdisciplinary Connections

May include but not limited to:

-History-World history about the caves of Lascaux.

-History- The Life story about the artist Claude Monet.

*- Literacy- The reading of books to students including : (The Cave Painter of Lascaux, Brown Paper Bags from Many Cultures, Linnea in Monet's Gardens, and the Dot .)
We connect literacy with creation visually.*

-Science. Discovery through plantlife and insects and the observation of life forms through the study of life forms and observational drawing.

-Science. The study of color theory and how it works in accordance of nature and world culture.

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| <ul style="list-style-type: none"> • Study of perspective and placing objects in a composition (Paper collage still Life) • Study of observing and sketching insects from life (Magnify glass project) <p>(and any other activities discovered by teacher)</p> | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>May include but not limited to:One on one instruction, observations, exit questions, diagrams student assessment forms, visual representations , discussion and learning from smart board videos.</i> | <i>May include but not limited to:teacher observation and student self assessment and state mandated SGO plan, color and elements and principles of design worksheets</i> |
| 21st Century Skills | Modifications |
| <i>May include but not limited to:creativity, collaboration, communication, critical thinking, ethics, action and accountability.</i> | <i>May include but not limited to:small group instruction, and sketchbook assignments and independent drawing. Materials and supplies may be changed to allow students to complete the assignment.</i> |
| Core Instructional Materials | District/School Primary and Supplementary Resources |
| <i>May include but not limited to:Specialized Art books, Art Style poster, and Elements and Principles Posters, getting to know the world’s Famous Artists, use of YouTube, Smart Board.</i> | <i>May include but not limited to: Multi media presentations and art teacher websites.</i> |

Unit 1: The Creative Process - Grades 3-5

Pace: Introduced: MP1

Developed: MP 1-3 (Ongoing)

Applied: MP1-3

Standards Reinforced by the completion of Grade 5:

| # | Content Standards | Critical Knowledge & Skills - Student Learning Objectives |
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| 1 | 1.1.5.D.1 | Give examples of various types of line and line weights found in everyday life (classroom floor tiles, tree branches, architectural details including roofline, windows, doors, etc.). Use line as the predominant element in the creation of artwork. |
| 2 | 1.1.5.D.1 | Identify mechanical or geometric shapes (e.g., circle, triangle, rectangle, square and cones) found in everyday life. Use shapes as inspiration for original artwork. |
| 3 | 1.1.5.D.1 | Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork. |
| 4 | 1.1.5.D.1 | Describe how three-dimensional geometric forms (cubes, spheres, cylinders and cones) are evident in everyday life (furniture and architecture, toys, cars, the natural environment, consumer products etc.). Utilize geometric forms as the primary element in original works of artwork. |
| 5 | 1.1.5.D.1 | 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. |
| 6 | 1.1.5.D.1 | 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 pattern. |
| 7 | 1.1.5.D.1 | Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums. Look at famous artists and cultures who incorporate emphasis in their artwork. Create works of art using the principles of design regarding emphasis, as the primary focus. |

| Code # | NJCCCS |
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| 1.1.5.D.1 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design that are evident in everyday life.</p> |
| 1.1.5.D.2 | <p>Content Statement: The elements of art and principles of design are universal.</p> <p>Cumulative Progress Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> |

Unit 2: Performance - Grades 3-5
Pace: Introduced: MP1
Developed: MP1-3 (Ongoing)
Applied: MP1

Standards Reinforced:

| # | Content Standards | Critical Knowledge and Skills - Student Learning Objectives |
|---|-------------------------|--|
| 1 | 1.3.5.D.1 | Work individually and collaboratively in small groups to design and execute a mural, either painted or mosaic, that responds to a posed problem or theme. |
| 2 | 1.3.5.D.2 | 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. |
| 3 | 1.3.5.D.3 | Using age-appropriate terminology, identify common and distinctive characteristics of masterworks from various genres of visual artworks (realism, surrealism, abstract/nonobjective art, conceptual art etc.) and experiment with various compositional approaches influenced by these genres art to create original two-dimensional artworks. |
| 4 | 1.3.5.D.3 and 1.3.5.D.4 | 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, nonobjective art, conceptual art etc.). |

| Code # | NJCCCS |
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| 1.3.5.D.1 | <p>Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Cumulative Progress Indicator: 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.</p> |
| 1.3.5.D.2 | <p>Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</p> <p>Cumulative Progress Indicator: 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.</p> |
| 1.3.5.D.5 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: 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.</p> |

