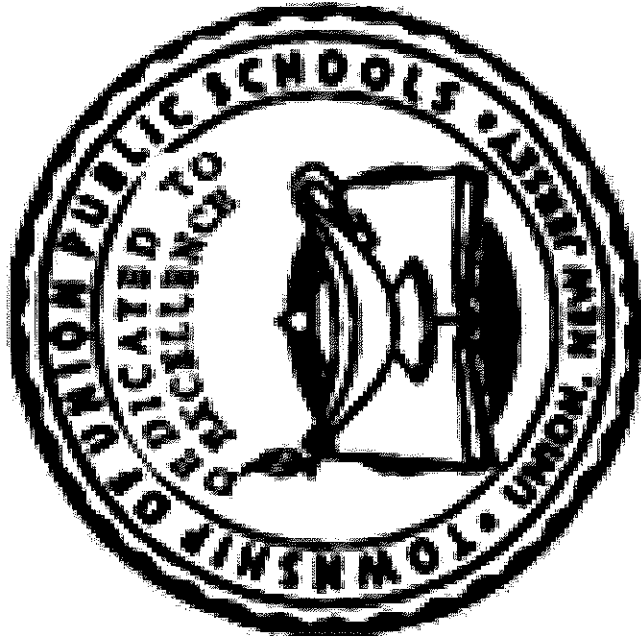


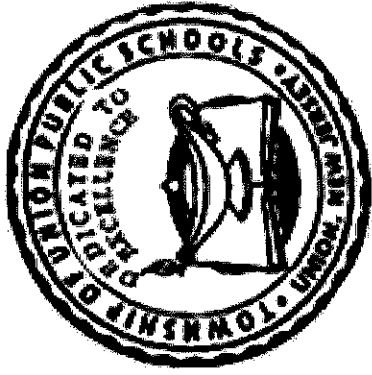
TOWNSHIP OF UNION PUBLIC SCHOOLS



ART Grades 3-5

Curriculum Guide

2016



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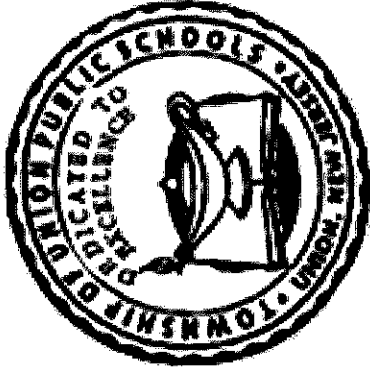
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TOWNSHIP OF UNION PUBLIC SCHOOLS

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English: 6-12	Randi Moran
Mathematics: 2-5, Science: 2-5	Theresa Matthews
Mathematics: 6-12	Jeremy Cohen
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Curriculum Committee
Art
Grades 3-5

Sarah Norman Livingston Elementary School
Washington Elementary School

Jill Ribble Connecticut Farms Elementary School

Brian Toscano Jefferson School

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Mission Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Vision Statement

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This Elementary Art Education Curriculum Guide provides a description of information, objectives, procedures and materials. The guide is organized by grade levels three through five. All students will progress toward the basic literacy of the elements of art and principles of design. Students will learn how to effectively use art media and materials, and experience techniques that are associated with each. Interdisciplinary connections are stated where applicable.

Areas of content include the Elements of art: Line, Shape, Form, Value, Color, Space, and Texture, and the Principles of Design: Balance, Harmony, Unity, Emphasis, Proportion, and Rhythm/Movement.

Differentiated learning generates the format to include appropriate educational links to all aspects of study at the elementary grade level. Art history and cultural connections, as well as work readiness skills, are documented in written plans. New Jersey Core Curriculum Standards are included, noted and up to date. Accommodations and modifications are made for special needs.

Students have exposure to famous works of art and themes throughout historical periods and world cultures. In addition to the suggested activities in this guide, teachers may choose to enforce artistic skills through the inclusion of special poster contests, exhibits or displays, and/or holiday projects. Technology may be used for audio-visual education and/or research. Lessons may be enhanced with the use of computers, video cameras, CD/DVD programs, audio and video technology.

Recommended Textbooks

- Barlow, Amanda and Non Figg. The Usborne Book of Art Ideas. Saffron Hill, London: Usborne Publishing Ltd., 1999
- Brookes, Mona. Drawing with Children. New York: G.P. Putnam's Sons, 1996
- Chapman, Laura H. Adventures in Art series. Davis
- Dickens, Rosie. The Usborne Art Treasury. Saffron Hill, London: Usborne Publishing Ltd., 2006
- Hume, Helen D. A Survival Kit for the Elementary/ Middle School Art Teacher. San Francisco, CA: Jossey-Bass, 2000
- Rodriguez, Susan. The Special Artist's Handbook. Palo Alto, CA: Dale Seymour Publications, 1984

Course Proficiencies

Grade 3 students will be able to...

- Identify and define the elements of art.
- Compare and contrast elements of art within works of art.
- Understand and define proportion.
- Use correct proportions to draw a face and/or body.
- Understand and define perspective.
- Identify and use a variety of ways to use perspective in artwork (foreground, middle ground, background, horizon line, distance, overlapping)
- Define, distinguish, and identify positive and negative shape/space.
- Use positive and negative space effectively with in artwork.
- Understand how artists use their imaginations to develop interesting and meaningful works of art.
- Understand how using groups of related colors can *unify* a work of art.
- Understand and use color families to portray a mood, feeling, or temperature.
- Differentiate between 2-dimensional and 3-dimensional works of art.
- Understand and formulate ideas about how art reflects culture.
- Use 3-D art to convey their interpretations of a particular culture.

Grade 4 students will be able to...

