

Atlantic City Public Schools



Visual Arts

PreK - 8th Grade

Curriculum Guide

Table of Contents

[Acknowledgements](#)

[Mission & Vision](#)

Mandates and Initiatives

[Students with Diverse Needs](#)

[Modifications and Accommodations](#)

[G.E.M. Statement](#)

[Authentic Assessment](#)

Curriculum Design

[Curriculum Design](#)

[Interdisciplinary Connections](#)

[Integration of 21st Century Skills, Careers, and Technology](#)

[Implementation Statement](#)

[Pacing Guide](#)

[NJSLs for Visual Arts Quick Reference](#)

Unit Guides

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

[Seventh Grade](#)

[Eighth Grade](#)

5E Model Lesson Planning

[5E Model](#)

[5E Model Sample Lesson](#)

Evaluation Tools

[Art Rubric K-2](#)

[Art Rubric 3-8](#)

[Resource Guide](#)

[References](#)

Acknowledgements

We wish to express our thanks to the Administration and the Board of Education of the Atlantic City Public Schools for their continued support of the Visual Arts, and the assistance that they provide to us, as we strive to foster authentic learning experiences through the arts.

Administration

Barry Caldwell, Superintendent of Schools
Sherry Yahn, Assistant Superintendent of Curriculum & Instruction
Gabrielle Caldwell, Director of PreK-5th Grade
Donald Harris, Director of 6th Grade-12th Grade
Michael Bird, Director of Assessments and Special Projects
Pamela Hennelly, Director of Special Education and Student Services

Board of Education

Walter Johnson, President
Allen Thomas, Vice President
Patricia Bailey
Ruth Byard
Constance Days-Chapman
John Devlin
Shay Steele
Bruce E. Weekes
Sharon Zappia
Kim Bassford, Ventnor Representative
Tracy Riley, Council for the Board of Education
Angie Brown, Board Secretary

2018 PreK-8 Visual Arts Curriculum Task Force

Rebekah Mahler, Teacher of Art
Ashley Morales, Teacher of Art

Mission

The mission of the Atlantic City School District PreK-8 Visual Arts program is to instill a lifelong appreciation for the visual arts, cultivate discipline, foster enduring character traits, and to equip students with the 21st Century skills of creativity, critical thinking, communication, and collaboration.

Vision

Our PreK-8 Visual Arts education provides

- 21st Century skills through the implementation of national and state visual arts standards.
- Support in literacy development through interdisciplinary learning.
- A platform in which to develop multicultural and communal sensitivities.
- Experiences to promote self-awareness and an enhanced purpose.

Students with Diverse Needs

This curriculum guide, in keeping with the philosophy of the Atlantic City Public School District, and pursuant to IDEA and Section 504 of the Rehabilitation Act of 1973, acknowledges that education is for all students. Integration of students with developmental disabilities means their involvement in all aspects of school life. This includes placement in visual arts education classes and participation in extracurricular activities. Therefore, all teachers, **regardless of their content area**, are required to teach students with disabilities.

Students with disabilities placed in visual arts classes will have an environment in which to grow creatively, physically, and socially. Students participating in an adaptive visual arts education program in the Atlantic City Public Schools will be exposed to a wide variety of materials and activities that will aid in the development of fine and gross motor skills. These materials and activities necessary for artistic development are much the same as those necessary for other students. Modifications are made according to the needs of each student as per their IEP and/or 504 Plan.

According to Sharon Malley, EdD, of the National Coalition for Common Arts Standards: In order to deliver appropriate and meaningful instruction and assessments, it is the responsibility of arts teacher working with children with disabilities to adhere to the following (Interstate New Teacher Assessment and Support Consortium, 2001; McNulty & Gloeckeler, 2011)

- Possess core knowledge of a broad range of disabilities and how to implement general strategies and frameworks for inclusion.
- Share and collaborate in evidence-based practices with the special educators and related personnel assigned to the students they teach.
- Know and utilize the content of the Individual Education Program (IEP), including learning strengths and needs, and goals and accommodations required for each student.
- Create a positive learning environment inclusive of all students.

(Malley, 2014)

Modifications and Accommodations for the Visual Arts

Gifted and Talented

- Encourage students to get involved in school clubs and extracurricular activities that support and extend their learning and experiences.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Participate in Teen Arts and local art competitions.

ELL

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of E-dictionaries
- Preferential seating
- Print key words, page numbers, homework, and deadlines on the board.
- Incorporate visuals
- Ensure students understand directions and have materials.
- Avoid slang and colloquial expressions.

IEP

- Allow students to use alternate equipment.
- Pre-teach concepts/Preload students with key information and content vocabulary words.
- Provide summaries of lessons/modules/chapters.
- Provide leveled readers/alternate texts tailored to students Lexile level/ability level.
- Allow students to listen to audio recordings instead of reading text.
- Use a highlighter/reading to maintain student's attention to key concepts/while text reading.
- Provide illustrations for content vocabulary words and/or allow students
- Display visual aids to reinforce key concepts (e.g. anchor charts, posters, illustrations, graphs, models).
- Scaffold instruction and reduce the complexity of classwork/texts.
- Allow for movement and use multiple modalities while teaching.

IEP (continued)

- Reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page.)
- Allow oral responses/dictate responses to a scribe/audio recorder.
- Use peer readers.
- Reduce reading passages.
- Repeat information (e.g., key concepts, directions).
- Provide page numbers to help the student locate answers to questions.
- Read directions/questions aloud.
- Provide written/oral instructions in small steps using as few words as possible.
- Provide extended time for the student to complete tasks (e.g. written assignments, tests, produce oral responses).
- Demonstrate how to utilize graphic organizers and provide the student with graphic organizers.
- Provide materials for assignments-specify details.
- Provide materials in larger print size.
- Allow student to use a word processor.
- Create alternate assignments/projects.

