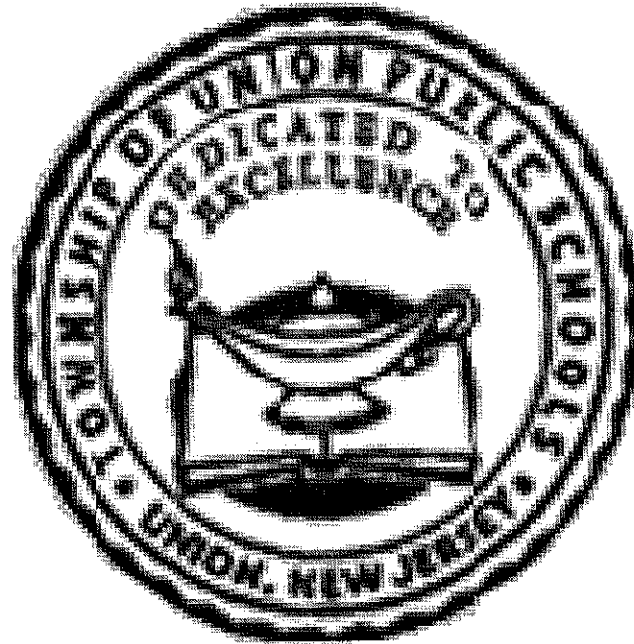
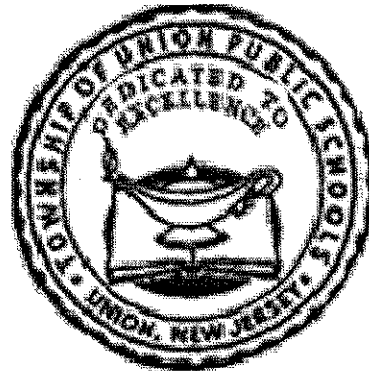


TOWNSHIP OF UNION PUBLIC SCHOOLS



**General Art/K-5
Curriculum Guide
2012**



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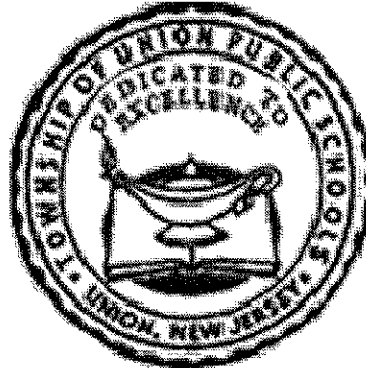
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TOWNSHIP OF UNION PUBLIC SCHOOLS
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Connecticut Farms Elementary School

Colleen Cannon

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

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 kindergarten through fifth. 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 tapes.

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. Place: Davis, date

Conlin, Janet Louise. A Work of Heart: A Year of Kindergarten Art Lessons. Glenview, IL: btcPublications, ltd., 2007

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 Fransico, CA: Jossey-Bass, 2000

Rodriguez, Susan. The Special Artist's Handbook. Palo Alto, CA: Dale Seymour Publications, 1984

Course Proficiencies

Kindergarten students will be able to...

- Recognize basic shapes in the world around them and in artwork.
- Use shapes to create their own artwork.
- Cut on a line.
- Cut and paste shapes.
- Identify a variety of lines.
- Use lines to create patterns in their artwork.
- Identify the primary and secondary colors.
- Use primary colors to mix secondary colors.
- Use descriptive words to describe texture.
- Use a variety of lines to create texture.
- Use shapes and lines to create a drawing of a person.
- Understand and include *background* in artwork to tell a story.
- Distinguish 2-dimensional and 3-dimensional artwork.
- Manipulate paper and use paper folding techniques to create 3-D artwork and/or mold clay to create 3-D artwork.

Grade 1 students will be able to...

- Identify a variety of lines in the world around them.
- Use lines to create pattern.
- Understand the relationship of colors based on the color wheel.
- Recognize and identify shapes in the world around them.
- Use shapes to create their own works of art.
- Identify and distinguish geometric and free-form shapes.
- Understand and use words to describe texture.
- Distinguish tactile and visual texture.
- Use lines to create visual texture.
- Use color to show meaning, emotion, and/or style.

- Formulate ideas about how art has changed according to resources and culture.
- Communicate a personal memory or tradition through visual art.
- Understand and use *background* in artwork to tell a story.
- Use line and shape to imply movement.
- Understand and use details to support a theme.
- Understand and use a variety of size and placement of objects to create the appearance of near and far.

Grade 2 students will be able to...

- Identify a variety of lines in the world around them.
- Distinguish tactile and visual texture.
- Use lines to create visual texture.
- Use a combination of shapes to convey a facial expression.
- Identify the primary, secondary, and intermediate colors.
- Use the primary colors to create secondary and intermediate colors.
- Use a variety of brushstrokes to create different lines, shapes, textures, and patterns.
- Define abstract art.
- Define landscape.
- Use color and line to portray a mood of weather.
- Brainstorm ideas about similarities and differences between their own neighborhoods and those of others.
- Use divisions of space to create sky, ground, and under the earth.
- Use shape, space, line, color, and texture to create patterns and imply movement.
- Distinguish 2-dimensional and 3-dimensional shapes/art.
- Manipulate paper and/or mold clay to create 3-D art.
- Use line and shape to imply movement.
- Brainstorms ideas of details to support a theme.
- Use size and placement of objects to convey the appearance of near and far.