- Identify and define the elements of art.
- Use the elements of art to communicate a mood or emotion.
- Use creative lettering to draw attention to a work of art.
- Use creative lettering to communicate an idea.
- Define value and effectively use it within a work of art.
- Understand the relationship between a source of light and the value of a color or shade.
- Differentiate between 2-dimensional and 3-dimensional works of art.
- Use paper or clay sculpture to create a 3-D work of art.
- Understand how artworks of the past influence artwork of today.
- Use a historical work of art to inspire one's own artwork in the style of a particular genre.

Grade 5 students will be able to...

- Define and identify the elements of art.
- Define and identify the principles of design.
- Communicate an idea or theme through intentional use of the elements of art and principles of design.
- Create and use a viewpoint to create an artistic composition.
- Collaboratively create an artistic composition.
- Differentiate a variety of art mediums and determine how they can effect a final composition.
- Differentiate the qualities of watercolors and tempera paint.
- Differentiate opaque and translucent.
- Create a variety of textures using different brushstrokes and painting techniques.
- Understand artistic choices regarding art media and art mediums.
- Understand the career of an architect.
- Create a three-dimension work of art based on a two-dimensional plan.
- Understand how artists and artworks of the past influence the work of today.
- Create artwork based on a particular genre of the past.

Grade 3 Pacing Guide- Art

<u>Content</u>	Number of Days
Establishment of Classroom Rules/Safety Introductory Assessment	2
<u>Unit 1: The Elements of Art</u>	3
<u>Unit 2: Proportion</u> Gesture Drawing 3-D action figures Sketching a Model Portraits	8
<u>Unit 3: Perspective</u> A city at night, still life	3-4
<u>Unit 4: Spaces and Places</u> Surrealism Positive and negative space	6-7
<u>Unit 5: Color Wheel Theory</u>	3-4
<u>Unit 6: 3-Dimensional Art</u> Cultural masks	3-4
Final Grade 3 Assessment	1

Unit 1: Elements of Art

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you identify and define the elements of art?</p> <p>Can you compare and contrast elements of art within works of art?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	<p>Discuss, define, and identify the elements of art.</p> <p>Create an "Elements of Art" poster or booklet that illustrates each element of art.</p>	<p>Product-based assessment of appropriate use of the elements of art within each body of work.</p> <p>Group discussion comparing and contrasting use of the elements of art within famous works of art.</p>

Unit 2: Proportion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJCCCS Indicators</i>)	Suggested Activities	Assessments
<p>What is proportion?</p> <p>How do we use proportion to draw a face and/or body?</p>	<p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>	<p>Discuss and define proportion with specific examples.</p> <p>Create a variety of quick gesture drawings based on student poses.</p> <p>Create 3-D foil figures, wire sculptures, or clay figures to capture one of the gesture sketches from previous activity.</p> <p>Sketch a student model in detail using correct proportions.</p> <p>Create a proportionally correct self-portrait or portrait.</p>	<p>Product-based assessment of appropriate use of proportion in any or all of the suggested activities.</p>

Unit 3: Perspective

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you define perspective?</p> <p>How can you show perspective in your artwork?</p> <p>Can you identify a variety of ways to use perspective in your artwork?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	<p>Define and discuss perspective in artwork, and introduce new vocabulary: foreground, middle ground, background, horizon line, distance, and overlapping.</p> <p>Students will create a drawing or painting in which perspective is evident (outdoor activities, city at night, still-life).</p>	<p>Product-based assessment of correct use of perspective techniques.</p> <p>Worksheet/quiz on perspective vocabulary.</p>

Unit 4: Places and Spaces

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What is a positive shape/space?</p> <p>What is a negative shape/space?</p> <p>Where do artists get their ideas and how can you use your imagination to come up with interesting works of art?</p>	<p>1.2.5.A.2: Relate common artistic elements that define distinctive art genres in visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in visual art in diverse cultures throughout history.</p> <p>1.3.5.D.1: Work individually and collaboratively to create 2 and 3-dimensional works of art that make cohesive visual statements and employ the elements of art and principles of design.</p> <p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age appropriate stylistic terminology (eg. Surreal) and experiment with various compositional approaches influenced by these styles.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual art artworks (eg. Surreal) using age appropriate stylistic terminology and experiment with various compositional approaches influenced by these genres.</p>	<p>Define and identify positive and negative shapes/spaces.</p> <p>Students will create a simple collage that clearly separates positive and negative space using bold colors and shapes.</p> <p>Students will participate in the collaborative surrealist game, "The Exquisite Corpse," as an introduction into surrealism.</p> <p>Discuss a variety of artistic inspirations and how one can use ideas in his/her own works of art.</p> <p>Create an imaginary place using dream-like inspired ideas.</p>	<p>Product-based assessment of correct use of positive and negative space.</p> <p>Product-based assessment of artwork produced using the elements of art, focusing on interesting use of space in conjunction with imaginary ideas discussed in class.</p>

Unit 5: Color Theory

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can using groups of related colors unify an artwork?</p> <p>How can color families be used to portray a mood, feeling, or temperature?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.A.1: Employ basic, discipline-specific arts terminology to categorize visual art according to established classifications.</p>	<p>Review color wheel and identify and define a variety of color families.</p> <p>Create a painting that demonstrates proper use of related colors to unify the artwork.</p>	<p>Product-based assessment of appropriate use of the color wheel, and color families.</p> <p>Color wheel assessment page.</p>