Unit 3: Aesthetics Responses and Critique Methodologies - Grades 3-5
Pace: Introduced: MP1
Developed: MP1-3 (Ongoing)
Applied: MP1

Standards Reinforced by the completion of Grade 5:

| # | Content Standards | Critical Knowledge and Skills - Student Learning Objectives |
|---|-------------------|---|
| 1 | 1.4.5.A.3 | 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. |
| 2 | 1.4.5.B.2 | 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 principals as the basic for formal structure). |
| 3 | 1.4.5.B.3 | 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. |
| 4 | 1.4.5.B.5 | 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. |
| 5 | 1.4.5.A.3 | 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. |
| 6 | 1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal. |
| 7 | 1.4.5.B.1 | Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria. |
| 8 | 1.4.5.A.1 | Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives. |

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| 1.4.5.A.1 | <p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> |
| 1.4.5.A.2 | <p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> |
| 1.4.5.A.3 | <p>Content Statement: 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.</p> <p>Cumulative Progress Indicator: 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).</p> |
| 1.4.5.B.1 | <p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> |

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| 1.4.5.B.2 | <p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> |
| 1.4.5.B.3 | <p>Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> |
| 1.4.5.B.4 | <p>Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.</p> |
| 1.4.5.B.5 | <p>Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p> <p>Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> |

Unit 4:History of the Arts and Culture - Grades 3-5
Pace: Introduced: MP1
Developed: MP1-3 (Ongoing)
Applied: MP1

Standards Reinforced by the completion of Grade 5:

| # | Content Standards | Critical Knowledge & Skills Unit 1 |
|---|-------------------|--|
| 1 | 1.2.5.A.1 | Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art. |
| 2 | 1.2.5.A.1 | Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art. |
| 3 | 1.2.5.A.2 | 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 principals of design how art can help analyze art works (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. |
| 4 | 1.2.5.A.3 | Discuss how interpretations of artwork change as culture evolves. (What is considered art today may not have been considered art at that particular time period) |
| 5 | 1.2.5.A.3 | Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has had an impact on their peers and future generations of artists (Leonardo Da Vinci, Jackson, Pollack, Wasiliy Kindinsky, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte etc.). |

| Code # | NJCCCS |
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| 1.2.5.A.1 | <p>Content Statement: Art and culture reflect and affect each other.</p> <p>Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> |
| 1.2.5.A.2 | <p>Content Statement Characteristic approaches to content, form, style, and design define art genres.</p> <p>Cumulative Progress Indicator: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> |
| 1.2.5.A.3 | <p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>Cumulative Progress Indicator: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history</p> |

| Unit 1-4: What This May Look Like (Grades 3-5) | |
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| Suggested Activities for Units 1-4 (Grades 3-5) | Interdisciplinary Connections |
| <p><i>May include but not limited to:</i></p> <p><i>Third Grade Activities:</i></p> <ul style="list-style-type: none"> ● <i>Study of Japanese Art (Japanese Koi Fish Watercolor)</i> ● <i>Study of Wassily Kindinsky(Kindinsky’s Abstract City Skyline)</i> ● <i>Study of Pastel Shading Techniques (I spy a Tiger in the Brush)</i> ● <i>Study of Abstract Sculptures (Plaster wrap abstract Sculpture)</i> | <p><i>May include but not limited to:</i></p> <p>- <i>3rd Grade: students will study Japanese art and the importance Japanese culture has in the world and not just specifically for art.</i></p> <p>-<i>4th Grade: students will learn about greek mythology and study greek pottery, watching videos on how the pottery was made during that time period.</i></p> |

