This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Education Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

Art enriches the understanding of the human experience across cultures and history. Our vision of the Berkeley Heights School System is to provide the best educational opportunities within the visual arts by striving to guide, instruct, and support students in their endeavors. Establishing a safe and supportive environment allows the student artist to creatively express themselves through varied and diverse hands-on exploration.

This develops a lifelong appreciation of the arts, as well as nurturing higher level problem-solving skills. The K-8 art program embraces divergent, creative-thinking by being sensitive to the cultural, intellectual, and social development of each young artist.

By promoting meaningful connections within the arts and across subject areas, our curriculum encourages students to generate new insights and relationships for interdisciplinary learning through collaboration.

As young artists prepare to enter and compete in the 21st Century, they must be able to demonstrate computer and technology literacy. Therefore, it is important to include computer and technology literacy as an integral piece of art education.

It is our vision that through the arts we provide a link between the family, the school, and the community to create a caring, respectful, cooperative environment.
MISSION STATEMENT

The visual arts education will unite the areas of observation, the acquisition of knowledge, with the development of skills in order for the student to produce increasingly sophisticated work. The visual arts curriculum emphasizes the major areas from the New Jersey Core Curriculum Content Standards for Visual and Performing Arts including aesthetics, history, critiquing, and the process of creating as well as areas from the New Jersey Core Curriculum Content Standards for Technology Literacy and the Standards for Career Education and Consumer, Family, and Life Skills.

The students will be introduced to a wide-range of media and art techniques used in drawing, painting, printmaking, sculpture, crafts, and technology. Students will develop perception, communication, and critical-thinking skills. Learning about artists, art movements, art vocabulary, and art in society are integral parts of the program. Through experiences in visual art, students will explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others. In our pluralistic society, art education can foster the understanding of a community, its need, and people. This may be accomplished by integrating and applying many forms of information literacy including computer and technology literacy.

Utilizing the elements and principles of design, the student will be able to communicate knowledge, skills, and usage of basic art vocabularies, materials, tools, techniques, and methods in each of the disciplines. Students will demonstrate a willingness to discuss a variety of art and formulate personal responses. Students make connections between the visual arts and other disciplines. This is enhanced by cross curriculum study. Additionally, through individual and group involvement, students will develop an understanding of cultural and historical perspectives within the arts, and will be able to observe, describe, analyze, and evaluate their work and the work of others.
COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To develop both creative and critical-thinking skills.
2. To develop self-expression using skills as a visual artist.
3. To develop an understanding of art concepts and techniques.
4. To develop an awareness of how art impacts and reflects society and cultures.
5. To develop the ability and confidence to critique your work and the work of others.
6. To develop an appreciation of history and its impact on artists and the periods in which they work.
7. To develop an awareness of careers in the visual arts and develop organizational and problem-solving skills.
8. To develop, reinforce, and practice safe work habits.
9. To develop an awareness and understanding of technology and its uses, as well as other tools within the visual arts.
10. To develop the ability to work cooperatively, as well as to demonstrate respect and appreciation for the uniqueness of others.
**STUDENT PROFICIENCIES**

The student will be able to:

1. Become a creative problem-solver.
2. Create visually in a variety of media.
3. Use artistic skills to express a personal point of view.
4. Use and recognize the principles and elements of design within a work of art.
5. Develop skills to manipulate media.
6. Demonstrate the influence of the visual arts historically and in today’s world.
7. Demonstrate an appreciation of the visual arts in the many varied cultures around the world.
8. Observe, analyze, and discuss their work and the work of others.
9. Appreciate and take pride in their work.
10. Identify the abilities that are important in various art-related careers.
11. Use the tools appropriately and safely for each medium.
12. Appreciate and utilize the capability of technology in the visual arts.
13. Produce visual art in a wide variety of media.
14. Work cooperatively with others during class and in small group activities.
15. Recognize and appreciate variety/diversity in the work of others.
METHODS OF EVALUATION

Students will be evaluated in a number of ways:
1. Completion of projects/assignments.
2. Class participation/performance.
3. Quality of work compatible with established criteria.
4. Teacher observations.
5. Appropriate use of tools and materials.
6. Student/teacher collaborative conferencing based on criteria established for each project.
7. Oral and written reflections.
8. Portfolio assessment. (hard copy, examples, digital)

Additional Factors:
1. Attention/involvement in instruction.
2. Completion of assignments within established time frame.
3. Ability to work with others.
4. Initiative and responsibility.
5. Accomplishment of long-range expectations.