Unit 6: 3-Dimensional Masks

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you differentiate 2- and 3-dimensional works of art?</p> <p>How can art reflect culture?</p> <p>How can you use 3-dimensional art to convey your interpretation of a particular culture?</p>	<p>1.4.5.A.3: 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, and historical contexts).</p>	<p>Review 2- and 3-D works of art.</p> <p>View and discuss various types of masks of different cultures and how they can communicate beliefs, usage, and historical context.</p>	<p>Product-based assessment of a mixed-medium created mask in the 3rd dimension that reflects an understanding of a culture discussed in class.</p>

Grade 4 Pacing Guide- Art

	Number of Days
Content Establishment of Classroom Rules/Safety Introductory Assessment	2
<u>Unit 1: Elements of Art Review</u>	2-3
<u>Unit 2: Creative Lettering</u>	3-6
<u>Unit 3: Value</u>	3-4
<u>Unit 4: 3-Dimensional Art</u>	3-6
<u>Unit 5: Art History</u>	3-6
Final Grade 4 Assessment	1

Unit 1: Elements of Art Review

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you identify and define the elements of art?</p> <p>How can using the elements of art help you to communicate a mood or emotion?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>	<p>Discuss, define, and identify the elements of art.</p> <p>Group discussion of strengths and weaknesses of sample artwork, along with teacher expectations for quality of work throughout the year (e.g., teacher-created sample artwork rubric).</p>	<p>Students will write what elements of art they used, and how, to communicate their mood or emotion.</p> <p>One or more of the assessment worksheets located in the appendix.</p> <p>Self-assessment rubric.</p>
<p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.</p>	<p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p> <p>1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.</p>	<p>Create a drawing or collage using one or more of the elements of art to communicate a mood or emotion.</p>	

Unit 2: Creative Lettering

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can creative lettering draw attention to artwork?</p> <p>How can you use creative lettering to communicate an idea?</p>	<p>1.4.5.B.2: Use of evaluative tools for self-assessment, and to appraise the objectivity of critiques by peers.</p> <p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p>	<p>Discuss reasons artists might use creative lettering and why.</p> <p>Experiment with a variety of writing styles.</p> <p>Create a poster or project in which creative lettering is essential to communication of an idea or to draw attention for a specific reason.</p> <p>*Computers may also be used as practice or a final composition.</p>	<p>Self-assessment rubric completed by student and teacher.</p>

Unit 3: Value

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you define value?</p> <p>How can you show value in your artwork?</p> <p>How does value relate to a light source and what does it show?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	<p>Discuss and identify value in artwork and how it is created by a light source. Introduce techniques that may be used to create it: cross-hatching, stippling, shading.</p> <p>Students will create a drawing or painting in which value is essential to defining the form.</p>	<p>Speaking of Value <u>Adventures in Art, Level 5</u> assessment page 4.</p> <p>Product-based assessment of value techniques used to define the form.</p>

Unit 4: 3-Dimensional Art

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you differentiate 2- and 3-dimensional works of art?</p> <p>How can you use paper sculpture or clay to create a 3-dimensional work of art?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>	<p>Review 2- and 3-D works of art.</p> <p>Students will create a 3-dimensional work of art, including, but not limited to paper sculpture portraits, paper form construction, puppets, and/or clay pots or figures.</p>	<p>Product-based assessment of 3-dimensional building construction of the specified project.</p> <p>Self-assessment rubric according to project guidelines.</p>

Unit 5: Art History

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How do artworks of the past influence artwork of today?</p> <p>How can you create your own artwork in the style of a particular genre?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.A.1: Employ basic, discipline-specific arts terminology to categorize visual art according to established classifications.</p>	<p>As a class, discuss a genre of art with examples.</p> <p>Students will create their own works of art based on the style of the genre discussed (e.g., Pop-Art, Impressionism, Cubism, Non-Objective)</p>	<p>Compare and contrast your work of art to a famous piece of art created in the same style (discussion, writing, venn diagram).</p> <p>Product-based assessment of teacher-provided guidelines.</p>

Grade 5 Pacing Guide- Art

	Number of Days
<u>Content</u> Establishment of Classroom Rules/Safety Introductory Assessment	2-3
<u>Unit 1: Elements of Art and Principles of Design in Everyday Life</u>	4-5
<u>Unit 2: Composing Pictures</u>	4-5
<u>Unit 3: Painting Techniques</u>	4-6
<u>Unit 4: Architecture</u>	4-6
<u>Unit 5: Art History</u>	4-6
Final Grade 5 Assessment	1

Unit 1: Elements of Art and Principles of Design in Everyday Life

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJCCCS Indicators</i>)	Suggested Activities	Assessments
<p>Can you identify and define the elements of art?</p> <p>Can you identify and define the principles of design?</p> <p>How can you combine the elements of art to create the principles of design?</p> <p>How can using the elements of art and principles of design help you to communicate an idea or theme?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p> <p>1.4.5.B.4: Define technical proficiency, using the elements of art and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.</p>	<p>Discuss, define, and identify the elements of art and principles of design through group discussion using sample pieces of artwork as examples of their uses.</p> <p>Choose a piece of artwork about which students can formulate ideas concerning the effectiveness of artistic choices and how context can influence opinions (e.g., cultural works of art that may be more meaningful to a particular group and not another- Faith Ringgold, Jacob Lawrence).</p> <p>Students will create artwork depicting a scene based on 1 adjective and 2 nouns selected randomly by the teacher. The student will choose one or more principles of design to use to communicate their idea.</p>	<p>Group discussions about use and artistic effectiveness of the elements of art and principles of design within sample artwork.</p> <p>Self-assessment/teacher-assessment rubric defining the elements of art and principles of design.</p>

