

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**ELEMENTARY SCHOOL**  
**ART DEPARTMENT**

**ART**  
**GRADES K-5**

Curriculum Guide

**Date: April 2021**

Dr. Melissa Varley, Superintendent  
Mr. Scott McKinney, Assistant Superintendent  
Mr. James Finley, District Supervisor

Developed by: Michelle Harpster

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

Approved by the Berkeley Heights Board of Education  
at the regular meeting held on 4/29/2021.

## **VISION 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.

## **MISSION STATEMENT**

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## **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 an 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.
4. Understanding and Applying Processes, Media, and Technique – exploring disciplines, materials, techniques and terminology.
5. Connecting Art to Careers and Technology – moving art beyond the classroom and into other disciplines.

\*Additional rubrics can be found at: <https://theartofeducation.edu/2017/03/14/5-types-rubrics-use-art-classes/>

## **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
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- 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
- 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
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- 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

### **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
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
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- Interactive Study Guides
- Multi-sensory approach to instruction
- 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

## **SCOPE AND SEQUENCE**

### **COURSE OUTLINE/STUDENT OBJECTIVE**

#### **Grade Level: Kindergarten**

**Duration:** 30 instructional days/ 45 minute blocks (see potential breakdown below)

**Overview:** The focus of kindergarten art is about gaining experiences and learning to have fun with art. Students engage in material exploration and imaginative play with materials. Through experimentation, they build skills in various media and approaches to artmaking.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.B.2; 1.4.12.A.3; 1.3.12.D.3

**Technology:** 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

**Cross-Curricular:** NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

#### **Essential Questions:**

- How does art communicate meaning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does experimentation, build skills in various media and approaches to art-making?

#### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but at not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Color
- Nature
- Culture
- Communicating with art
- Expression
- Building and Deconstructing
- Function
- Exploration
- Patterns
- History of Art
- Exploring Line

#### **Student Learning Objectives:**

*Students will know and be able to...*

- Consider the whole composition of an artwork
- Primary, secondary & neutral colors

- Differentiate between diagonal, vertical, and horizontal lines
- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting
- Drawing
- 3-D Forms

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Nature and the Environment	6 days	Drawing	<u>Animal Portraits:</u> Using assigned endangered animals, students will create depictions of the animal in their environment
Functionality	10 days	3-D Forms	<u>Pinch Pots:</u> Students will practice hand-building techniques to construct a clay vessel. An optional extension is to transform this into a creature and discuss how a function changes as a result of form.
Form and Shape	6 days	3-D Forms	<u>Paper Vases:</u> Students created three-dimensional forms (vases) using paper as the preferred medium. Students then created tissue paper flowers for their vases.
Composition	7 days	Painting	<u>Starry Night Landscapes:</u> Students learn about the works of Vincent VanGogh and proceed to watercolor depictions of the night sky.

**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **Grade Level: First Grade**

**Duration:** 30 instructional days/ 45 minute blocks (see potential breakdown below)

**Overview:** The focus of first grade art is to explore new art materials and learn new ways to use more familiar ones.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.B.2; 1.4.12.A.3; 1.3.12.D.3

**Technology:** 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

### **Essential Questions:**

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How can experimentation develop skills in multiple art-making techniques and approaches through practice?

### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but are not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Color
- Nature
- Culture
- Communicating with art
- Light and Value
- Space
- Expression
- Building and Deconstructing
- Function
- Exploration
- Identity
- Patterns
- History of Art
- Exploring Line
- Tints and Shades

### **Student Learning Objectives:**

*Students will know and be able to...*

- Consider the whole composition of an artwork
- Expanding upon secondary colors (ie: primary colors are used to create secondary colors)
- Students will differentiate between warm and cool Colors
- Color Theory: lightening & darkening a color by adding white or black
- Differentiate between diagonal, vertical, and horizontal lines

- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)
- Texture can be defined as the “feel” of a surface and can be created in both 2-D and 3-D forms.
- Students will recognize and utilize three-dimensional forms in a work of art
- Differentiate between diagonal, vertical, and horizontal lines
- Students should be able to use the inch and centimeter side of a ruler for basic measurements and line making.