504

- Extended time for completing tasks
- Sit where he/she learns best (for example, near the teacher).
- Questions read aloud
- Use multimedia components (e.g., anchor charts, posters, illustrations, graphs, models).
- Allow for movement and use multiple modalities while teaching.

At Risk

- Questions read aloud
- Sit where he/she learns best (for example, near the teacher).

G. E. M. Statement

In accordance with the Guidelines for Education that is Multicultural (G. E. M.) and Title IX of the Educational Amendment of 1972, the Visual Arts Curriculum Task Force has acknowledged that the curriculum developed for grades K-12 will provide a complete educational plan for the development of Visual Arts education. This process will ensure that all students will have equal access to the fundamental knowledge and skills critical to achieving success.

1. To enable students and school staff to recognize and make appropriate responses about discrimination based on race, sex, national origin, sexual orientation or disability, and strive for equity and unity in a diverse society;
2. To provide students with multicultural experiences designed to enable them to interact more effectively in a pluralistic society and an interdependent world;
3. To transform curricular content areas to include ideas, perspectives, and experiences of women and men, diverse racial, cultural, and ethnic groups;
4. To create a school and classroom climate that enhances learning by recognizing the history and culture of all people;
5. To empower students and their families to become active participants in the process of learning;
6. To increase students' knowledge of diverse cultural attitudes, traditions, and values;
7. To assist students in developing a positive self-image;
8. To improve intergroup/interpersonal relations;
9. To provide a school atmosphere that fosters respect for all languages and dialects
10. To develop students' ability to recognize, critically analyze, and make intelligent decisions about complex social problems and issues such as discrimination and racism in contemporary society so that the student will act as agents of social change.
11. To ensure that on the basis of sex, no person be excluded from participation in any educational program.

(Guidelines for Education that is Multicultural, 1993)

Authentic Assessment

As the instruction in all subject areas becomes more student centered, and the possibilities for broadening students' awareness and skill levels increases, the need for authentic assessment is more important than ever. Authentic assessment is a form of summative evaluation in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Jon Mueller, 2014).

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Authentic tasks involve challenges and roles that help students rehearse for the complex ambiguities of the “game” of adult and professional life. Traditional tests are more like drills (Grant Wiggins, 1990).

Authentic assessment requires students to be effective performers with acquired knowledge as opposed to traditional assessment where students are only required to “plug in” to what was learned out of context (Wiggins).

Use of authentic assessment is embedded within the unit guides. Teachers are encouraged to choose a variety of authentic assessments to fit the needs of their students. Examples of authentic assessments that can be used in the art classroom include:

- Performance Based ([Rubrics](#) and Portfolios)
- Q & A (Constructed Response and Reflections)
- Essays

Curriculum Design

The PreK-8 Visual Arts Curriculum aligns with the New Jersey Student Learning Standards (NJSLS) for Visual Arts, which fully integrates the [National Visual Art Standards](#). Each grade level focuses on a specific theme for the year, comprised of four units of study.

Pacing Guide

Pacing is integrated through each grade levels' curriculum. As a reference, this curriculum has included the NJSLS standards overview, which is embedded within each unit guide indicating each applying standard.2

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
PreK & K	Color	Shape	Line	Pattern
1st Grade	Color	Shape & Form	Balance	Pattern & Texture
2nd Grade	Painting	Collage	Landscapes	Shape
3rd Grade	Color	Shape	Interior Spaces	Collaborative Art
4th Grade	Realism	Cubism	Expressionism	Modernism
5th Grade	Color in Folk Art	Shape and Form in Folk Art	Line in Folk Art	Texture in Folk Art
6th Grade	Emotional Responses in Art	Perspective	Optical Illusions	Clay Exploration
7th Grade	I Want to be a Creative Director	I Want to Work in Advertising	I Want to be an Architect	I Want to work in Publishing
8th Grade	Mixed Media	Communication	Art and Culture	Theme

Interdisciplinary Connections

An interdisciplinary focus promotes learning by providing students with opportunities to solve problems and make meaningful connections within the arts and across disciplines. Interdisciplinary curriculum encourages students to generate new insights and to synthesize new relationships between ideas. The goal is to present a balance between disciplinary and interdisciplinary learning emphasis in the elementary art classrooms, and to work with other teachers in schools. Cross curricular connections are made within our units of study and may include, but are not limited to, ELA, Math, Social Studies, and Science.

Integration of 21st Century Life and Career Skills and Technology

This PreK-8 Visual Arts Curriculum integrates the NJSLs for [21st Century Life and Careers](#) and [Technology](#) through either instructional materials or processes taught within classrooms. Specific examples can be found within grade level [unit guides](#).

Implementation Statement

The PreK-8 Visual Arts Curriculum is designed to be a guideline for teachers to follow. Each grade levels' standards are presented, followed by suggested activities in each category. This curriculum is not a step-by-step instruction manual, but rather a collection of resources and suggested activities for the Visual Arts classroom. Each teacher will implement the curriculum by addressing the standards with the resources and skills that are available to them within their setting and that best meets the needs and abilities of their student population.

NJSLs for Visual Arts Quick Reference

By the end of **GRADE 2** all students will **PROGRESS TOWARDS BASIC LITERACY**.

The Creative Process	
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
History of the Arts and Culture	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theater, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theater, and visual art reflect, and are affected by, past and present cultures.
Performing	
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.
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.
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.
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.
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 art mediums and media.
Aesthetic Responses and Critique Methodologies	
Aesthetic Responses	
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
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.
Critique Methodologies	
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.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

NJSLs for Visual Arts Quick Reference

By the end of **GRADE 5** all students will **DEMONSTRATE BASIC LITERACY**.