Unit 2: Composing Pictures

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What is a viewfinder and how do artists use it?</p> <p>How can artists compose pictures collaboratively?</p> <p>How can using different art mediums effect the composition of piece of artwork?</p>	<p>1.1.5.D.2: Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical</u> 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> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>1.3.5.D.5: Collaborate in the creation of works of art using <u>multiple art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p>	<p>Discuss reasons artists might use a viewfinder for creating a composition.</p> <p>Have students make a viewfinder and use it to find interesting ideas in magazines or around the classroom. Students can create sketches or complete compositions of their ideas.</p> <p>Choose a piece of artwork or another composition and assign each student a small section to enlarge on their own square, using the medium of their choice.</p> <p>Display all sections together as a complete composition.</p> <p>Choose several bottles or objects for students to draw individually. Have students cut out the objects, arrange them to their liking, and paste them on a piece of paper to create a still life composition</p>	<p>Group discussion of complete composition using appropriate arts terminology.</p> <p>Product-based assessment of techniques used to enlarge each student's section of the composition.</p>

Unit 3: Painting Techniques

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJCCCS Indicators</i>)	Suggested Activities	Assessments
<p>How do watercolors and tempera (and acrylic if available) differ?</p> <p>What is opaque in contrast to translucent?</p> <p>How can you create different brushstrokes and/or texture techniques in a painting?</p> <p>Why might artists choose a particular type of paint to create their artwork?</p>	<p>1.1.5.D.2: Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p>Demonstrate a variety of painting techniques, including different brushes and materials to create texture. Have students discuss and compare and contrast. Allow students to experiment individually.</p> <p>Duplicate student Still Life artwork from the last unit and add value to each duplicate using a different painting technique.</p> <p>Landscapes using masking tape to mask areas while using watercolor paint to create different skies.</p> <p>Use bleeding tissue paper to add color to a drawing.</p>	<p>Student participation in discussion and experimental process.</p> <p>Product-based assessment using a rubric that includes pre-determined requirements for the painting as per assignment.</p>

Unit 4: Architecture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Who is an architect?</p> <p>What is a blue-print?</p> <p>Why do architects need two-dimensional plans to create three-dimensional work?</p> <p>How can you create a three-dimensional work of art based on a two-dimensional plan?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.3.5.D.4: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.3.5.D.1: Work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p>	<p>Review 2- and 3-D works of art.</p> <p>Show different styles of architecture and how styles have changed throughout the years. Discuss where these elements are seen today.</p> <p>Students will focus on line and space to create a "blueprint" of a place or building using white pencil on blue paper to design their plan.</p> <p>Students will create a portion of their design, individually or in small groups, in a three-dimensional work of art.</p>	<p>Self-assessment rubric according to project guidelines for the blueprint.</p> <p>Product-based assessment of 3-dimensional building construction in relation to the original blueprint.</p>

Unit 5: Art History

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How do artworks of the past influence artwork of today?</p> <p>How can you create your own artwork in the style of a particular genre?</p>	<p>1.1.5.D.1: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive <u>art genres</u> in visual art.</p> <p>1.3.5.D.3: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.4.5.A.1: Employ basic, discipline-specific arts terminology to categorize visual art according to established classifications.</p>	<p>As a class, discuss a genre of art with examples.</p> <p>Students will create their own works of art based on the style of the genre discussed (e.g., Realism, Pop-Art, Surrealism, Impressionism, Cubism, Non-Objective)</p>	<p>In writing, compare and contrast your work of art to a famous piece of art created in the same style.</p> <p>Product-based assessment of teacher-provided guidelines.</p>

New Jersey Core Curriculum Content Standards
Visual Arts

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

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

Content Area	Visual and Performing Arts		
Standard	1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
Strand	D. Visual Art		
By the end of grade	Content Statement	Indicator#	Indicator
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.</p> <p>The <u>elements of art</u> and <u>principles of design</u> can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Contextual clues to culturally specific thematic content, symbolism, and stylistic nuance are prevalent in works of art throughout the ages.</p>	<p>1.3.5.D.1</p> <p>1.3.5.D.2</p>	<p>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> <p>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, optical, impressionistic), and experiment with various compositional approaches influenced by these styles.</p>

	<p>Each of the <u>genres</u> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.</p> <p>The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</p> <p>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>1.3.5.D.3</p> <p>1.3.5.D.4</p> <p>1.3.5.D.5</p>	<p>Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.</p> <p>Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside and outside the classroom.</p>
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Content Area		Visual and Performing Arts	
Standard		1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand		A. Aesthetic Responses	
By the end of grade	Content Statement	Indicator#	Indicator
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.</p> <p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p><u>Formalism</u> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>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>1.4.5.A.1</p> <p>1.4.5.A.2</p> <p>1.4.5.A.3</p>	<p>Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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>

Content Area		Visual and Performing Arts	
Standard		1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand		B. Critique Methodologies	
By the end of grade	Content Statement	Indicator#	Indicator
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in <u>DANCE, MUSIC, THEATRE, and VISUAL ART.</u></p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology.</u></p> <p>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p>	1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
		1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
		1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
		1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

	<p>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>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>
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GLOSSARY

Archetypal work of art: An artwork that epitomizes a genre of art.

Art genres: Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres.

Arts media: Artistic methods, processes, or means of expression (e.g., presentation mechanisms such as screen, print, auditory, or tactile modes) used to produce a work of art.

Art medium(s): Any material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others.

Artistic processes: For example, expressionism, abstractionism/nonobjectivism, realism, naturalism, impressionism, and others.

Balance: For example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes.

Basic Literacy: A level of achievement that indicates a student meets or exceeds the K-5 arts standards. Basic Literacy is attained when a student can:

1. Respond to artworks with empathy.
2. Understand that artwork reflects historical, cultural, and aesthetic perspectives.
3. Perform in all four arts disciplines at an age-appropriate level.
4. Draw similarities within and across the arts disciplines.