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| <ul style="list-style-type: none"> • Study of Monet (Watercolor landscape painting) • Study of Textures on animals (Paper Mache Turtles) • Study of Van Gough's Starry Night (Starry Starry Night project) <p>(and any other activities discovered by teacher)</p> <p><i>Fourth Grade Activities:</i></p> <ul style="list-style-type: none"> • Study of Drawing techniques and how to sketch (Still Life Project) • Study of metal relief and Repousse (Bleeding Art Project) • Study of Mythology and Greek Pottery (Greek Pottery Project) • Study of Animals in their natural environment. (Animal sketches in charcoal from life. <p>(and any other activities discovered by teacher)</p> <p><i>Fifth Grade Activities:</i></p> <ul style="list-style-type: none"> • Study of Charcoal techniques and sketching (Charcoal Crane Project) • Study of African masks and culture (African Masks) • Study of M.C Escher/ Tessellations (Tessellations project) • Study of Positive and Negative space (Positive and Negative Project) • Study of Mosaics (Group Mosaic project) <p>(and any other activities discovered by teacher)</p> | <p>-5th Grade: Students will learn about M.C Escher and tessellations and how art was used by mathematicians.</p> <p>All Grades: Students will use learn how to manipulate various paints and metals in various projects.</p> |
| <p>District/School Formative Assessment Plan</p> | <p>District/School Summative Assessment Plan</p> |
| <p>May include but not limited to:One on one instruction, exit questions, diagrams, One on one instruction, observations and student self awareness form. Classroom critiques and discussions.</p> | <p>May include but not limited to:Teacher observation, and student self assessment , state mandated SGO exam, and class discussions.</p> |
| <p>21st Century Skills</p> | <p>Modifications</p> |
| <p>May include but not limited to:creativity, collaboration, communication, critical thinking, ethics and accountability.</p> | <p>May include but not limited to: collaborative projects, changing materials if need be to make the more accessible to certain students.</p> |
| <p>Core Instructional Materials</p> | <p>District/School Primary and Supplementary Resources</p> |
| <p>May include but not limited to:elements and principles posters, artist posters and color wheel poster, PowerPoint presentations, instructional videos on art making.</p> | <p>May include but not limited to:teacher guides and activity books and multimedia presentations and art teacher websites</p> |

Unit 1: “The Creative Process” -Drawing/Painting/Sculpture - Grades 6-8**Pace: Introduced: MP1****Developed: MP1****Applied: MP1****Competence: MP1****Standards Reinforced by the completion of Grade 8:**

| # | Content Standards/Strands/CPI's | Critical Knowledge & Skills Unit 1 |
|---|---------------------------------|---|
| 1 | 1.1.8.D.1 and 1.1.8.D.2 | Differentiate the expressive potential of line as visual communication that includes symbols, letters and numbers. Create two and three-dimensional artworks using a variety of organic & geometric shapes, lines, and textures created from line, stemming from an examination of master works of art and their treatment of these same aspects of art making. |
| 2 | 1.1.8.D.1 and 1.1.8.D.2 | Distinguish among neutral tones (grey), shades (black) and tints(white) and create original artwork that requires an exploration of the temperature of the neutral palette related to shades, tone, and tint. |
| 3 | 1.1.8.D.1 | Differentiate form and value, and the relationship between positive & negative space in diverse master works of art and create two-dimensional artworks, paintings, or sculptures that focus on form and value. |
| 4 | 1.1.8.D.1 and 1.1.8.D.2 | Describe the use of variety in master works of art from diverse cultures and employ similar applications to the creation of original two-dimensional artworks, paintings, or sculptures. |
| 5 | 1.1.8.D.1 and 1.1.8.D.2 | Differentiate among symmetrical and asymmetrical balance and radial balance in various masterworks of art from diverse cultures (Leonardo Da Vinci drawings etc.) and use contrasting approaches to balance as inspiration for original artwork. |
| 6 | 1.1.8.D.1 | Differentiate the styles of shading and what pencils are used specifically to achieve a desired effect. (H, 2H, 2B, Ebony). |
| 7 | 1.1.8.D.1 | Differentiate the different styles of ceramic making and the tools required to create various ceramic sculptures. |
| 8 | 1.1.8.D.1 | Differentiate the difference between hue, color, tint, and shade, and apply them to various two-dimensional paintings. |

| Code # | NJCCCS |
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| 1.1.8.D.1 | <p>Content Statement: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>Cumulative Progress Indicator: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> |
| 1.1.8.D.2 | <p>Content Statement: The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p> <p>Cumulative Progress Indicator: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> |