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 their own artwork in the style of a particular genre.

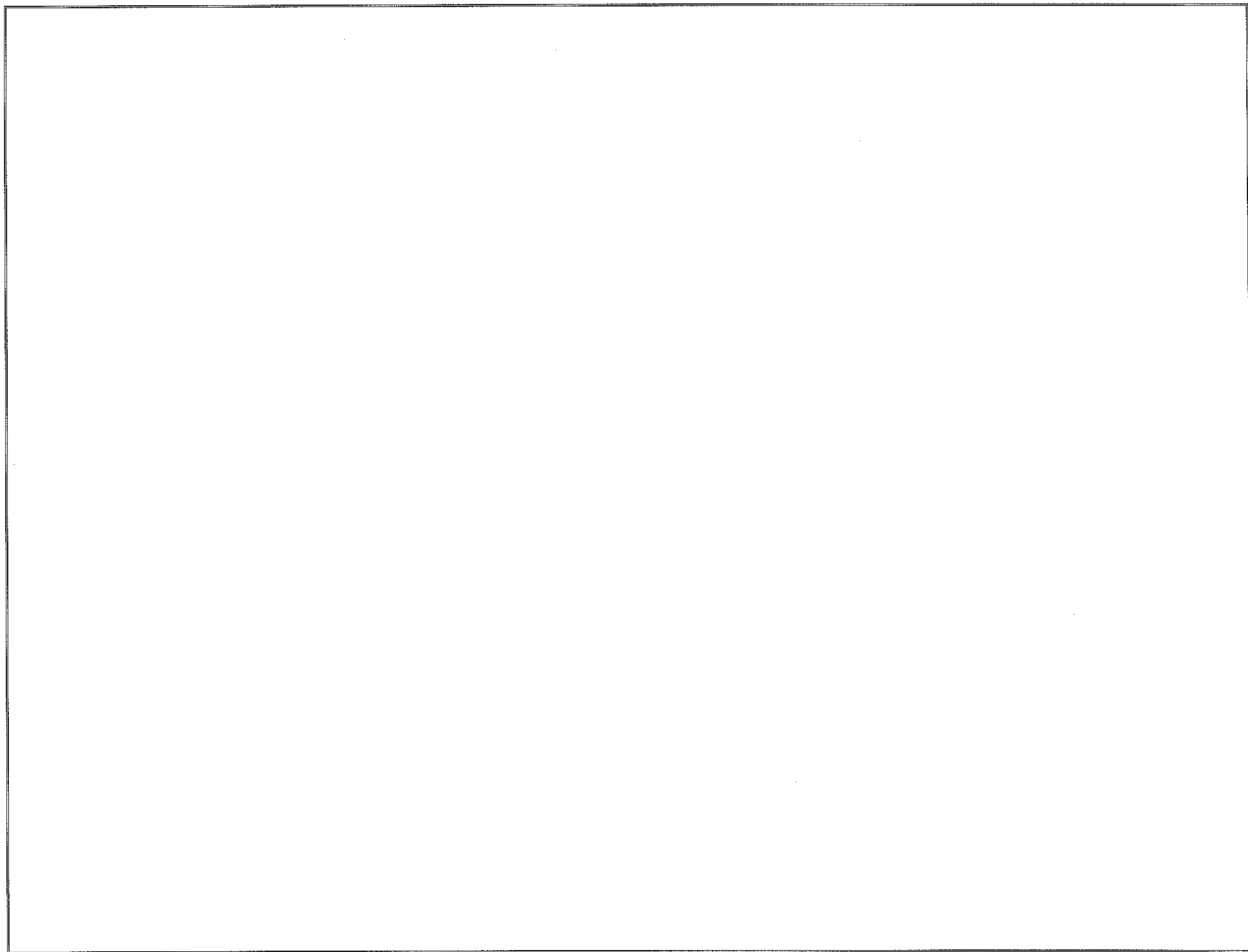
Grade 5 students will be able to...

- 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 viewfinder 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.