Competency: A level of achievement that indicates a student meets or exceeds the K-8 arts standards. Competency is attained when a student can:

1. Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
2. Perceive artworks from structural, historical, cultural, and aesthetic perspectives.

3. Perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems.
4. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

Consummate works of art: Expertly articulated concepts or renderings of artwork.

Discipline-specific arts terminology: Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.

Elements of art: The compositional building blocks of visual art, including line, color, shape, form, texture, and space.

Exemplary works: Works representing genres of art that may be examined from structural, historical, and cultural perspectives.

Formalism: The concept that a work's artistic value is entirely determined by its form-the way it is made, its purely visual aspects, and its medium. The context for the work is of secondary importance. Formalism predominated Western art from the late 1800s to the 1960s.

Historical eras in the arts: Artworks that share distinct characteristics and common themes associated with a period of history.

Media Arts: For example, television, film, video, radio, and electronic media.

New art media and methodologies: Artistic works that have a technological component, such as digital art, computer graphics, computer animation, virtual art, computer robotics, and others.

Principles of design: Balance, proportion, rhythm, emphasis, and unity.

Proficiency: A level of achievement that indicates a student meets or exceeds the K-12 arts standards. Proficiency is attained when a student can:

1. Respond to artworks with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

2. Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
3. Perform in a chosen area of the arts with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency.
4. Relate various types of arts knowledge and skills within and across the arts disciplines, by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Utilitarian and non-utilitarian art: Art may be functional (i.e., utilitarian) or decorative (i.e., non-utilitarian).

Visual communication: The sharing of ideas primarily through visual means—a concept that is commonly associated with two-dimensional images. Visual communication explores the notion that visual messages have power to inform, educate or persuade. The success of visual communication is often determined by measuring the audience's comprehension of the artist's intent, and is not based on aesthetic or artistic preference. In the era of electronic communication, the importance of visual communication is heightened because visual displays help users understand the communication taking place.

Visual literacy: The ability to understand subject matter and the meaning of visual artworks within a given cultural context; the ability to communicate in a wide array of art media and express oneself in at least one visual discipline.

Appendix

Grading Rubric: Grades 3 and 4

Indicators	Elements of Art	Self Balance/ Initiative, Planning and Organization of Work	Craftsmanship	Safe Use of Equipment	Project Objectives
1	Unable to use the Elements of Art, as a whole or in part throughout the design process in an attempt to produce a product.	Off task for majority of class time. Unable to work without continuous help from teacher following instruction.	Unable to recognize own ability; hindered by limitations.	Hazardous disregard for safety in use of media/equipment.	Unable to apply techniques and/or concepts, techniques and/or processes to other creative endeavors.
2	Limited use of the Elements of Art throughout the design process to produce product.	Limited use of class time; Needed a disproportionate amount of the teacher's time following instruction.	Shows some evidence of skill in limited area.	Poor or wasteful use of media/equipment.	Limited application of concepts, techniques and/or processes to other creative endeavors.
3	Reasonable use of the Elements of Art throughout the design process to produce a thoughtful end product.	Reasonable use of class time; Needs minimal supervision following instruction.	Average rendering with significant deficiencies evident in final project.	Reasonable display of safety when handling media/equipment.	Average application of concepts, techniques and/or processes to other creative endeavors.
4	Effective use of the Elements of Art throughout the design process to produce a thoughtful end product.	Effective use of class time; demonstrates clear focus and work alone most of the time following instruction.	Next execution, Above average rendering.	Effective display of safety when handling media/equipment.	Effective application of concepts, techniques and/or processes to other creative endeavors.
Total	x5=	x5=	x5=	x5=	x5=

Project Objective:

Project Title:

Student Name:

Class Code

Total=

A+=95.5-100
 A=92.5-96.4
 B+=89.5-92.4
 B=82.5-86.4
 C+=76.5-79.4
 C=72.5-76.4
 D+=64.5-69.4
 D=59.5-64.4
 F=0-59.4

Comments:

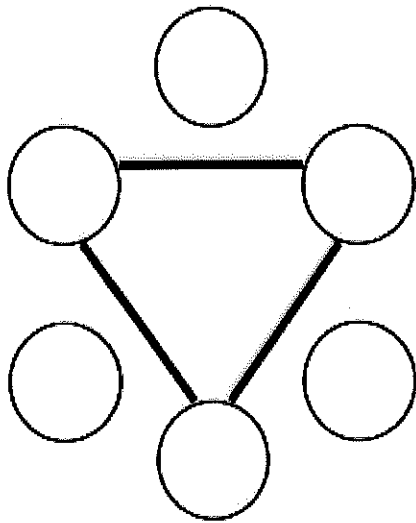
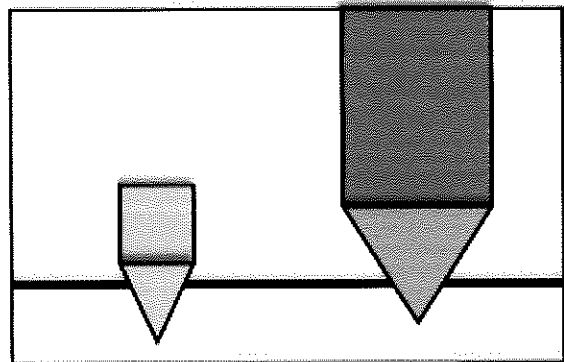
FINAL GRADE