The Creative Process	
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life. The elements of art and principles of design are universal.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
History of the Arts and Culture	
1.2.5.A.1	Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theater, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.
Performing	
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.
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 (e.g. cubist, surrealist, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective, conceptual) using age-appropriate terminology, and experiment with various compositional approaches influenced by these groups.
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.
1.3.5.D.5	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.
Aesthetic Responses and Critique Methodologies	
Aesthetic Responses	
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
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).
Critique Methodologies	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
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.

NJSLs for Visual Arts Quick Reference

By the end of **GRADE 8** all students will **DEMONSTRATE COMPETENCY**.

The Creative Process	
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
History of the Arts and Culture	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
Performing	
1.3.8.D.1	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).
1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
Aesthetic Responses and Critique Methodologies	
Aesthetic Responses	
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
Critique Methodologies	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Kindergarten

The Visual Arts program offers opportunities for all children in kindergarten to become familiar with the basic elements of art (line, shape, form, color, value, texture, and space) through a variety of art materials. Students will be introduced to domain-specific vocabulary that will help them to communicate ideas and feelings while supporting the enhancement of core academic subjects.

(Adaptable to PreK when developmentally appropriate.)

Kindergarten UNIT 1: Introduction to Color			
SLOs	NJSLS		Summative Assessment
<p>Identify the colors on the rainbow using ROY G BIV.</p> <p>Identify primary and secondary colors.</p> <p>Explain how color is evident in everyday life.</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.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 art mediums and media.</p>		<p>Rubric Students will create a mixed media 6-step color wheel using magazine cut outs of things that are red, blue, yellow, green, orange, and purple.</p> <p>Discussion Choose a favorite color and have students name objects or emotions corresponding to that color.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLS ELA</p> <p>NJSLS Science</p>	<p>Place the colors of the rainbow in the correct order.</p> <p>Collaborative experiment exploring primary color mixing.</p> <p>View diverse artwork and have students point out primary and secondary colors.</p>	<p>Primary</p> <p>Secondary</p> <p>ROY G BIV</p>	<p><i>My Many Colored Days</i> by Dr. Seuss</p> <p><i>Mouse Paint</i> by Ellen Stoll Walsh</p> <p><i>Primary Colors</i> by OK GO (YouTube)</p> <p><i>ROY G BIV</i> by They Might Be Giants (YouTube)</p>

Kindergarten
UNIT 2: Introduction to Shape

SLOs	NJSLS		Summative Assessment
<p>Identify basic geometric shapes.</p> <p>Explain how shapes are evident in everyday life.</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.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 art mediums and media.</p>		<p>Rubric Students use basic geometric shapes to draw a likenesses of themselves. This will lay the foundation for subsequent lessons on portraiture.</p> <p>Verbal Critique Identify various geometric shapes in your work and discuss why you chose to use them.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLS ELA</p> <p>NJSLS Math</p>	<p>Have students assemble a person or a face from cut outs of different shapes.</p> <p>View diverse artwork and have students point out the geometric shapes they see.</p>	<p>Shape</p> <p>Geometric</p>	<p>Artwork of Pablo Picasso, Piet Mondrian</p>

Kindergarten
UNIT 3: Lots of Lines

Kindergarten UNIT 3: Lots of Lines			
<p>SLOs</p> <p>Identify properties of line.</p> <p>Identify and recognize horizontal and vertical lines</p>	<p>NJSLS</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 life, using a variety of art mediums and media.</p>	<p>Summative Assessment</p> <p>Rubric Piet Mondrian-inspired mixed media collage using strips of black paper for the vertical and horizontal lines and watercolors in the primary colors.</p> <p>Verbal Reflection Discuss "If I could be a line, what kind of line would I be and why?"</p>	
<p>Supporting Standards</p> <p>WIDA NJSLS ELA</p>	<p>Supporting Activities</p> <p>Experiment with line-making by manipulating pipe cleaners.</p> <p>Have students use their bodies or arms to express different lines.</p> <p>View a variety of artwork with lines and have students identify and describe the types of lines they see.</p>	<p>Vocabulary</p> <p>Line Horizontal Vertical</p>	<p>Resources</p> <p>Artwork of Piet Mondrian, Wassily Kandinsky</p>

Kindergarten
UNIT 4: Pattern Play

<p>SLOs</p> <p>Create patterns using color, shape, and line.</p>	<p>NJSLS</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 life, using a variety of art mediums and media</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances..</p>		<p>Summative Assessment</p> <p>Rubric Students will create an original ice cream cone inspired by the works of Wayne Thiebaud.</p> <p>Reflection Students will explain what kind of ice cream cone they have created and why they like it. They will compare and contrast their ice cream cone with a neighbors.</p>
<p>Supporting Standards</p> <p>WIDA NJSLS ELA NJSLS Math</p>	<p>Supporting Activities</p> <p>Students practice assembling patterns using scraps of colorful papers.</p> <p>Go on a "Pattern Hunt" around the classroom or school, searching for examples of patterns.</p> <p>View a variety of artwork with patterns and have the students decide if the patterns are made by colors, lines, shapes, or a combination.</p>	<p>Vocabulary</p> <p>Pattern Assemblage</p>	<p>Resources</p> <p>Images of Wayne Thiebaud's work Louise Nevelson</p>

1st Grade

The fine arts program offers opportunities for all children in 1st grade to build upon their basic knowledge of the elements of art as they are introduced to the principles of design (unity, rhythm, balance, emphasis, pattern, movement, and contrast) through the exploration of new art mediums. Students will utilize domain-specific vocabulary in order to communicate ideas and feelings while supporting the enhancement of core academic subjects.