Categories of Assessment:
1. Creating and Producing Art – hands-on application process and/or product.
2. Elements and Principles of Design – recognizing, discussing, and using elements and principles of design.
3. Art Appreciation – critiquing and reflection; exploring artists and art movements; assessing the historical, cultural, and societal influences in art.
5. Connecting Art to Careers and Technology – moving art beyond the classroom and into other disciplines.
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
• Guided Notes
• Functional learning incorporated into each lesson
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

• Provide one-to-one teacher support
• Curriculum Compacting
• Advanced problems to extend the critical thinking skills of the advanced learner
• Supplemental reading material for independent study
• Elevated questioning techniques using Webb’s Depth of Knowledge matrix
• Curriculum Compacting
• Flexible grouping
• Tiered assignments
• Topic selection by interest
• Manipulatives
• Tiered Lessons
• Flipped Instruction
• Multimedia Presentations
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Conclusions and analysis of exploratory activities
• Career based learning incorporated into each lesson
• Exploration Activities
● Student choice

**ELLs**

● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Consultation with ESL teachers
● Manipulatives
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Modified homework
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Manipulatives
● Flipped Instruction
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Provide an enriched curriculum and activities
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
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● Assessment read aloud
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● Oral questioning assessments to supplement written response
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● Interactive Study Guides
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- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**504s**
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
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- Independent projects
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- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
● Exemplars of varied performance levels
● Multimedia presentations
● Tiered/Scaffolded Lessons
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
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# SCOPE AND SEQUENCE

## COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
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<td><strong>Standards:</strong> 1.1.5.D.1; 1.1.5.D.2; 1.3.5.D.1; 1.4.5.B.4; <strong>Technology:</strong> 8.2.5.D.2; 8.2.5.D.3</td>
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**Duration:** 10 weeks

I. **Elements Of Art**

A. **Understanding of Line**
   1. Recognize different kinds of lines (i.e., straight, wavy, zigzag, dotted, curly) X X X X X
   2. Draw different kinds of lines (i.e., straight, wavy, zigzag, dotted, curly) X X X
   3. Use rough, smooth, thick, and thin lines X X
   4. Use lines in a variety of ways (i.e., divider, maker of shapes, perspective, decorative qualities, impact on composition, create shadow) X X X X X

B. **Shape**
   1. Recognize two-dimensional shapes X X X X X
   2. Use two-dimensional shapes X X X X

C. **Form**
   1. Recognize three-dimensional forms X X X X
   2. Use three-dimensional forms X X X X X

D. **Color**
   1. Recognize red, blue, yellow, green, orange, purple, brown, black, & white X X X
   2. Make lighter by adding white, darker by adding black X X X X X X
   3. Mix primary colors to get secondary colors X X X X X X
   4. Identify primary colors X X X X X X
   5. Identify secondary colors X X X X X X
   6. Predict results of mixing primary colors X X X X X
   7. Mix intermediate colors X X
   8. Use color schemes X X
      a. analogous X X
      b. tertiary/intermediate X X
      c. complementary X X
      d. monochromatic X X
   9. Emotional impact of color schemes X X X X X X

E. **Texture**
   1. Define as "feel" of surface, real and 2D interpreted X X X X X X X
   2. Create 2D textures X X X X X
   3. Create 3D textures X X X X X
   4. Use texture to simulate patterns X X X X X

F. **Value**
   1. Create tints and shades X X X X
   2. Create shading X X X X

X: Required
X: Recommended
## Standards

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### Grades 3-5

#### 21st Century:
- CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

#### Cross-Curricular:
- NJSLSA.R7; NJSLSA.L6; NJSLSA.SL2; MP1

## Principles Of Design

### A. Composition

#### 1. Symmetry

#### 2. Asymmetry

### B. Balance

### C. Contrast

### D. Variety

### E. Emphasis

### F. Unity

### G. Rhythm

## Creating And Producing Art

### A. Identify Differences between Materials, Techniques, and Processes

#### 1. Uses a variety of materials and techniques

#### 2. Explores media freely

#### 3. Combines several media to create a work of art

#### 4. Develops fine and gross motor skills

#### 5. Demonstrates use of elements or principles of art in own work

#### 6. Works collaboratively on employing elements or principles of art

#### 7. Uses a variety of themes

#### 8. Demonstrates skill and confidence when using media and techniques

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</table>
### Aesthetics And Critique

#### A. Describes Works of Art
1. Subject
2. Medium
3. Style

#### B. Analyze
1. Vocabulary
2. Elements or principles of design
3. Meaning, mood, and symbolism of artist

#### C. Evaluate
1. Form personal opinion
2. Evaluate opinions of others
   a. cultural
   b. historical
   c. societal
3. Apply constructive criticism techniques in the classroom
   a. critique own work
   b. critique work of other students and artists

### Art Appreciation

#### A. Art and Culture as a Universal Language
1. Compare and contrast themes
2. Compare and contrast disciplines
3. Use of materials, tools, and technology
4. Art as a recorder of events

#### B. Historical Connections
1. Art movements
2. Artists
3. Societal influences

#### C. Art Presentations
4. Art as it influences and affects events
### Grades K-5

**21st Century:** CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3  
**Cross-Curricular:** NJSLSA.R7; NJSLSA.L6; NJSLSA.SL2; MP1