Grading Rubric: Grade 5

Art Project Rubrics

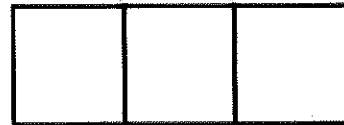
Teacher	Course	Student		
TOSCANO, BRIAN		3501/1 - Art (5)		
Excellant Value: 25	Good Value: 20	Average Value: 15	Poor Value: 10	Points
<p>Participation</p> <p>Student raises their hand continuously, wants to be called on, and participates in class discussions/critiques while demonstrating an understanding of the concepts being taught.</p>	<p>Student makes an effort to raise their hand and participate in class discussion with relevant information to the concepts being taught.</p>	<p>Student rarely raises their hand to participate in class discussions though give relevant information to the concepts being taught when called upon.</p>	<p>Student does not raise their hand or make an effort to participate in class discussions and does not give relevant information to the concepts being taught when called upon.</p>	
<p>Techniques</p> <p>Student follows all directions given, shows an understanding of how to use the art supplies, and tools, and demonstrates some knowledge of the concept taught. Student has turned in work that covers most of the paper.</p>	<p>Student follows most directions given, shows an understanding of how to use the art supplies, and tools, and demonstrates some knowledge of the concept taught. Student has turned in work that covers less than 75% of the paper.</p>	<p>Student follows some but not all directions given, shows little understanding of how to use the art supplies, and tools, and demonstrates little knowledge of the concept taught. Student has turned in work that covers less than 50% of the paper.</p>	<p>Student does not follow all directions given, does not show an understanding of how to use the art supplies, and tools, and demonstrates no knowledge of the concept taught. Student has turned in work that covers less than 25% of the paper.</p>	
<p>Creativity</p> <p>Student uses creativity and imagination to independently create a unique piece of work with extensive exploration in the art genre taught.</p>	<p>Student uses creativity and imagination to create a unique piece of work with some exploration in the art genre taught.</p>	<p>Student uses some creativity and imagination with the goal of some guidance to create a unique and surreal image with minimal exploration in the art genre taught.</p>	<p>Student uses no creativity or imagination in creating the artwork needing constant guidance with no self exploration in the art genre taught.</p>	
<p>Individual Growth</p> <p>Student demonstrates true growth from the introduction of the concept to the conclusion of the lesson showing a full understanding of its history and the process involved to achieve the desired effect.</p>	<p>Student shows good effort to understand concept from the introduction to the conclusion of the lesson showing some understanding of its history and the process involved to achieve the desired effect.</p>	<p>Student demonstrates little growth or effort from the introduction of the concept to the conclusion of the lesson showing little understanding of its history and the process involved to achieve the desired effect.</p>	<p>Student demonstrates no growth or effort from the introduction of the concept to the conclusion of the lesson and shows no understanding of its history and the process involved to achieve the desired effect.</p>	
Total Points:				

1. Circle the house that appears CLOSEST to us, the viewer.

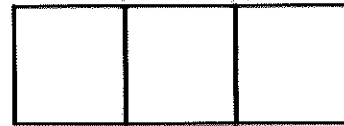


2. Fill in the COLOR WHEEL.

3. COLOR the boxes with 3 different WARM COLORS.



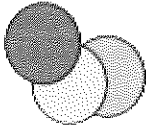
4. COLOR the boxes with 3 different COOL COLORS.



** Fill in the blank. Circle the correct answer.

5. Texture is the way something _____ (Works - Feels - Moves)

6. Proportion is how objects relate in _____ (Size - Color - Value)



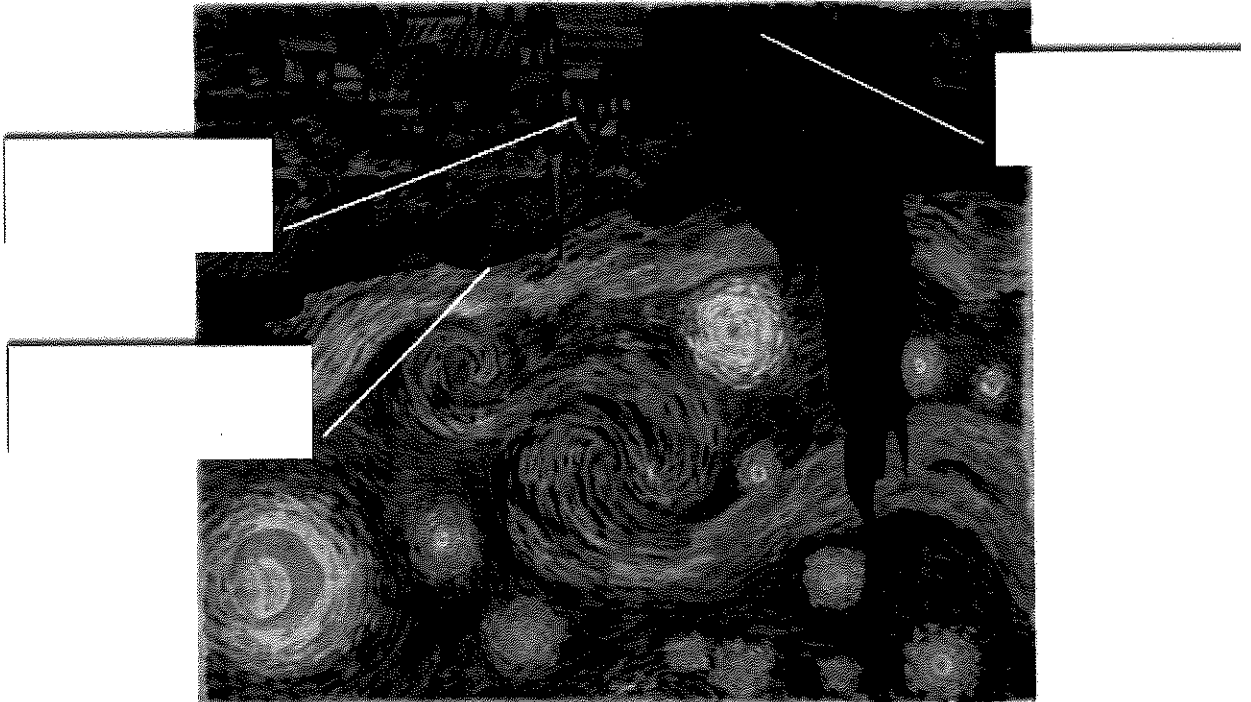
4. When a shape lies on top of and partly covers something else this is called _____.