1st Grade UNIT 1: Color			
<p>SLOs</p> <p>Recognize primary and secondary colors.</p> <p>Identify warm and cool colors.</p>	<p>NJSLS</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 the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p>Summative Assessment</p> <p>Rubric Students will create an abstract mixed media mood composition based on various genres of music.</p> <p>Discussion Discuss how an artist uses color to communicate emotion.</p>	
<p>Supporting Standards</p> <p>WIDA</p> <p>NJSLS ELA</p>	<p>Supporting Activities</p> <p>Categorize emotions into warm or cool.</p> <p>Create a landscape depicting a particular season of the year with warm or cool colors.</p> <p>Worksheet on color wheel and mixing colors.</p>	<p>Vocabulary</p> <p>Primary Color</p> <p>Secondary Color</p> <p>Warm colors/Cool Colors</p> <p>Abstract</p>	<p>Resources</p> <p>Videos about warm and cool colors</p> <p>The Color Wheel</p>

1st Grade
UNIT 2: Shapes and Forms

SLOs	NJSLs		Summative Assessment
<p>Identify basic geometric shapes found in nature.</p> <p>Explain how shapes are used in historical works.</p> <p>Recognize how form is connected to shape.</p> <p>Employ verbal and visual vocabulary in critique.</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>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>Rubric Students manipulate clay to create a ladybug sculpture. They will be introduced to appropriate tools to shape and mark the clay.</p> <p>Reflection Students create a birth certificate for their finished ladybug.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs Science</p>	<p>Discuss shapes and the forms they can make (circle to sphere, square to cube, etc.)</p> <p>Manipulate wire to create organic shaped sculptures.</p>	<p>Sculpture</p> <p>Geometric Shape</p> <p>Organic Shape</p> <p>Form</p> <p>Pattern</p>	<p>Powerpoint of sculptures from various time periods</p> <p>Examples of patterns in nature (animal prints)</p>

1st Grade UNIT 3: Balance			
<p>SLOs</p> <p>Recognize symmetry and identify balance in a composition.</p> <p>Apply various properties of line in a composition.</p>	<p>NJSLS</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.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>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.</p>		<p>Summative Assessment</p> <p>Rubric Students will create and African mask showing symmetry and balance. Materials to be used can include: multicultural paper and crayons/colored pencils or 3D objects like dried beans and yarn.</p> <p>Verbal Critique Discuss how symmetry and balance are used in a classmate's composition.</p>
<p>Supporting Standards</p> <p>WIDA</p> <p>NJSLS ELA</p> <p>NJSLS Math</p> <p>NJSLS Social Studies</p>	<p>Supporting Activities</p> <p>Students color an African Mask worksheet by selecting and using neutral colors.</p> <p>Students work in pairs to complete symmetrical drawings.</p> <p>Class discussion on the purpose and creation of African masks.</p>	<p>Vocabulary</p> <p>Symmetry</p> <p>Balance</p> <p>Neutral Colors</p>	<p>Resources</p> <p>PowerPoint showcasing masks from different cultures</p>

1st Grade
UNIT 4: Patterns and Texture

<p>SLOs</p> <p>Create works that embody the elements art and principles of design.</p> <p>Recognize pattern in historical works of art.</p> <p>Identify texture and patterns in nature.</p>	<p>NJSLS for Visual Art</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.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>	<p>Summative Assessment</p> <p>Rubric Create a castle using a variety of materials to show texture and shape. Follow up with the surrounding landscape to complement the castle.</p> <p>Verbal Critique Point out what you liked about your work and one thing you would change.</p>	
<p>Supporting Standards</p> <p>WIDA NJSLS ELA NJSLS Math</p>	<p>Supporting Activities</p> <p>Students explore texture using texture plates.</p> <p>Complete coloring page showing different various exterior materials .</p> <p>Participate in a “Texture Search” by searching the classroom for various textures.</p>	<p>Vocabulary</p> <p>Texture Pattern</p>	<p>Resources</p> <p>Images of castles and large buildings throughout history</p>

2nd Grade

The fine arts program offers opportunities for children in 2nd grade to apply knowledge of the elements of art and principles of design to develop analytical skills and visual awareness. Students will use literary sources to generate ideas for works of art in two-dimensional and three-dimensional form.

2nd Grade UNIT 1: Painting			
SLOs	NJSLS for Visual Art		Summative Assessment
<p>Apply knowledge of color in the creation of original works of art.</p> <p>Distinguish the use of color found in diverse works of art.</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>1.2.2.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.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>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 art mediums and media.</p>		<p>Rubric Create artwork that displays an understanding of the Impressionism.</p> <p>Reflection Write about your artwork discussing what colors you chose and why.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLS ELA</p>	<p>Students can experiment with impressionism by using Q-Tips to paint with.</p> <p>Class discussion analyzing examples of impressionism.</p>	<p>Impressionism</p>	<p>Examples of Impressionism</p> <p>Artwork of Claude Monet</p>

**2nd Grade
UNIT 2: Collage**

SLOs	NJSLS for Visual Art		Summative Assessment
<p>Apply knowledge of shape in the creation of original works of art.</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 production of works of art in 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 part of everyday life, using a variety of art mediums and media.</p>		<p>Rubric An Eric Carle inspired design of various painted papers cut and used to create a large composition of shapes and color.</p> <p>Reflection Students will document the steps used to create their Eric Carle-inspired art.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLS ELA</p>	<p>Class discussion of shapes used in artwork.</p> <p>Teacher demonstration on how to build a collage.</p> <p>Students create a Matisse inspired collage of shapes.</p>	<p>Collage Organic Shape</p>	<p>Artwork of Eric Carle, Matisse</p>

2nd Grade
UNIT 3: Landscapes

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Recognize properties of line.</p> <p>Demonstrate space in a composition using overlapping techniques in relation to line.</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.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.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 art mediums and media.</p>		<p>Rubric Students will create an original watercolor landscape depicting themselves flying over their favorite place. Locations can be local or exotic, imagined or researched. Students will use symbols and other special details unique to their location.</p> <p>Writing Students write about where they are flying and why.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLS ELA</p>	<p>Sketches showing horizon line, background, and foreground.</p> <p>Game where teams of students have to figure out "Where am I?" based on a given list of items specific to the locations.</p> <p>Compare and contrast landscapes from different cultures and time periods.</p>	<p>Landscape</p> <p>Horizon Line</p> <p>Background</p> <p>Foreground</p>	<p><i>Tar Beach</i> by Faith Ringgold</p> <p><i>A Bird in Winter</i> (inspired by Pieter Bruegel) by Helene Kerillis and Stephane Girel</p>