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| **Grades K-5**  
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Cross-Curricular: NJSLSA.R7; NJSLSA.L6; NJSLSA.SL2; MP1 | 1. Observe, select, and describe a favorite aspect or element of a work of art  
2. Share works of art informally in classroom settings  
3. Present completed works of art in exhibition areas outside the class  
4. View works of art inside and outside the classroom - field trips | X | X | X | X | X | X | X |

| Duration: Ongoing | | X | X | X | X | X | X |  

VI. **Career Education**  
A. Participation in Cooperative and Collaborative Activities  
B. Discuss Art as a profession  
C. Time Management Relevant to Pacing Work and Deadlines  
D. Self Motivation and Management  
1. Interpersonal Personal
RESOURCES/ACTIVITIES GUIDE

Books:

**Hands-on Culture Series** - Walch Publishing (Paperbacks)
- Ancient Egypt
- West Africa
- Southeast Asia
- Japan
- Ancient Greece and Rome

**Getting to Know the World's Greatest Artists Series** – by Mike Venezia – Grollier Publishing
- O'Keeffe, Matisse, Seurat, Da Vinci, Pollack, Chagall, Rockwell, Renoir, Van Gogh, Warhol, Monet, Rembrandt, and Cassatt

**Native American Crafts Series** – Corwin
- Northeast and Southwest
- Plains and Plateaus
- Northwest Coastal, Arctic, and Sub-Arctic
- California, the Great Basin and Southwest

**Frida** by Kahol and Frith

**Hands-on Culture of Mexico and Central America** by O'Halloran

**What Makes a Rembrandt at Rembrandt?** by Muhlberger

Videos:

**Great Artist Series**
- Picasso Makes Faces
- Matisse in Patterns and Paper
- The Southwest of Georgia O'Keeffe

**Getting to Know Series**
- Line in Art
- Shapes and Form in Art
- Color in Art

**Crystal Production World Folk Art 1 and 2**
- Elements of Design
- Principles of Design

**Understanding Painting Series**
- Approaching a Painting
Composition and Realism
Landscape, Seascape
Portraits, People
Abstraction, Light and Color

Dropping in on
Dropping in on Matisse
Dropping in on Picasso
Dropping in on Rousseau
Dropping in on Grant Wood

Who is the Artist Series?
Chagall, Klee, Magritte
Benton, Hopper, Wood
Lichtenstein, Thiebaud, Warhol
Dufy, Gauguin, Matisse
Degas, Renoir, Cassatt
Cezanne, van Gogh, Seurat

Behind the Scenes Art Series with Penn and Teller
Balance – Nancy Graves
Framing the Picture
Color – Painting
Drawing

The Art of Seeing – Part 1 and 2

Faith Ringgold – The Last Story Quilt

Crystal Productions World Folk Art 1 and 2

Sculpting with Paper

Paper Weaving

Paper Molas

Paper Mosaics

Sax Arts and Crafts Using Construction Paper

Masks from Many Cultures

Potters of Oaxaca
A Museum for Vincent van Gogh

In a Brilliant Light – van Gogh in Arles

I Want to be an Artist

How to Visit an Art Museum

Acrylic Painting, Getting a Start by Stephen Quiller (Crystal Video)

Basic Perspective Drawing by Gerald Brommer (Crystal Video)

How to Draw by Bruce Blitz

Optical Illusions, How to Create Them by Peggy Flores

Art Prints

Shorewood Thematic Series with Curriculum Guides
  Women, Children, Sculpture, Drawing, Non-Objective Art, Still Life, Landscape,
  Portraits, Seasons, Abstract, Language Arts, Math, Social Studies

Faith Ringgold Quilt Series

Art and Sports Themes with Curriculum Guide

Websites

www.lessonplanspage.com/Art.htm

www.enchantedlearning.com

www.kinderart.com/

www.artsonia.com

www.dickblick.com/lessonplans/

www.crayola.com/educators/lessons

www.sandord-artedventures.com/teach

www.amoco/lessons.com

www.princetonol.com
www.eduref.org/cgi
www.teachnet.com/lessons
www.getty.edu
www.sansimon.k12.az.us/art
www.aartsedge.kennedy-center.org/
www.coreknowledge.org/CK
www.teach-nology.com/teachers/lessonplana/arts/visual
www.creativeconnections.org
www.artjunction
www.artcyclopedia.com
www.artchive.com

http://www.metmuseum.org/explore/cezannes_apples/splash.html
(Interactive Cezanne Website)

http://www.metmuseum.org/explore/van_gogh/intro.html
(Interactive van Gogh website)

http://www.metmuseum.org/explore/the_block/index_flash.html
(Interactive Romere Bearden Website)