Kindergarten Pacing Guide- Art

<u>Content</u>	<u>Number of Days</u>
Establishment of Classroom Rules/Safety Introductory Assessment, Self-Portrait Assessment	2
<u>Unit 1: Recognizing Basic Shapes</u> Geometric Shapes Free-form Shapes	4-5
<u>Unit 2: Recognizing and Using Lines</u> Identifying Lines Using lines to create pattern	2
<u>Unit 3: Color</u> Primary Colors Secondary colors	4-5
<u>Unit 4: Texture</u> Tactile texture Using lines to create visual texture	3-5
<u>Unit 5: Portraits</u> Self-Portraits (Comparative assessment) Family Portraits	5-6
<u>Unit 6: 3-Dimensional Art</u>	2
Final Kindergarten Assessment	1



Unit 1: Recognizing Basic Shapes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you recognize basic shapes in the world around you?</p> <p>How can you use shapes to create your own artwork?</p>	<p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Draw, color, cut, and paste shapes.</p> <p>Create a collage using geometric and/or free-form shapes.</p>	<p>Shape "Scavenger Hunt"</p> <p>Verbal identification of geometric and free-form shapes within their own artwork.</p>

Unit 2: Recognizing and Using Lines

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you recognize various lines in the world around you?</p> <p>How can you use lines to create your own works of art?</p> <p>How can lines create pattern?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>	<p>Introduction of new lines.</p> <p>Identify lines around you and within works of art.</p> <p>Experiment with various art media to create a variety of lines.</p>	<p>Verbal identification of lines used within student artwork.</p> <p>Product-based assessment of line-created patterns.</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you identify the primary colors?</p> <p>How can you mix the primary colors to create secondary colors?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p>	<p>Primary color identification based on famous works of art (example: Piet Mondrian).</p> <p>Create personal “Mondrian” paintings to reinforce the primary color group.</p> <p>Teacher demonstration of mixing primary colors to create secondary colors.</p> <p>Students will experiment and create abstract paintings using primary and secondary colors.</p>	<p>Product-based assessment according to proper use of color and media.</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What is texture?</p> <p>What words can you use to describe texture?</p> <p>What lines can you use to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Discuss and describe lines that can show texture.</p> <p>Create (fish) drawings using detailed lines to imply visual texture.</p> <p>Sponge print/paint a winter snowman, adding a variety of textured materials to embellish.</p>	<p>Product-based assessment according to proper use of a variety of lines to show visual texture.</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What shapes and lines can you use to draw a person?</p> <p>How can including a background in your artwork tell your story?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.2.2.A.1: Identify characteristic theme based works of visual art, such as artworks based on the theme of family and community, from various historical periods and world cultures.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Discussion of appropriate use of shape, line, and color, as well as background, to convey a personal story through artwork.</p> <p>Draw and/or paint a self-portrait, paying special attention to use appropriate shape and line to create a self-portrait.</p> <p>Draw and/or paint a family portrait, paying special attention to use appropriate shape, space, line, color, and details that demonstrate the differences between family members.</p>	<p>Compare introductory self-portrait to Unit 5 self-portrait to assess students' artistic growth.</p> <p>Product-based assessment of appropriate use of art elements and background.</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What is the difference between 2-D and 3-D art?</p> <p>How can you manipulate paper by folding, cutting, rolling to create 3-D art?</p> <p>(or)</p> <p>How can you mold clay to create a 3-D form?</p>	<p>1.3.2.D.1: 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> <p>1.3.2.D.4: 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>	<p>Introduction to new vocabulary and artistic techniques along with coinciding teacher demonstration.</p> <p>Paper or clay sculpture.</p>	<p>Product-based assessment of appropriate use of media and 3-D qualities.</p>

Grade 1 Pacing Guide- Art

<u>Content</u>	<u>Number of Days</u>
Establishment of Classroom Rules/Safety Introductory Assessment	2
<u>Unit 1: Lines Create Pattern</u>	2-3
<u>Unit 2: Using Shapes</u>	3
<u>Unit 3: Texture</u>	3
<u>Unit 4: Abstract Use of Color</u>	3
<u>Unit 5: Family Traditions</u>	4
<u>Unit 6: Space and Movement</u>	3-4
Final Grade 1 Assessment	1

Unit 1: Lines Create Pattern

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you identify a variety of lines in the world around you?</p> <p>How can you use lines to create pattern?</p> <p>How do the colors on the color wheel relate to each other?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p>	<p>Review and identify a variety of lines in and around the classroom.</p> <p>Use lines to create patterns.</p> <p>Discussion of color wheel and embellish patterns with water colors.</p>	<p>Product-based assessment of appropriate use of media, line, pattern, and color.</p>

Unit 2: Using Shapes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you recognize various shapes in the world around you?</p> <p>How can you use shapes to create your own works of art?</p> <p>Can you identify and distinguish geometric and free-form shapes?</p>	<p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Draw, color, cut, and paste shapes.</p> <p>Create a facial collage using geometric and/or free-form shapes (portrait or mask).</p>	<p>Product-based assessment of appropriate use of geometric and free-form shapes to represent facial features.</p>

Unit 3: Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What is texture?</p> <p>What words can you use to describe texture?</p> <p>What lines can you use to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Discuss and describe lines that can show texture.</p> <p>Distinguish tactile texture and visual texture.</p> <p>Create rubbings of a variety of textures around the classroom.</p> <p>Create "shoe creature," using a rubbing of each student's shoe as the body or base.</p>	<p>Product-based assessment of use of lines craftsmanship.</p>