**2nd Grade
UNIT 4: Shape**

<p align="center">SLOs</p> <p>Utilize knowledge of the elements of art and the principles of design.</p>	<p align="center">NJSLS for Visual Art</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.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 align="center">Summative Assessment</p> <p>Rubric Create a two-dimensional composition demonstrating knowledge of shape and line.</p> <p>Group Critique Discuss the shapes and lines you find in your classmate's artwork.</p>
<p align="center">Supporting Standards</p> <p>WIDA NJSLS ELA</p>	<p align="center">Supporting Activities</p> <p>Create an ink blot creature of organic shapes and add expressive lines to it.</p> <p>Create a figure drawing that shows movement by utilizing movable, human-shaped traceables patterns as a guide.</p>	<p align="center">Vocabulary</p> <p>Shape Line</p>	<p align="center">Resources</p> <p>Images of art that utilizes lines and shape</p> <p>Moveable human -shaped traceables</p>

3rd Grade

The fine arts program offers opportunities for children in 3rd grade to become familiar with various styles of multicultural art within an historical context. They are encouraged to express themselves both individually and cooperatively. Students will utilize domain-specific vocabulary in order to communicate ideas and feelings while supporting the enhancement of core academic subjects.

3rd Grade UNIT 1: Color			
SLOs	NJSLS for Visual Art		Summative Assessment
Identify how color is used for function versus decoration in various works of art.	<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>1.2.5.A.1 Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</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>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>		<p>Rubric Students create a folded Native American parfleche using heavy weight paper or butcher paper. Geometric designs and symbolic colors will be utilized.</p> <p>Reflection Describe how you used symbols and colors to express an idea or feeling.</p> <p>Discuss how symbols are used to brand everyday items. (i.e. Target, Nike)</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLS ELA</p> <p>NJSLS Social Studies</p>	<p>Design a teepee using traditional Native American symbols and colors.</p> <p>Students complete tribal pattern coloring page by identifying and selecting symbolic colors.</p>	<p>Symbols</p> <p>Color</p>	<p>Native American Parfleche handout explaining the use of symbols and color in Native American artwork.</p>

3rd Grade
UNIT 2: Shape

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Identify how shape can be used to express meaning in various genres of art.</p>	<p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <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>1.2.5.A.1 Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>		<p>Rubric Students will depict a selected scene from a book in the style of Greek urns. Materials may include black and gold sharpies, paint, or colored paper cut outs. Individual scenes will be displayed together to tell an overall story.</p> <p>Reflection Self-assess your completed work using a rubric. Then, assess the collaborative project as a whole. Compare the results with classmates.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs Social Studies</p>	<p>African silhouette using chalk pastel for sunset and black paint for animal.</p> <p>Class discussion decoding Kara Walker's work.</p> <p>Egyptian cartouche of your name using hieroglyphs</p>	<p>Silhouette Hieroglyphs</p>	<p>Examples of silhouettes (Kara Walker, Greek urns, Egyptian hieroglyphs)</p>

3rd Grade
UNIT 3: Interior Spaces

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Identify how line can be used to create patterns and texture to express purpose and meaning in art.</p>	<p>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p>		<p>Rubric Students will create a diorama of a room showing meaningful and purposeful use of line.</p> <p>Written Reflection Write about your room. What items did you include and why? How and why did you arrange the objects in your room?</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs 21st Century Life and Careers</p>	<p>A portrait of a face with various kinds of line, symbols, and patterns to make the hair unique to each image.</p> <p>Work in groups to identify the foreground, middleground, and background in a variety of images.</p>	<p>Foreground</p> <p>Middle Ground</p> <p>Background</p> <p>Parallel</p> <p>Perpendicular</p>	<p>Images of art that feature interior spaces</p>

3rd Grade
UNIT 4: Collaborative Art

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Collaborate in the creation of works of art using multiple art mediums.</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.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> <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>Rubric Large group collaborative mural of a single image.</p> <p>Reflection After viewing a variety of murals, describe the theme of the work and unifying elements the artist(s) used.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs Math</p> <p>NJSLs 21st Century Life and Careers</p> <p>NJSLs Social Studies</p>	<p>Individual grid drawings of an image.</p> <p>Create a small quilt of shapes and patterns that have hidden meanings inspired by African American slave quilts.</p> <p>Class discussion on the problems that can arise when making art collaboratively.</p>	<p>Quilt Codes</p> <p>Grid Drawings</p> <p>Mural</p>	<p>Samples of quilts and quilt patterns</p> <p>"How to" on grid drawings</p> <p>Images of murals from various cultures and time periods</p>

4th Grade

The fine arts program offers opportunities for children in 4th grade to continue their exploration of various art mediums as they distinguish between abstract and realistic aesthetic properties. Still maintaining personal expression, units will be added based on central themes, helping to develop cultural and historical awareness.