| Unit 2: “Performance” -Drawing/Painting/Sculpture - Grades 6-8 Pace: Introduced: MP1 Developed: MP1 Applied: MP1 Competence: MP1 | | |
|---|---------------------------------|--|
| Standards Reinforced by the completion of Grade 8: | | |
| # | Content Standards/Strands/CPI’s | Critical Knowledge & Skills Unit 2 |
| 1 | 1.3.8.D.1 | Apply the principles of balance to the creation of gesture drawings using the figure in action poses to enhance the expression of creative ideas. (Model Drawing) |
| 2 | 1.3.8.D.1 | Create a series of pastel drawings, pencil drawings, that demonstrate the principle of harmony through the utilization of color schemes and tone schemes. |
| 3 | 1.3.8.D.1 | Demonstrate an understanding of symmetrical, asymmetrical and/or radial balance by creating an original abstract or nonobjective two-dimensional drawings, paintings, or sculptures. |
| 4 | 1.3.8.D.6 | Create three-dimensional and two dimensional artwork derived from direct observation of natural or man-made objects. (Still Life drawings or paintings, ceramic sculpture making) |
| 5 | 1.3.8.D.1 | Apply the principles of Proportion and Balance to create a realistic two-dimensional self-portrait drawings or paintings. |
| 6 | 1.3.8.D.1 | Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork or sculpture. |
| 7 | 1.3.8.D.1 | Apply the principle of proportion in the creation of an original abstract or nonobjective three-dimensional sculpture in any media or mixed media |
| 8 | 1.3.8.D.4 | Identify the thematic and stylistic content of a known representative multicultural artwork and create a two or three-dimensional work expressing similar thematic content. |
| 9 | 1.3.8.D.5 | Create two and three-dimensional artworks that reflect thematic concepts in a variety of styles(Plcasso’s Guarnica, Giuseppe Archimboldo’s The Elements etc. |

| Code # | NJCCCS |
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| 1.3.8.D.1 | <p>Content Statement: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>Cumulative Progress Indicator: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> |
| 1.3.8.D.2 | <p>Content Statement: Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p> <p>Cumulative Progress Indicator: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> |

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| 1.3.8.D.3 | <p>Content Statement: The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> |
| 1.3.8.D.4 | <p>Content Statement: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p>Cumulative Progress Indicator: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.</p> |
| 1.3.8.D.5 | <p>Content Statement: Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</p> <p>Cumulative Progress Indicator: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</p> |

Unit 3: “Aesthetic Response and Critique Methodologies” -Drawing/Painting/Sculture - Grades 6-8

Pace: Introduced: MP1

Developed: MP1

Applied: MP1

Competence: MP1

Standards Reinforced by the completion of Grade 8:

| # | Content Standards/Strands/CPI's | Critical Knowledge & Skills Unit 3 |
|---|---------------------------------|--|
| 1 | 1.4.8.A.1 and 1.4.8.B.3 | Analyze culturally and historically specific artworks and compare and contrast the treatment of archetypal subject matter in class discussions. Observational and emotional response to the work when viewing pieces in class. |
| 2 | 1.4.8.A.2, 1.4.8.A.3 | Describe how utilitarian objects are used as non-utilitarian works of art and compare and contrast how everyday objects have changed stylistically over time in accordance with societal and cultural trends. |
| 3 | 1.4.8.A.5, and 1.4.8.B.1 | <p align="center">Compare and contrast the symbolic and metaphoric stylistic approach used by artists such as (Pablo Picasso, Diego Rivera, Ben Shaun, and Jacob Lawrence etc...)</p> <p align="center">Discuss/identify ways universal themes, and the elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> |
| 4 | 1.4.8.A.4 | Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras and examine ways the accepted meanings of known artworks may shift over time, within the context of societal norms, beliefs, or values. |
| 5 | 1.4.8.A.6 | Differentiate between “traditional” works of art and non-traditional elements of style in works of art from varied cultures and socio-historical/political contexts and use both traditional and non-traditional art making methodologies and conventions to express new ideas. |
| 6 | 1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of visual art from diverse cultures and historical eras according to the cultural norms and art making conventions specific to the work. |

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| 7 | 1.4.8.A.7 | Differentiate among levels of technical proficiency and basic formal structures employed by exemplary visual artists from a variety of cultural contexts and utilized observed practices of elements of style and use of formal structures to create original two and three-dimensional works of art . |
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| Code # | NJCCCS |
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| 1.4.8.A.1 | <p>Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> |
| 1.4.8.A.2 | <p>Content Statement: Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Cumulative Progress Indicator: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> |
| 1.4.8.A.3 | <p>Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> |

Unit 4: “History of the Arts and Culture” -Drawing/Painting/Sculture - Grades 6-8