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting
- Drawing
- 3-D Forms
- Crafts

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Exploration	4 days	Painting	<u>Testing Tools:</u> Students will connect that different materials create different marks. They will explore various marks that will impact a composition. Historical Link: Abstract Art
Identity	10 days	Crafts	<u>Texture Self-Portraits:</u> Students will create self-portraits utilizing a wide array of materials and textures, creating a mixed media collage as their final product.
Culture	6 days	Drawing/ Painting	<u>Aboriginal Art:</u> Students will gain a deeper understanding in regards to Australia’s aboriginal art. They will create animal depictions in the style of aboriginal cave/rock artwork. (Topic of Discussion: Pointillism)
Culture	7 days	3-D Forms/ Craft	<u>Alaskan Totem Poles:</u> Students will gain a deeper understanding in regards to Alaska’s totem pole art.

			They will create their own totem poles using found/recycled materials (Paper towel rolls, bottles, ect) (Topic of Discussion: Transformative materials, nature, and history)
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**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **Grade Level: Second Grade**

**Duration:** 30 instructional days/1 hour blocks (see potential breakdown below)

**Overview:** The focus of second grade art is to enable students to work with various tools, processes and media. They learn to make choices that enhance the communication of their ideas. Students will continue their development of fine motor skills, craftsmanship, and time management. Second graders should expand on their knowledge of the elements and principles of art.

**Standards:** 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.B.2; 1.4.12.A.3; 1.3.12.D.3

**Technology:** 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

**Cross-Curricular:** NJLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

### **Essential Questions:**

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?

### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but at not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Nature
- Culture
- Communicating with art
- Light and Value
- Careers in Art
- Space
- Building and Deconstructing
- Function
- Exploration
- Patterns
- Transformation
- History of Art
- Tints and Shades
- Expression
- Identity

### **Student Learning Objectives:**

*Students will know and be able to...*

- Differentiate between different types of balance

- Students should be able to use the inch and centimeter side of a ruler for basic measurements and line making.
- Seek and construct meaning through encounters with art.
- Create narratives about artworks.
- Students will connect how tints and shade are made.
- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)
- Introduction to positive and negative space.

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting (watercolor, tempera, acrylic)
- Drawing (Oil pastels, chalk pastels, crayons, markers)
- 3-D Forms
- Mixed Media
- Collage

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Communicating with Art	7 days	Drawing	<u>Egyptian Cartouches</u> : Students will garner a deeper understanding in regards to ancient Egyptian culture. They will create a cartouche utilizing symbols to depict their name.
Functionality	8 days	3-D Forms	<u>Wearable Art</u> : Students will enhance upon previous hand-building techniques to construct a polymer clay pendant. Using acrylic paint students will then decorate their pendant, place it on a wire, and add accent beads.
Expression/ Identity	6 days	Collage	<u>Artist Trading Cards</u> : Students created 3x5 inch collages using words, color, and images to represent them. An optional component of the lesson is to have students trade these artist cards with one another as a means to get to know the artist
History of Art	6 days	Mixed Media	<u>Map Making</u> : Students learn about the components of a map and cartography.

			They will proceed to create a map of an imaginative land, taking into consideration scale and symbolism. Students will use a variety of materials to create their finished product (ie: markers, sharpies, crayons, chalk pastel)
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**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **Grade Level: Third Grade**

**Duration:** 30 instructional days/1 hour blocks (see potential breakdown below)

**Overview:** Third grade students will continue their development of fine motor skills, craftsmanship, and time management. Third graders should expand on their knowledge of the elements and principles of art. By third grade students should be building towards their art literacy and visual awareness.

**Standards:** 1.1.5.D.1; 1.1.5.D.2; 1.3.5.D.1; 1.4.5.B.4; 1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5; 1.4.5.A.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.5; 1.2.5.A.2; 1.2.5.A.3; 1.4.5.A.2; 1.4.5.B.3; 1.4.5.A.3

**Technology:** 8.2.5.D.2; 8.2.5.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

### **Essential Questions:**

- How can concepts be combined collaboratively to generate innovative ideas for creating art?
- How might observation and investigation be used in preparation for making a work of art?

### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but at not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Culture
- Communicating with art
- Light and Value
- Careers in Art
- Space
- Harmony and Unity
- Expression
- Building and Deconstructing
- Function
- Movement
- Exploration
- Identity
- Patterns
- Perception
- Transformation
- History of Art
- Exploring Line
- Tints and Shades

### **Student Learning Objectives:**

*Students will know and be able to...*

- Consider the whole composition of an artwork

- Combines various materials to create a work of art
- Consider and utilize positive and negative space
- Differentiate between symmetry and asymmetry.
- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)
- Acknowledges that art is a “record” of events for societies.
- Students will become acquainted with intermediate colors.

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting ( Watercolor, Tempera, Acrylic)
- Drawing (Ink & Stylus)
- 3-D Forms (Clay)
- Printing (Stamping, mono-print, etching)

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Culture	10 days	Drawing	<u>Navajo Weavings:</u> Students will become familiar with warp and weft techniques to create a woven yarn wall hanging inspired by Navajo art.
History of Art/ Culture	7 days	Printing	<u>Pop Art Emojis:</u> Students will learn about Andy Warhol and Pop Art’s connection with “Popular Culture” as an art theme. Utilizing color, shape, and pattern students will create 4 prints of an emoji and arrange them in a style similar to Warhol.
Form and Shape	5 days	3-D Forms	<u>Symmetrical Snowflakes:</u> Students will create a snowflake out of clay, depicting radial symmetry and recall back to previous skills associated with three-dimensional construction
Composition	6 days	Drawing	<u>Late Gothic/Queen Anne Architecture:</u> Students learn about the impact that architecture has in the field of art. They will learn that architecture even inspired some famous paintings like that of Edward Hopper. Students will

			create a black and white ink drawing of a Late Gothic of Queen Anne inspired structure.
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**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **Grade Level: Fourth Grade**

**Duration:** 30 instructional days/1 hour blocks (see potential breakdown below)

**Overview:** Students learn to make critical judgments as they develop aesthetic perception by interacting with works of art and becoming knowledgeable about history, media, and world culture. The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

**Standards:** 1.1.5.D.1; 1.1.5.D.2; 1.3.5.D.1; 1.4.5.B.4; 1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5; 1.4.5.A.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.5; 1.2.5.A.2; 1.2.5.A.3; 1.4.5.A.2; 1.4.5.B.3; 1.4.5.A.3

**Technology:** 8.2.5.D.2; 8.2.5.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

### **Essential Questions:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?

### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but are not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Color
- Nature
- Culture
- Communicating with art
- Light and Value
- Careers in Art
- Space
- Harmony and Unity
- Expression
- Building and Deconstructing
- Function
- Movement
- Exploration
- Identity
- Perception
- Transformation
- History of Art
- Exploring Line
- Tints and Shades
- Crafts/Fiber/Textiles
- Digital Art

### **Student Learning Objectives:**

*Students will know and be able to...*

- Consider the whole composition of an artwork
- Understand the historical and cultural contexts of works of art.
- Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
- Develop an understanding of what monochromatic is in terms of painting.
- Recall the color wheel and identify the complimentary, tertiary, and analogous colors.
- Demonstrate use scale and proportion.
- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)
- Students will gain insight into the role technology plays in many artforms

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting
- Drawing
- 3-D Forms
- Crafts (Textiles/Fiber Arts)
- Mixed Media

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Building and Deconstructing	6 days	Mixed Media	<u>Surreal Portraits:</u> Using watercolor and oil pastel students will create resist paintings depicting a surreal creature inspired by the game played by many surrealists titled “Cadavre Exquis”.
Transformation/ Building & Construction	8 days	3-D Forms	<u>Mixed Media Animal Portraits:</u> Students will use recycled pieces of scrap paper to create and serve as backgrounds for their animal portraits. Using oil pastels and ink, students will then finalize their animals face (eyes, nose, fur, ect)
Form and Shape/ Culture	7 days	3-D Forms	<u>Oaxacan Spirit Animals:</u> Students will become familiar with traditions associated with the rich culture of Oaxaca, revolving around wood (or papier-maché) carvings of spirit

			animals called “alebrijes.” Students will construct and paint their chosen spirit animal using clay and acrylic paint.
Function	7 days	Crafts/Fibers / Textiles	<u>Tie-Dye Pillows:</u> Students will learn about the history of tie dye(originating with Japanese Shibori techniques) and how it eventually became an iconic part of American culture in the late 1960s. Students will learn different folding techniques associated with tie dying as well as color theory. They will dye 2 pieces of muslin fabric and proceed to sew the pieces together using a sewing machine.