4th Grade UNIT 1: Realism			
SLOs	NJSLs for Visual Art	Summative Assessment	
<p>Recognize a range of values within the light, dark, and middle color spectrums and how they are evident in everyday life and masterworks 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>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective, conceptual) using age-appropriate terminology, and experiment with various compositional approaches influenced by these groups.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</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 dance, music, theatre, and 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 dance, music, theatre, and visual art.</p>	<p>Rubric A color mixing painting of a landscape showing depth using black and white to show value.</p> <p>Constructed Response Describe the process used to create tints and shades with paint.</p>	
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs Science</p>	<p>A silhouette drawing of trees with focus on tints and shades</p> <p>Practice creating values in pencil, then in paint on sheet on creating tint and shade</p> <p>Class discussion outlining distinctive characteristics of realist art</p>	<p>Value Tint Shade Atmospheric Perspective</p>	<p>Cubism examples Tint and shade</p>

4th Grade
UNIT 2: Cubism

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Differentiate the use of shape and form in two and three-dimensional master works of art and everyday life.</p>	<p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.</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.3 Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective, conceptual) using age-appropriate terminology, and experiment with various compositional approaches influenced by these groups.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</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 dance, music, theatre, and 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 dance, music, theatre, and visual art.</p>		<p>Rubric Students will create a cubist inspired portrait collage.</p> <p>Constructed Response Compare and contrast two masterworks of art (one abstract, one realistic).</p>
<p>Supporting Standards</p> <p>WIDA NJSLs ELA</p>	<p>Supporting Activities</p> <p>Abstract painting of organic shapes</p> <p>Gustav Klimt inspired project using shapes and pattern</p> <p>Class discussion comparing and contrasting abstract and realist artwork</p>	<p>Vocabulary</p> <p>Cubism Abstract</p>	<p>Resources</p> <p>Artwork of Gustav Klimt, Pablo Picasso</p> <p>Images of abstract art</p> <p>Examples of Cubist art</p> <p>Recycled magazines, catalogues, and newspapers</p>

4th Grade
UNIT 3: Expressionism

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Demonstrate how the elements of art and the principles of design are used to depict universal themes throughout history in various cultures and mediums.</p>	<p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective, conceptual) using age-appropriate terminology, and experiment with various compositional approaches influenced by these groups.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>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.</p>		<p>Rubric Paul Klee inspired cityscape using recycled cardboard to create relief sculptures based on their environment.</p> <p>Reflection Talk about which geometric shapes were used in your design and how they played a part in the overall composition.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs Math</p>	<p>Class discussion outlining the distinctive characteristics of Expressionism</p> <p>Thumbnail sketches showing various expressionistic techniques</p>	<p>Expressionism</p>	<p>Examples of Expressionist work</p>

4th Grade
UNIT 4: Modernism

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Recognize ways in which artists have used both the elements of art and the principles of design throughout history.</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 art genres in dance, music, theatre, and visual 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>1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g. realism, surrealism, abstract/non-objective, conceptual) using age-appropriate terminology, and experiment with various compositional approaches influenced by these groups.</p> <p>1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>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.</p>		<p>Rubric Students will create large scale, Georgia O'Keeffe-inspired flowers. Flowers will be assembled in a group exhibit.</p> <p>Reflection Have students research specific flowers and record information about the particular flower they chose to create.</p>
<p>Supporting Standards</p> <p>WIDA NJSLs ELA NJSLs Science</p>	<p>Supporting Activities</p> <p>Class discussion outlining the distinctive characteristics of Modernism</p> <p>Thumbnail sketches showing various Modernist techniques</p>	<p>Vocabulary</p> <p>Modernism Scale</p>	<p>Resources</p> <p>Artwork of Georgia O'Keeffe and other modernist artists</p>

5th Grade

The goal of the fine arts program in fifth grade is to make students aware of whom they are as individuals and their connection to the world around them. Students will begin to incorporate technology in the creation of art, encouraging them to utilize observational and higher order thinking skills. They will explore risk-taking as part of the learning process and supports the enhancement of core academic subjects.

5th Grade UNIT 1: Color in Folk Art			
SLOs	NJSLs for Visual Art	Summative Assessment	
<p>Compare and contrast the use of color and pattern utilized in diverse works of art from various cultures.</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>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (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 the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.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).</p>	<p>Rubric Drawing inspiration from a variety of folk art, students will select an everyday object and create artwork using that item.</p> <p>Short Answer Compare and contrast the use of color in folk artist from around the world.</p>	
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs 21st Century Life and Careers</p> <p>NJSLs Social Studies</p>	<p>Discuss the meaning of traditional art and how it connects to the values of a culture</p> <p>Create a three dimensional animal utilizing color and pattern</p> <p>Create Day of the Dead sugar skull drawings</p>	<p>Pattern</p> <p>Folk Art</p> <p>Tertiary/Intermediate Colors</p>	<p>Images of colorful folk art from around the world</p> <p>The Color Wheel</p>

5th Grade
UNIT 2: Shape and Form in Folk Art

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Compare and contrast the properties of shape and form found in various cultures and in everyday life.</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>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (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 the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.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).</p>		<p>Rubric Students will utilize shape and form to create a three dimensional "bento box" using folded, cut, and glued paper.</p> <p>Constructed Response Describe your bento box and why you included the foods you did.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs 21st Century Life and Careers</p> <p>NJSLs Social Studies</p>	<p>Analyze folk art for specific shapes</p> <p>Demonstration and experimentation with Gyotoku fish prints</p> <p>Exploration of tangrams</p>	<p>Gyotoku</p> <p>Origami</p> <p>Tangram</p>	<p>Images of folk art that utilizes shape</p> <p>Video of paper folding techniques</p>

5th Grade
UNIT 3: Line in Folk Art

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Distinguish between various properties of line and how it relates to balance and proportion in two and three-dimensional 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>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (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 the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.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).</p>		<p>Rubric Create a landscape using various lines to make patterns and textures, differentiating foreground, middleground, and background.</p> <p>Reflection Write about your landscape and how you designed the foreground, middleground, and background.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs 21st Century Life and Careers</p>	<p>Identify lines and patterns found in specific examples of folk art</p> <p>Sketch examples of various types of balance in a composition</p> <p>Discuss the role of folk art in a historical context</p>	<p>Line Horizontal Pattern Balance Proportion</p>	<p>Images of folk art that utilizes lines and patterns</p>

5th Grade
UNIT 4: Texture in Folk Art

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Compare and contrast the use of texture in two and three-dimensional 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>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual 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>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (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 the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p> <p>1.4.5.B.5 Define technical proficiency, using the elements of the arts and principles of design.</p>		<p>Rubric Students will create a colorful tapestry using simple weaving techniques.</p> <p>Written Reflection Explain the degree of technical proficiency that is shown in your completed tapestry.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs 21st Century Life and Careers</p>	<p>Use copy paper to rip, fold, or bend to give examples of several textures.</p> <p>Demonstration of weaving techniques</p>	<p>Texture Weaving Weft Shuttle Loom</p>	<p>Images of tapestries from various cultures and time periods</p>

6th Grade

The goal of the fine arts program in sixth grade is to focus on developing individual style in an environment that encourages risk-taking as part of the learning process. The creative process will focus on the selection of appropriate art materials and tools associated with various genres of art.