Unit 4: Abstract Use of Color

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can you use color to show meaning, emotion, and style?</p> <p>How has art changed over the years according to resources and culture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p>	<p>Discuss how to use the color wheel.</p> <p>Discuss how color can be used to show meaning and/or emotion.</p> <p>Use color in unexpected ways to create a Fauve-inspired animal in its habitat.</p>	<p>Product-based assessment of Fauve-inspired use of color.</p> <p>Group discussion of culturally and historically diverse works of art of the same subject matter (e.g., animal cave paintings and fauvist paintings).</p>

Unit 5: Family Tradition

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can you communicate a personal memory or tradition through visual art?</p> <p>How can including a background in your artwork tell your story?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.2.2.A.1: Identify characteristic theme based works of visual art, such as artworks based on the theme of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.2: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p> <p>1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell a story through visual art.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Discussion of appropriate use of shape, line, and color, as well as background, to convey a personal story through artwork.</p> <p>Draw a personal memory or family tradition, paying special attention to details that support the story.</p> <p>Make connections between Faith Ringgold's story quilts and their own artwork.</p>	<p>Product-based assessment of appropriate use of art elements and background to convey a personal memory or tradition.</p> <p>Compare and contrast own artwork with Faith Ringgold's story quilts.</p>

Unit 6: Space and Movement

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can line and shape imply movement?</p> <p>How can details support a theme?</p> <p>How can size and placement of objects convey near and far (foreground and background)?</p>	<p>1.3.2.D.1: 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> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p> <p>1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Introduction to new vocabulary and artistic techniques along with coinciding teacher demonstration of space and movement.</p> <p>Brainstorm ideas that relate to a specific theme.</p> <p>Create a piece of art based on a specific theme that demonstrates movement and special relationships using appropriate elements of art.</p>	<p>Product-based assessment of creativity, craftsmanship, relation to theme, and appropriate use of space and movement.</p> <p>Introduction to basic rubric as a self-assessment tool.</p>

Grade 2 Pacing Guide- Art

Content

Establishment of Classroom Rules/Safety
Introductory Assessment

Number of Days

2

Unit 1: Lines Create Visual Texture

3-4

Unit 2: Using Shapes to Show Expression

2

Unit 3: Color and Experimental Painting

8

Unit 4: Envisioning the World Around Us

5-6

Unit 5: 3-Dimensional Art

4-5

Final Grade 2 Assessment

1

Unit 1: Lines Create Visual Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>Can you identify a variety of lines in the world around you?</p> <p>Can you define texture?</p> <p>How can you use lines to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.4: Distinguish patterns in nature found in visual art.</p>	<p>Review and identify a variety of lines.</p> <p>Use lines to create the detailed visual texture of a tree.</p> <p>Discussion of how the lines make the tree appear realistic.</p> <p>Use teacher chosen medium to colorize and complete the artwork.</p>	<p>Product-based assessment of use of line to create visual texture.</p> <p>Use of rubric as a self-assessment tool.</p>

Unit 2: Shapes to Show Expression

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can you use and combine shapes to convey a facial expression?</p>	<p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Cut and paste shapes to create a facial collage using geometric and/or free-form shapes.</p>	<p>Product-based assessment of appropriate use of geometric and free-form shapes to represent facial expressions.</p> <p>Verbal critique of students' ability to communicate their intended expression.</p>

Unit 3: Color and Experimental Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can you create the entire color wheel by using only the primary colors?</p> <p>Can you identify primary, secondary, and intermediate colors?</p> <p>How can you create a variety of lines, shapes, textures, and patterns by using various brushstrokes?</p> <p>What is abstract art?</p> <p>What is a landscape?</p> <p>How can color be used to portray a mood of weather.</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works or art in visual art, and identify characteristics of the artist who created them.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of works in visual art.</p>	<p>Discussion of color wheel and color relationships.</p> <p>Create a complete color wheel using only the primary colors.</p> <p>Create a piece of abstract art inspired by a teacher-chosen abstract artist.</p> <p>Define the artistic techniques that identify the style of the chosen artist.</p> <p>Create a stylized landscape based on moods of weather in which color defines the mood.</p>	<p>Successful completion of color wheel using only the primary colors.</p> <p>Product-based assessment of abstract painting based on using a variety of color combinations and brushstrokes.</p> <p>What Do You See? <u>Adventures in Art</u>, Grade 2 assessment page</p> <p>Product-based assessment of landscape painting based on the ability to use color to define a mood of weather.</p> <p>Weather Lines <u>Adventures in Art</u>, Grade 2 assessment page</p>