Pace: Introduced: MP1

Developed: MP1

Applied: MP1

Competence: MP1

Standards Reinforced by the completion of Grade 8:

| # | Content Standards/Strands/CPI's | Critical Knowledge & Skills Unit 4 |
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| 1 | 1.2.8.A.1 | Discuss historical innovations in media in the visual arts that were caused by the creations of new technology through the ages. |
| 2 | 1.2.8.A.1 | Differentiate the criteria, and create a work of art, reflecting the same social, historical and political ideas, issues and events that have an impact, and are chronicled, throughout the histories of diverse cultures (e.g., create a work of art based upon a universal themes such as love, war, identity, environment which emphasis one of the pertinent social, historical and political issues impacting on a culture(Picasso’s Gurnica. |
| 3 | 1.2.8.A.2 | Differentiate past and contemporary works of art that use various types of line to represent important ideas, issues, or events chronicled in the histories of diverse cultures. |
| 4 | 1.2.8.A.2 | Discern past and contemporary works of art that use shape to represent important ideas, issues, and events chronicled in the histories of diverse cultures in two and three-dimensional works of art. |
| 5 | 1.2.8.A.3 | Analyze how artists applied the use of value and form in two and three-dimensional works of art as it relates to the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| 6 | 1.2.8.A.2 | Distinguish how artists applied the use of the various forms of balance in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |

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| 7 | 1.2.8.A.3 | Analyze artists' use of proportion and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts. |
| 8 | 1.2.8.A.2 1.2.8.A.3 | Compare and contrast the use of emphasis in past and contemporary works of art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |
| 9 | 1.2.8.A.2 1.2.8.A.3 | Analyze how artists' use the design principle of harmony/unity and the social, historical, and political impact of their artwork has on culture and the impact of culture on the arts. |
| 10 | 1.2.8.A.2 1.2.8.A.3 | Differentiate how artists applied the use of the principle of rhythm in past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |

| Code # | NJCCCS |
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| 1.2.8.A.1 | <p>Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Cumulative Progress Indicator: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> |

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| 1.2.8.A.2 | <p>Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provide insight into the lives of people and their values.</p> <p>Cumulative Progress Indicator: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> |
| 1.2.8.A.3 | <p>Content: Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Cumulative Progress Indicator: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> |

Unit 1-4: What This May Look Like (Grades 6-8)

Suggested Activities for Unit 1-4 (Grades 6-8)

May include but not limited to:

Unit 1(Drawing)

- *Study/recap of sketching and shading techniques (Shading Worksheet)*
- *Weekly sketchbook assignments checked by the teacher*
- *Study of self portraits(Symbolic self Portrait and Graph Self Portrait Etc.)*
- *Study of Still Life (The subject and materials will change per grade level.*
- *Study of Contour line project (Contour line project)*
- *Study of figure drawing and sketching (Students will take turns modeling and sketching in charcoal.*
- *Study of texture drawing (Look Through a Keyhole project/ Animal drawing)*
- *Study of a Graphite Artist(Magazine drawing project)*

(and any other activities discovered by teacher)

Unit 2 (Painting)

- *Study of the color wheel and color theory (Color Wheel/Hues exercise)*
- *Study of Monet and watercolor (Watercolor Landscape painting)*
- *Study of Monochromatic painting (Monochromatic self portrait)*
- *Study Sunsets painting and layering colors. (Sunset painting project)*
- *Study of contrast and silhouettes (Under the ocean project)*
- *Study of Emphasis in Painting (Close up Monster face Project etc.)*
- *Study of haikus and warm and cool colors recap (Haiku project)*

(and any other activities discovered by teacher)

Unit 3 (Sculpture/ceramics)

- *Study of ceramic sculptures (Design your own sculpture project)*
- *Study of paper mache(Paper mache bird Project)*
- *Study of molds and statues(Plaster Wrap Hand project)*
- *Study of Pop art, Andy Warhol (Pop Art sculpture project)*
- *Study of armatures and how they are used (Paper Mache Animal Busts*

(and any other activities discovered by teacher)

Interdisciplinary Connections

May include but not limited to:

All Grades:

Science-Will incorporate scientific methods when working on various mixed media art projects.

Literacy- Students will understand what a Haiku is and will create one of their very own.

Math- students will incorporate various math terms and disciplines when creating various mixed media art work.

History- Students will learn about different cultures and understand why art was important during that particular time period.