**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **Grade Level: Fifth Grade**

**Duration:** 30 instructional days/1 hour blocks (see potential breakdown below)

**Overview:** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

**Standards:** 1.1.5.D.1; 1.1.5.D.2; 1.3.5.D.1; 1.4.5.B.4; 1.3.5.D.2; 1.3.5.D.4; 1.3.5.D.5; 1.4.5.A.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.5; 1.2.5.A.2; 1.2.5.A.3; 1.4.5.A.2; 1.4.5.B.3; 1.4.5.A.3

**Technology:** 8.2.5.D.2; 8.2.5.D.3

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

**Cross-Curricular:** NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

### **Essential Questions:**

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?

### **Topics and Themes:**

Teachers have the flexibility to choose one or more appropriate themes that frame their instructional unit. The number of units will depend on the duration of each project involved, the age of the student, contact time, etc. Suggested themes for this grade level include (but at not limited to) the following:

- Shape and Form
- Measure and Scale
- Composition
- Color
- Nature
- Culture
- Communicating with art
- Light and Value
- Careers in Art
- Space
- Harmony and Unity
- Building and Deconstructing
- Function
- Movement
- Exploration
- Identity
- Patterns
- Perception
- Transformation
- History of Art
- Exploring Line
- Tints and Shades

- Expression
- Crafts/Fiber/Textiles
- Digital Art

**Student Learning Objectives:**

*Students will know and be able to...*

- Consider the whole composition of an artwork
- Differentiate between diagonal, vertical, and horizontal lines
- Engage in a variety of age-appropriate evaluations and discussions (see Methods of Evaluation above)
- Students will gain insight into the role technology plays in many artforms
- Students are familiar with various painting techniques in association with the chosen type of paint.
- Students are aware that the characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks
- Using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

**Student Learning Experiences:**

*Students will have engaged in all the following media during this grade level:*

- Painting
- Drawing
- 3-D Forms (Plaster)
- Crafts (Textiles/Fiber Arts)
- Mixed Media (Metal Tooling)

**Example Progression**

Unit of Study	Instructional Days	Learning Experience	Possible Activities
Nature and the Environment	9 days	Painting	<u>Bob Ross Inspired Landscapes:</u> Using methods associated with acrylic painting students will create an acrylic painting depicting a landscape setting. They will include, in their works color theory, perspective, space, and consider the composition as a whole
Functionality	7 days	3-D Forms	<u>Gargoyles:</u> Students will research the historic significance of gargoyles and what purpose they served. Using

			images compiled through their research as references, students will design, construct and paint three dimensional creations that represent a gargoyles.
Form and Shape	7 days	3-D Forms	<u>Plaster Masks:</u> Students will design and create a plaster mask. Taking into consideration size, shape, and color schemes. They will construct armatures and “skeletons” to support their forms
Communicating with Art/History of Art	7 days	Mixed Media	<u>Illuminated Letter:</u> Students will use metal tooling to create convex and concave linear designs to formulate the first letter of their name. Using inks and permanent marks the students will further embellish upon their illuminated letters

**Note:** The instructional days listed above are purposely less than the total course duration. This allows for flexibility and the implementation of different art competitions, events (Youth Art Month), school initiatives, and, generally, opportunities for exploration.