Unit 4: Envisioning the World Around Us

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What are the similarities and differences between our neighborhoods and those of others?</p> <p>How can you show divisions of space of the sky, ground, and under the earth.</p> <p>How can you use shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your neighborhoods and underground?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1: 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> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Compare and contrast your own neighborhoods with that of others (examples: suburbs, cities, farms).</p> <p>Use the elements of art to create a drawing of your neighborhood using shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your neighborhoods.</p> <p>Discussion of what is underground and what you may imagine is underground.</p> <p>Use the elements of art to create a drawing of under the earth using shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your realistic or imaginary underground experience.</p>	<p>Product-based assessment of use of the elements of art to create a neighborhood drawing.</p> <p>Product-based assessment of use of the elements of art to create a realistic or imaginary drawing of under the earth.</p> <p>Self-assessment on how lines were used specifically within the artwork.</p>

Unit 5: 3-Dimensional Art

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>What is the difference between 2-D and 3-D art?</p> <p>How can you manipulate paper by folding, cutting, rolling to create 3-D art?</p> <p>(or)</p> <p>How can you mold clay to create a 3-D form?</p>	<p>1.3.2.D.1: 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> <p>1.3.2.D.4: 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>	<p>Review of paper folding and/or clay molding techniques.</p> <p>3-D weaving, paper folding and form construction, relief art collage, and/or clay figures.</p>	<p>Product-based assessment of appropriate use of media and 3-D qualities.</p> <p>Self-assessment rubric.</p>

Unit 6: Space and Movement

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Suggested Activities	Assessments
<p>How can line and shape imply movement?</p> <p>How can details support a theme?</p> <p>How can size and placement of objects convey near and far (foreground and background)?</p>	<p>1.3.2.D.1: 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> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p> <p>1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Introduction to new vocabulary and artistic techniques along with coinciding teacher demonstration of space and movement.</p> <p>Brainstorm ideas that relate to a specific theme.</p> <p>Create a piece of art based on a specific theme that demonstrates movement and special relationships using appropriate elements of art.</p>	<p>Product-based assessment of creativity, craftsmanship, relation to theme, and appropriate use of space and movement.</p> <p>Introduction to basic rubric as a self-assessment tool.</p>

Grade 3 Pacing Guide- Art

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Final Grade 3 Assessment

1

Unit 1: Elements of Art

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	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 (CPIs)	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 (CPIs)	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 (CPIs)	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 (CPIs)	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 (CPIs)	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

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Unit 1: Elements of Art Review

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	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>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>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>Create a drawing or collage using one or more of the elements of art to communicate a mood or emotion.</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>

Unit 2: Creative Lettering

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	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 (CPIs)	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 (CPIs)	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 (CPIs)	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

Content

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Introductory Assessment

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2-3

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Unit 3: Painting Techniques

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Unit 4: Architecture

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Unit 5: Art History

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 (CPIs)	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.</p> <p>Group discussion and identification of elements of art and principles of design in sample pieces of artwork.</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, Monet, Matisse). Discuss the importance of the elements of art and principles of design in relation to such ideas.</p> <p>Assign a slip of paper with an imaginary idea to each student. Each 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 technical proficiency, using the elements of art and principles of design.</p>

Unit 2: Composing Pictures

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	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 eras</u> 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 multiple <u>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. Display all sections together as a complete 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 (CPIs)	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 <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>1.4.5.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>Brush and ink paintings, experimenting with value.</p> <p>Painting on wet paper.</p> <p>Landscapes, seascapes, imaginary, portraits, still-life, and/or expressive paintings using tempera and/or watercolor.</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 (CPIs)	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>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 (CPIs)	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	CPI#	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.		
	The basic <u>elements of art</u> and <u>principles of design</u> govern art creation and composition.	1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
	Recognizing the <u>elements of art</u> and <u>principles of design</u> in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
5	NOTE: By the end of <u>grade 5</u> , all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.		
	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.	1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.

	The <u>elements of art</u> and <u>principles of design</u> are universal.	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.
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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	CPI#	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Dance, music, theatre, and visual artwork from diverse cultures and <u>historical eras</u> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1	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.
	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
5	NOTE: By the end of <u>grade 5</u> , all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Art and culture reflect and affect each other.	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2	Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <u>art genre</u> .	1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

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	CPI#	Cumulative Progress Indicator (CPI)

2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.		
	Visual statements in art are derived from the basic <u>elements of art</u> regardless of the format and <u>medium</u> used to create the art. There are also a wide variety of <u>art media</u> , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	1.3.2.D.1	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.
	Symbols convey meaning agreed upon	1.3.2.D.2	Use symbols to create personal works of art based

	by a group or culture. Manipulation of the basic <u>elements of art</u> and <u>principles of design</u> for personal expression results in <u>visual communication</u> that may be relevant in a variety of settings.		on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	1.3.2.D.4	Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u> .
	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	1.3.2.D.5	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 <u>art mediums</u> and <u>art media</u> .
5	NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.		
	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.	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.
	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various

			compositional approaches influenced by these styles.
	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.	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.
	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	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 <u>art media</u> and <u>art mediums</u> to create original works of art.
	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.	1.3.5.D.5	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.