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| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>May include but not limited to:one on one instruction, observation, exit questions, diagrams, student self assessment , visual representations, discussion and learning, and response logs through sketchbooks and group critique.</i> | <i>May include but not limited to: rubrics and checklists, teacher observation and student self assessment, state mandated SGO exam, Sketchbook checks.</i> |
| 21st Century Skills | Modifications |
| <i>May include but not limited to:creativity, collaboration, critical thinking, ethics, proper use of technology, action and accountability</i> | <i>May include but not limited to:small group instruction, and sketchbook assignments and independent drawing. Materials and supplies may be changed to allow students to complete the assignment.</i> |
| Core Instructional Materials | District/School Primary and Supplementary Resources |
| <i>May include but not limited to:Specialized Art books, Art Style poster, and Elements and Principles Posters, getting to know the world’s Famous Artists, use of YouTube, Smart Board and ChromeBooks to support project research.</i> | <i>May include but not limited to:teacher guides and activity books, multimedia presentations and art teacher websites</i> |

SCOPE & SEQUENCE – Concepts Grades 6-8, Drawing, Painting, Sculpture

| | Grade 6 | Grade 7 | Grade 8 |
|----------------------|--|--|--|
| Principles of Design | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Balance, Emphasis, Harmony, Rhythm, Direction, Contrast, Repetition. | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Balance, Emphasis, Harmony, Rhythm, Direction, Contrast, Repetition. | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Balance, Emphasis, Harmony, Rhythm, Direction, Contrast, Repetition. |
| Elements of Design | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Line, Shape, Form, Texture, Space, Value, Colour. | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Line, Shape, Form, Texture, Space, Value, Colour. | Extended understanding and implementation with teacher support: <ul style="list-style-type: none"> • Line, Shape, Form, Texture, Space, Value, Colour. |

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| Sketching | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Line, Contour Line, Shading, Sketching, Knowledge of pencils. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Line, Contour Line, Shading, Sketching, Knowledge of pencils. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Line, Contour Line, Shading, Sketching, Knowledge of pencils. |
| Painting | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Brushstrokes, painting techniques, types of painting. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● iBrushstrokes, painting techniques, types of painting. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Brushstrokes, painting techniques, types of painting. |
| Form | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Structure and shapes in art. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Structure and shapes in art. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Structure and shapes in art. |
| Texture | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Recognizing texture and using in artwork. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Recognizing texture and using in artwork. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Recognizing texture and using in artwork. |
| Color Theory | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Warm/Cool colors, Hues, Tones, Tints and Shades. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Warm/Cool colors, Hues, Tones, Tints and Shades. | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Warm/Cool colors, Hues, Tones, Tints and Shades. |
| Interpretation | <p>Introductory understanding and implementation with teacher guidance and support:</p> | <p>Introductory understanding and implementation with teacher guidance and support:</p> | <p>Extended understanding and implementation with teacher support:</p> |

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| | <ul style="list-style-type: none"> ● How does this artwork make you feel? ● What was the artist going for? <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● style of artwork | <ul style="list-style-type: none"> ● How does this artwork make you feel? ● What was the artist going for? <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● style of artwork | <ul style="list-style-type: none"> ● How does this artwork make you feel? ● style of artwork |
| Critique | <p>Introductory understanding and implementation with teacher guidance and support:</p> <ul style="list-style-type: none"> ● evaluation ● Classroom Critique <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● analysis ● Classroom Critique | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● evaluation ● analysis ● Classroom Critique | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● evaluation ● analysis ● Classroom Critique |
| Modeling | <p>Introductory understanding and implementation with teacher guidance and support:</p> <ul style="list-style-type: none"> ● Self Portrait, Portrait, Still life. | <p>Introductory understanding and implementation with teacher guidance and support:</p> <ul style="list-style-type: none"> ● Self Portrait, Portrait, Still life. | <p>Introductory understanding and implementation with teacher guidance and support:</p> <ul style="list-style-type: none"> ● Self Portrait, Portrait, Still life. |
| Ceramics | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Tools ● Red/White Clay ● Clay building techniques | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Tools ● Red/White Clay ● Clay building techniques | <p>Extended understanding and implementation with teacher support:</p> <ul style="list-style-type: none"> ● Tools ● Red/White Clay ● Clay building techniques |
| Mixed Media Sculpture | Extended understanding and | Extended understanding and | Extended understanding and |

implementation with teacher support:

- Types of Sculptures
- Abstract
- Traditional

implementation with teacher support:

- Types of Sculptures
- Abstract
- Traditional

implementation with teacher support:

- Types of Sculptures
- Abstract
- Traditional