3. A _____ line is where water or land seems to end and the sky begins.

2. Artists can show distance by _____ of the shape, so that a shape that is smaller looks further away in the distance while a shape that is larger looks like it is closer.

**** Use the words from the Word Box to fill in the blanks below****

1. Label the foreground, middle-ground and background areas in the boxes in the picture above.



All good artists use to create space in their artwork

perspective

Word Bank

- Horizon
- Overlap
- Changing Size

Fourth Grade Introductory Assessment

Name _____

Class _____

Directions: Fill in the blank with the correct element of art from the word bank below.

1. A continuous mark made by a moving point is called a _____

2. The lightness or darkness of a color is known as _____

3. Cubes, spheres and cones all are three-dimensional _____

4. Hue is another name for _____ and it can come in shades and tints.

5. The distance or area between, around, above, below, or within things is known as _____

6. The "feel" of an object, its smoothness, roughness, or softness is known as _____

7. It is that and when a line makes a space by ending where it started it creates a _____

Word Bank

Line Color Shape Value Texture Space Form

The Elements of Art
 (line, color, shape, form,
 texture, value, space)

Directions: Simply draw a symbol or picture for each of the elements in the boxes provided below. DO NOT include text. YOU ARE ENCOURAGED TO USE COLOR.

Line	Color	Shape/Form
Texture	Value	Space

Standard 1.1 0 The student does not reach a standard described by any of the descriptors.	Standard 1.1 1 The student demonstrates difficulty understanding the elements that govern the creation of works of art in visual art.	Standard 1.1 2 The student has limited understanding of the elements that govern the creation of works of art in visual art.	Standard 1.1 3 The student demonstrates a satisfactory understanding of the elements that govern the creation of works of art in visual art.	Standard 1.1 4 The student demonstrates a well-developed understanding of the elements that govern the creation of works of art in visual art.
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Fifth Grade Introductory Assessment

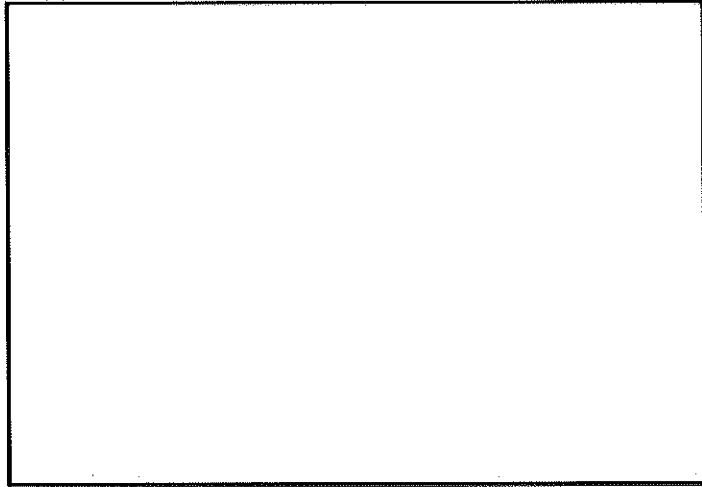
Name:

Class Code:

ELEMENTS OF ART

Welcome Back artists! To get our creative minds back in school mode, let's do some exercises with the Elements of Art. Carefully read the following directions and complete the exercises in the spaces provided.

Line: A mark made on a surface by moving a point.



(Create a picture or design using 6 different types of lines.)

Shape: A 2D enclosed space (geometric or freeform)

Draw 3 GEOMETRIC SHAPES	Draw 3 FREEFORM SHAPES
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Fifth Grade Introductory Assessment

Color: The hue that is reflected back to the eye

Complementary-color pairs that are opposite on the color wheel

Monochromatic- only one color (but can be many different shades)

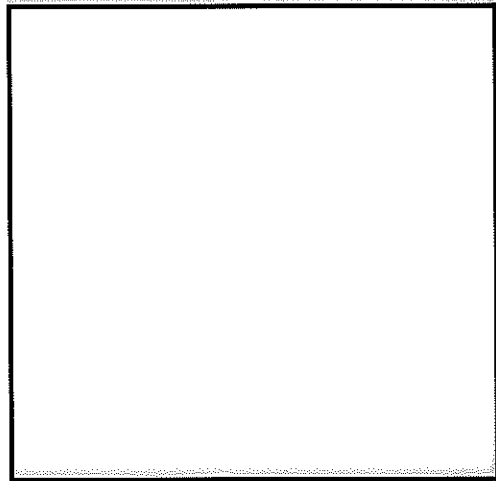
Analogous- colors that are neighbors on the color wheel

Warm- red, orange, yellow, and all shades in between

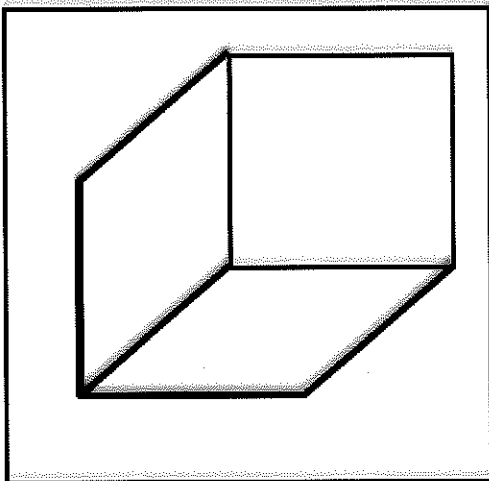
Cool- green, blue, purple and all shades in between