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	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

grade		
2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.	
	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1 Identify aesthetic qualities of <u>exemplary works</u> 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.).
		1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
		1.4.2.A.3 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).
		1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5	NOTE: By the end of <u>grade 5</u> , all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.	
	Works of art may be organized according to their functions and artistic purposes (e.g., <u>genres</u> , <u>mediums</u> , <u>messages</u> , <u>themes</u>).	1.4.5.A.1 Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.
	<u>Formalism</u> in dance, music, theatre, and visual art varies according to personal, cultural, and historical	1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

contexts.	
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	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, historical context).

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	CPI#	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1	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.
	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
	Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

5

NOTE: By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	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.
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
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> .	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.
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
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?).	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.

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 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

Kindergarten Introductory Assessment

Name _____

Class _____ Date _____ Score _____

1. Draw a red circle:

2. Draw a yellow triangle:

3. Draw a blue square:

4. Draw a straight line:

5. Draw a zigzag line:

First Grade Introductory Art Assessment

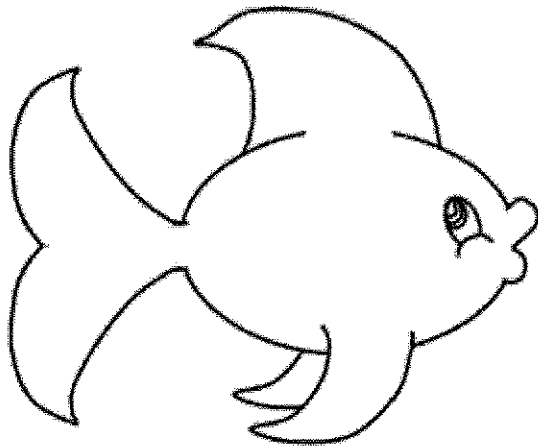
Name: _____

Class Code _____

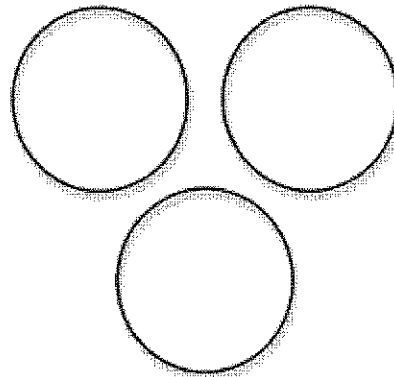
1. In the box draw 1 **STRAIGHT**, 1 **ZIGZAG**, and 1 **BROKEN LINE**.



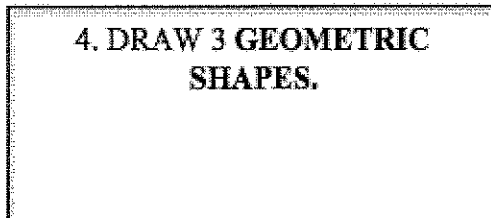
2. **DRAW TEXTURE** on to the fish.



3. Fill each circle with a different **PRIMARY COLOR**



4. **DRAW 3 GEOMETRIC SHAPES.**



5. Circle the **FREEFORM SHAPE**.

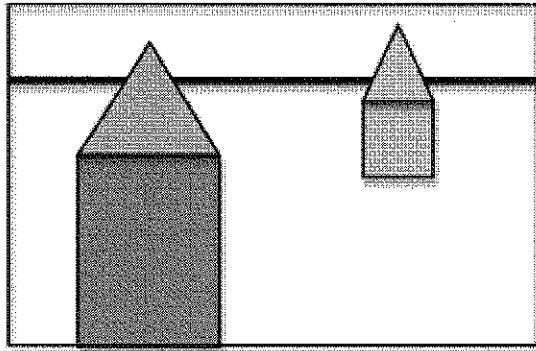


Second Grade Introductory Assessment

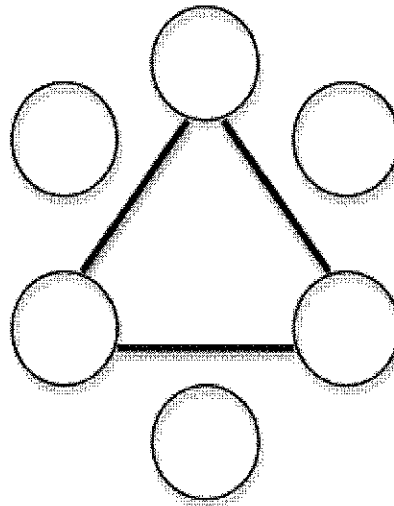
Name _____

Class Code _____

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.



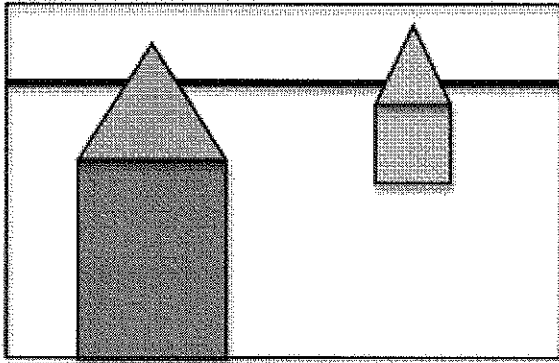
5. Fill in the blank. Circle the correct answer.