## **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 – Grolier

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:**

The Artist Project

Metropolitan Museum of Art Online Series

Mati & Dada

Art History YouTube series

Raiders of the Lost Art

Netflix Series- True stories about uncovering lost masterworks & art mysteries  
Art History & Culture

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**

<https://theartofeducation.edu/>

[https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN\\_7ItHog](https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ItHog)  
(Mati and Dada Art)

<https://www.goshen.edu/art/ed/critique1.html>

[https://nj.gov/state/njsca/dos\\_njsca\\_opportunities-for-the-field.html](https://nj.gov/state/njsca/dos_njsca_opportunities-for-the-field.html)  
(Additional Art Opportunities)

[www.famousartistsgallery.com](http://www.famousartistsgallery.com)

[http://www.metmuseum.org/explore/cezannes\\_apples/splash.html](http://www.metmuseum.org/explore/cezannes_apples/splash.html)  
(Interactive Cezanne Website)

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

[http://www.metmuseum.org/explore/the\\_block/index\\_flash.html](http://www.metmuseum.org/explore/the_block/index_flash.html)  
(Interactive Romere Bearden Website)

<http://artistproject.metmuseum.org>  
(The MET's Artist Project Art Series)

<https://www.newarkmuseumart.org>

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.kinderart.com/](http://www.kinderart.com/)

[www.artsonia.com](http://www.artsonia.com)

[www.dickblick.com/lessonplans/](http://www.dickblick.com/lessonplans/)

[www.crayola.com/educators/lessons](http://www.crayola.com/educators/lessons)

[www.amoco/lessons.com](http://www.amoco/lessons.com)

[www.princetonol.com](http://www.princetonol.com)

[www.eduref.org/cgi](http://www.eduref.org/cgi)

[www.teachnet.com/lessons](http://www.teachnet.com/lessons)

[www.getty.edu](http://www.getty.edu)

[www.creativeconnections.org](http://www.creativeconnections.org)

[www.artcyclopedia.com](http://www.artcyclopedia.com)

[www.artchive.com](http://www.artchive.com)

## **Digital Applications for iPad:**

### **1. Aviary**

This photo editing app is free and allows your students to enhance and edit photographs. It has a variety of features such as “Transform,” “Crop,” “Effects,” “Enhance,” and “Vignette.”

### **2. KaleidaCam**

KaleidaCam is a free, simple-to-use app that creates beautiful results. It turns your iPad into a kaleidoscope, allowing students to create amazing images and explore symmetry at the same time.

### **3. Blendamaze**

For only 99¢, you can download Blendamaze to your iPad to reinforce color mixing without the mess. The app challenges students to mix colors for marbles they can use in a digital maze and is a great way to review or extend student learning.

### **4. Faces iMake**

Faces iMake will allow for hours of endless creativity. Students can choose a variety of bases that serve as a head. From there they can add random objects from categories such as “Nature,” “Food,” “Toys,” “Music,” “Tools,” and more to the base to make an abstract face. A new feature, “Ideas,” allows students to pick pre-designed backgrounds to inspire them to create. This app costs \$2.99.

### **5. Pop Art Camera**

If you are interested in teaching your students about Pop Art, this app is great to use. It allows students to take photographs and turn them into Pop Art. It can create one image or four different images in one frame. Best of all, this app will not cost you a penny!

### **6. Green Screen by Do Ink**

If you’d like to try green screen technology with your students, be sure to check out the Green screen by Do Ink app. Exploring the app and watching tutorials can help you get started. You’ll need the app itself, which is \$2.99, and a way to create a green backdrop.

### **7. Colorscape**

This free app allows students to create their own custom coloring sheets. Students can snap a shot of themselves, friends, or items in the classroom and color it digitally on the iPad. If you have the resources and time, printing them out could be fun, too.

### **8. Doodle Art**

Allow your students to create their own drawings using Doodle Art. This free app gives students endless possibilities. It includes a variety of colors, lines, and shapes with which to create. In addition, photographs of student art can be uploaded to this app to give students a chance to edit their work digitally.

### **9. Let’s Create Pottery**

Whether you have real clay in your classroom or not, Let's Create Pottery, allows your students to create beautiful clay pottery with the swipe of a finger and the push of a button. The simulated pottery wheel spins the clay into a variety of designs.

#### 10. Creatubbles

Creatubbles is a great app to use as a digital portfolio and allows your students to see art from other students around the world. Students can view art and give the work "bubbles" to compliment the artist similar to "likes" on Facebook. Students can upload their own art, title their work, and write an artist statement.

#### **Digital Applications for Chromebooks:**

Canvas

Google Keeps

Concepts

Adobe Lightroom

Infinite Painter

Autodesk Sketchbook

Pixaloop

Flipaclip