6th Grade UNIT 1: Emotional Responses to Art			
<p style="text-align: center;">SLOs</p> <p>Identify how the elements of art and principles of design communicate a given emotion in a social, historical, and/or political context.</p>	<p style="text-align: center;">NJSLS for Visual Art</p> <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>		<p style="text-align: center;">Summative Assessment</p> <p>Rubric Students will create an abstract work of art depicting a selected emotion. Students will be encouraged to use a wide array of art supplies and materials.</p> <p>Essay Argue whether or not “non-traditional” art (i.e. graffiti, books, t-shirts, skateboards, etc.) is still art.</p>
<p style="text-align: center;">Supporting Standards</p> <p>WIDA NJSLS ELA</p>	<p style="text-align: center;">Supporting Activities</p> <p>An abstract collage based on a particular feeling or emotion.</p> <p>Class discussion on non-traditional art vs. traditional art</p> <p>Use your name as the basis of a design using color and line</p>	<p style="text-align: center;">Vocabulary</p> <p>Graffiti Abstract Non-traditional</p>	<p style="text-align: center;">Resources</p> <p>Images of emotionally charged (through the use of the elements of art and principles of design NOT content) artwork throughout history</p> <p>Examples of “non-traditional” art (i.e. graffiti, books, t-shirts, skateboards, etc.)</p>

6th Grade
UNIT 2: Perspective

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Employ creative thinking through the use of various materials in the creation of space in art</p>	<p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>		<p>Rubric Create a digital room that demonstrates the use of a vanishing point to show an understanding of perspective.</p> <p>Verbal Critique Analyze peer work for creative use of the elements of art and principles of design.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs 21st Century Life and Careers</p> <p>NJSLs Technology</p>	<p>Employ the use of a ruler to a variety of geometric shapes in 2 point perspective design.</p> <p>Create a landscape showing atmospheric perspective.</p>	<p>Space</p> <p>1-Point Perspective</p> <p>Atmospheric Perspective</p> <p>Vanishing Point</p>	<p>Artwork of Grant Wood, Andrew Wyeth, etc.</p> <p>Examples of various landscape art</p>

6th Grade
UNIT 3: Optical Illusions

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Manipulate line in the creation of two and three dimensional works of art.</p>	<p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>		<p>Rubric Students will manipulate line to create an optical illusion.</p> <p>Short Answer Compare and contrast the use of line to create optical illusions.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs Math</p>	<p>Thumbnail sketches showing different examples of optical illusions.</p> <p>Class discussion on how and where illusions are created in images.</p>	<p>Op Art</p>	<p>Artwork of Victor Vasarely, Bridget Riley, MC Escher</p> <p>Images of optical illusions using various media</p>

6th Grade
UNIT 4: Clay Exploration

<p>SLOs</p> <p>Manipulate proportion in the creation of two and three dimensional works of art.</p>	<p>NJSLS for Visual Art</p> <p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>		<p>Summative Assessment</p> <p>Rubric Students will manipulate proportion to create a clay sculpture.</p> <p>Written Reflection Describe challenges associated with the creation of art, particularly when working with clay.</p>
<p>Supporting Standards</p> <p>WIDA NJSLS ELA NJSLS Math</p>	<p>Supporting Activities</p> <p>Exploration of the slab, coil, and pinch technique.</p> <p>Create a pinch pot using stamp and found object to create texture.</p>	<p>Vocabulary</p> <p>Slab Coil Slip</p>	<p>Resources</p> <p>Online videos of clay building and techniques.</p>

7th Grade

The goal of the fine arts program in seventh grade is to explore the connection between science, technology, engineering, art, and mathematics (STEAM). Students will explore career opportunities in art as they develop an individual sense of self-awareness.

7th Grade UNIT 1: I Want to be a Creative Director			
SLOs	NJSLS for Visual Art		Summative Assessment
Identify creative director as a career path and its importance in society.	<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.3.8.D.1 Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>		<p>Rubric Students will create a forward-thinking, technology-driven sneaker design for a shoe company of their choice.</p> <p>Presentation Students will “pitch” their sneaker design as if they were presenting to a shoe company.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
WIDA NJSLS ELA NJSLS 21st Century Life and Careers NJSLS Technology	Sneaker coloring pages to brainstorm ideas. A “Viewer’s Guide” while watching a film about design.	Creative Director Unity	<i>Abstract: The Art of Design</i> Ep. 2 Tinker Hatfield (Netflix) Sneaker coloring pages

7th Grade
UNIT 2: I Want to work in Advertising

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Identify advertising as a career path and its importance in society.</p>	<p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.3.8.D.1 Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>		<p>Rubric Students will develop packaging for an existing product of their choice.</p> <p>Written Reflection Describe your creative process for the creation your project.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA</p> <p>NJSLs ELA</p> <p>NJSLs 21st Century Life and Careers</p> <p>NJSLs Technology</p>	<p>View and discuss the merits of various print ads.</p> <p>Have students bring in candy wrappers, chip bags, and other product packaging.</p> <p>Sketch a product package.</p>	<p>Advertising</p> <p>Font</p>	<p>Images of product packaging</p> <p>Digital editing platforms (Intellaware.com/art, Google Draw, Adobe CS)</p>