Third Grade Introductory Assessment

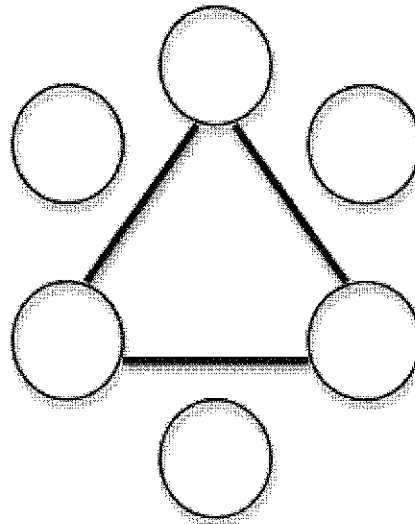
Name _____

Class Code _____

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



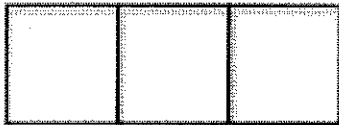
2. Fill in the COLOR WHEEL.



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

Perspective:

A tool artists use to create space in their artwork



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

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

2. Artists can also 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.

Word Bank

- Horizon
- Overlap

Fourth Grade Introductory Assessment

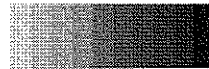
Name _____ Class _____

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 flat and when a line makes a space by ending where it started it creates a

_____.

**The Elements of Art
are the ingredients 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.

	Texture		Line
	Value		Color
	Space		Shape/Form

Fifth Grade Introductory Assessment

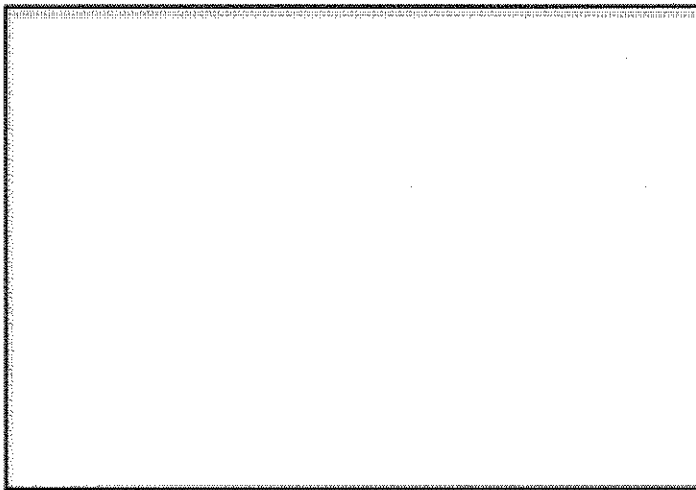
Name:

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

Fifth Grade Introductory Assessment

Color: The hue that is reflected back to the eye

Complimentary- color pairs that are opposite on the color wheel

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

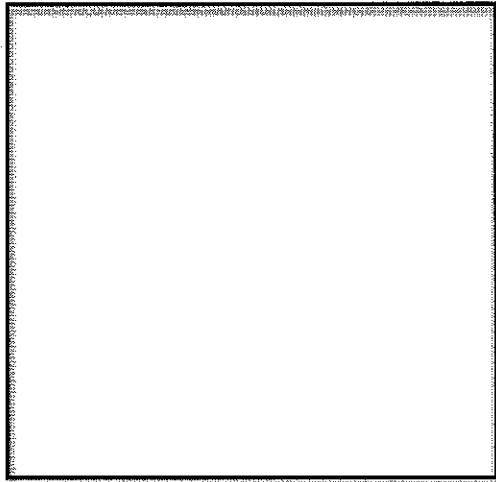
Analogous- colors that are neighbors on the color wheel

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

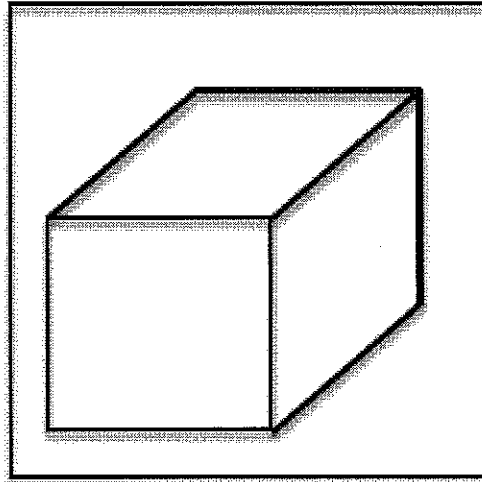
Cool- green, blue, purple and all shades in between

Neutral- grays and browns

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

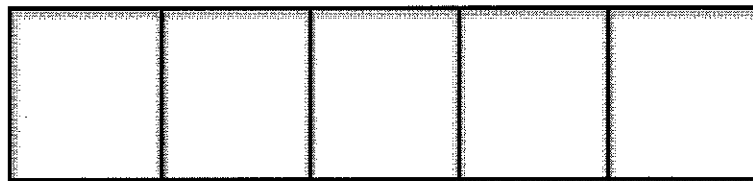


Draw a person wearing warm colors.
Color in the background with neutrals.