Neutral- grays and browns

* Black is all colors together - White is the absence of color

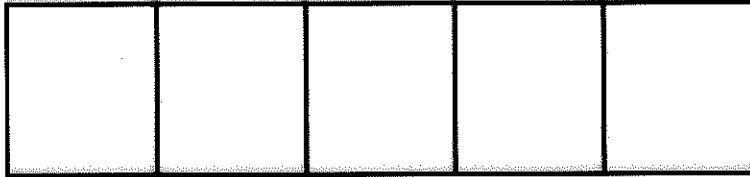


Draw a person wearing warm colors.
Color in the background with neutrals.



Create a light source.
Color in the cube using a monochromatic scheme.
Color in the background using the complement of
the monochromatic color you chose.

Value: All the shades between light and dark.



(use your pencil to shade in the squares from light to dark)

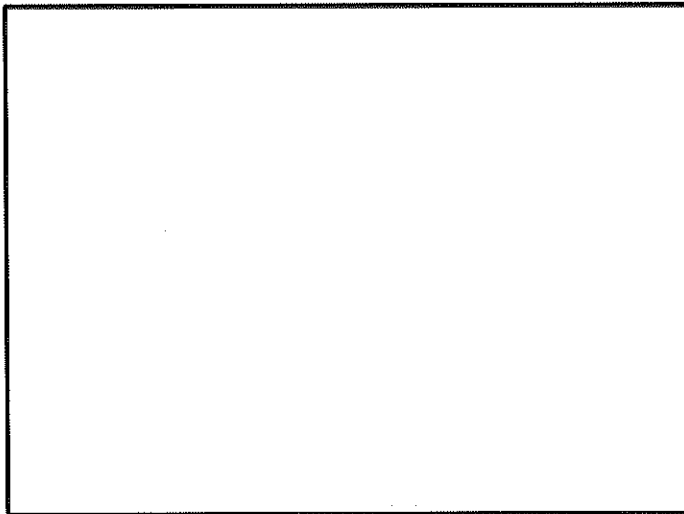
Fifth Grade Introductory Assessment

Texture: The way a surface feels (real or implied).

* Think of 3 very different

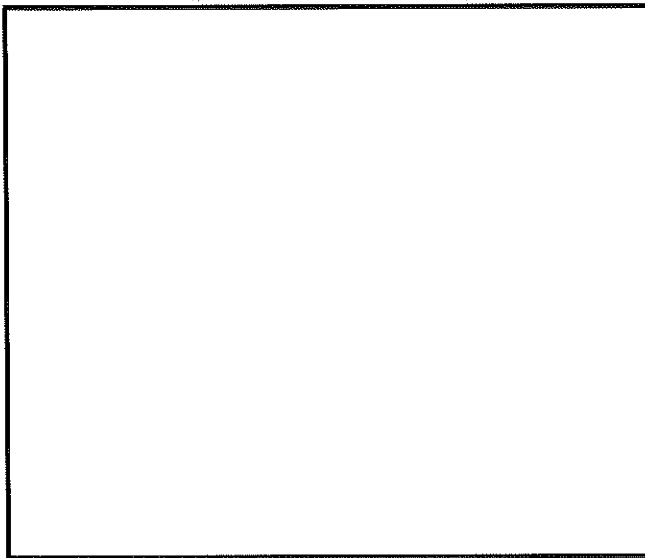
textures, one really gross, one very pleasant and one that you would not want to cuddle with. Write your ideas down:

- 1.
- 2.
- 3.



In the box above, choose ONE of the three textures you have described and draw an example of implied texture. Please circle, from your list, which texture you chose to draw.

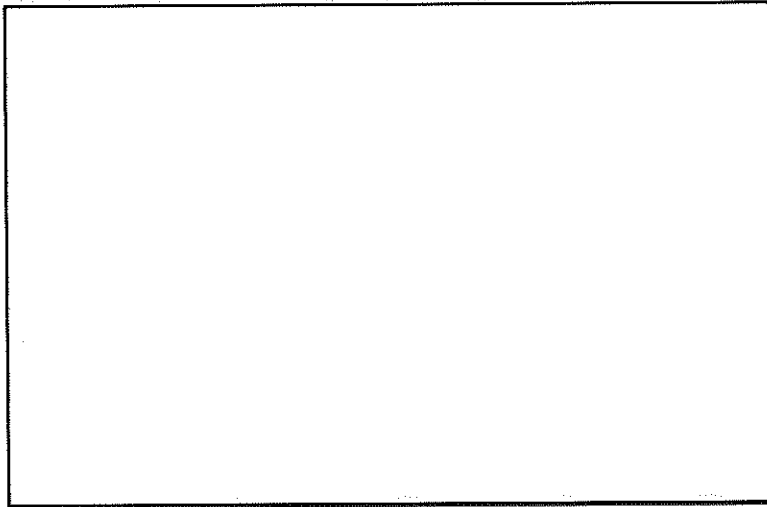
Space: The areas or distances around, within or through a piece of work (positive/negative). The appearance of being flat or having depth (deep/shallow).



Create an image that has deep space. Remember, an image that has deep space will have a foreground, middle ground and a background. Use overlap, size and location.

Fifth Grade Introductory Assessment

Form: is three-dimensional (height, width, and depth) and encloses volume. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form. Cubes, spheres, pyramids, cone, and cylinders are examples of various forms.



Draw 3 different forms.