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

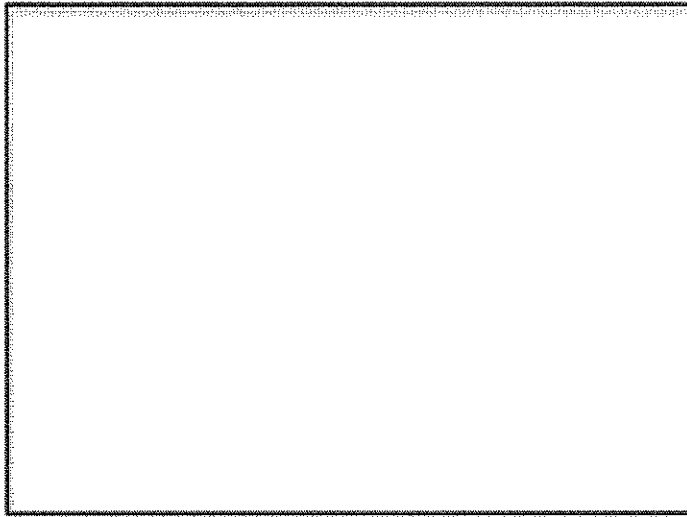
Value: All the shades between light and dark.



(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).

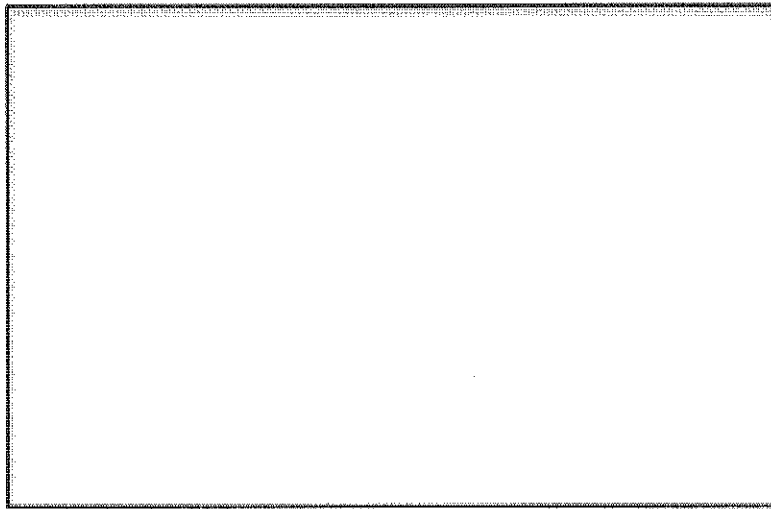


Create an image that has deep space. Remember, an image that has deep space will have a foreground, middle ground and a background. Use number, size, and location.

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.

Student Rubric K-2

Name _____

Class Code _____

Directions: Complete this Rubric before handing in your complete project.



= I did everything I was supposed to do!



= I tried my best.



= I could have done better.

#

This project shows that I:		
1. Followed directions.		
2. understand new concepts.		
3. used creativity, did not copy another student's idea.		
4. displayed neat tidy work and good craftsmanship.		
5. finished project completely.		
6. used time wisely.		
7. put name and class code on the back of my project.		

Student Name _____ Class Code _____

Project Title: _____

Indicators	4	3	2	1	Total
Elements of Art	Effective use of the Elements of Art throughout the design process to produce a cohesive end product.	Reasonable use of the Elements of Art throughout the design process to produce a thoughtful end product.	Limited use of the Elements of Art throughout the design process to produce product.	Unable to use the Elements of Art, as a whole or in part throughout the design process in an attempt to produce a product.	_____x5=
Self Reliance/ Initiative, Planning and Organization of Work	Effective use of class time; demonstrates clear focus and can be left to work alone most of the time following instruction.	Reasonable use of class time; Needs minimal supervision following instruction.	Limited use of class time; Needed a disproportionate amount of the teacher's time following instruction.	Off task for majority of class time. Unable to work without continuous help from teacher following instruction.	_____x5=
Craftsmanship	Neat execution. Above average rendering.	Average rendering with slight deficiencies evident in final project	Shows some evidence of skill in limited area.	Unable to recognize own ability; hindered by limitations.	_____x5=
Safe Use of Equipment	Effective display of safety when handling media/equipment.	Reasonable display of safety when handling media/equipment.	Poor or wasteful use of media/equipment;	Blatant disregard for safety in use of media/equipment.	_____x5=
Project Objectives	Effective application of concepts, techniques and/or processes to other creative endeavors.	Average application of concepts, techniques and/or processes to other creative endeavors.	Limited application of concepts, techniques and/or processes to other creative endeavors.	Unable to apply concepts, techniques and/or processes to other creative endeavors	_____x5=