7th Grade
UNIT 3: I Want to be an Architect

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Identify architecture as a career path and its importance in society.</p>	<p>1.3.8.D.1 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</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>		<p>Rubric After viewing a variety of architectural designs, students will create their own architectural rendering of a selected building.</p> <p>Essay Compare and contrast various styles of architecture from around the world.</p>
Supporting Standards	Supporting Activities	Vocabulary & Art History	Resources
<p>WIDA NJSLs ELA NJSLs Math NJSLs 21st Century Life and Careers NJSLs Technology</p>	<p>Have students team up to build a structure using gumdrops and toothpicks.</p> <p>Interior design drawings</p> <p>Mixed media relief collage</p> <p>Blueprint of a room (imagined, classroom, etc.)</p>	<p>Architecture Blueprint Rendering</p>	<p>Images of famous monuments and blueprints</p> <p><i>Architecture According to Pigeons</i> By Speck Lee Tailfeather</p>

7th Grade
UNIT 4: I Want to Work in Publishing

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Identify publishing as a career path and its importance in society.</p>	<p>1.3.8.D.1 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</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p>		<p>Rubric Develop an original storyboard connected to a novel being studied in class.</p> <p>Written Reflection Describe the creative process of developing a particular character.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs 21st Century Life and Careers</p>	<p>A re-invention of a selected children's book cover using colored pencils or watercolors.</p> <p>A character study for an invented storybook or comic strip character.</p>	<p>Publishing Illustration Storyboard</p>	<p>Storyboard That (online storyboarding tool)</p> <p>Various storyboard examples (i.e. Disney animation studios)</p>

8th Grade

The goal of the fine arts program in eighth grade is to promote visual literacy and understanding, through the application of art mediums and art media, as it fosters a deep appreciation for the world of art. Students explore the use of both verbal and written critique. Students use their knowledge of art as a bridge in the retention of information studied in the core academic subjects.

8th Grade UNIT 1: Mixed Media			
SLOs	NJSLS for Visual Art		Summative Assessment
Apply knowledge of the elements of art and principles of design to solve visual problems using mixed media.	<p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.3 Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p>		<p>Rubric Students will identify and select media to create a mixed media book (accordion, recycled, bound, etc.) that depicts a chosen theme through the use of words and images.</p> <p>Verbal Critique Analyze the structure of a work of art and discern its function.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
WIDA NJSLS ELA	<p>View a variety of art and compose a list of media used.</p> <p>Demonstrate bookmaking techniques.</p> <p>Brainstorm themes and decide imagery and media that will best express those themes.</p> <p>Group critique of finished work.</p>	<p>Unity</p> <p>Form vs. Function</p> <p>Mixed Media</p>	<p>Examples art that utilize a variety of media</p> <p>Examples of various bookmaking techniques</p>

8th Grade
UNIT 2: Communication

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Explore the use of parody in art to communicate an idea.</p>	<p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>		<p>Rubric Students will complete a parody of the "Keep Calm Carry On" poster.</p> <p>Short Answer Explain what a parody is and why they are an effective means of communication.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA NJSLs Technology</p>	<p>Analyze a selected art parody to determine a) the original artwork's intended meaning and b) the new intended meaning.</p> <p>Search for and identify contemporary parodies in art.</p>	<p>Parody Graphic Design</p>	<p>Images of art parodies (i.e. <i>Keep Calm Carry On</i>, Shepard Fairey, <i>American Gothic</i>, etc.)</p> <p>Digital editing platforms (Intellaware.com/art, Google Draw, Adobe CS)</p> <p>Chromebooks</p>

8th Grade
UNIT 3: Art and Culture

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Differentiate the use of the elements of art and principles of design in diverse historical and cultural contexts.</p>	<p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>		<p>Rubric Students will work in small groups to create four views of a single image. Each student will represent a different culture's artistic style.</p> <p>Short Answer Compare and contrast the use of the elements of art and principles of design across cultures.</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA</p>	<p>Class discussion analyzing artwork from diverse cultures.</p> <p>Categorize artwork by culture based on a set of agreed upon characteristics.</p> <p>Thumbnail sketches showing artistic styles of various cultures.</p>	<p><i>Will vary based on the cultures explored</i></p>	<p>Images of various cultural styles of art (Asian, Mexican, African, Indian, Aboriginal Australian, American)</p>

8th Grade
UNIT 4: Theme

SLOs	NJSLs for Visual Art		Summative Assessment
<p>Discern the thematic content of various works of art.</p>	<p>1.3.8.D.1 Utilize the principle of unity in the creation of an original two-dimensional mixed-media artwork.</p> <p>1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</p> <p>1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems.</p>		<p>Rubric Students will work together on a collaborative mural depicting a selected theme.</p> <p>Essay Written essay comparing and contrasting the depiction of a particular theme expressed in two or three different works of art (ex. love, war, family, etc).</p>
Supporting Standards	Supporting Activities	Vocabulary	Resources
<p>WIDA NJSLs ELA</p>	<p>Students work in small groups to research three different examples of art relating to a given theme (ex. love, war, family, etc).</p> <p>Discuss common images, symbols, and colors are found in thematically-similar works of art.</p> <p>Sketch ideas to be used for the group mural.</p>	<p>Theme Unity Symbolism Mural</p>	<p>Artwork of Diego Rivera, Pablo Picasso, Grant Wood</p>

5E Model

Lesson Information (Name, Grade, Date)		
Big Idea (Essential Question)	Individual unit goal presented in the form of a question.	
Objectives	Skill set students will attain per lesson. Written as a three-part behavioral objective: <ul style="list-style-type: none"> ● What will they do? ● How will they do it? ● How will it be measured? (<i>Students will be able to...</i>)	
NJSLS for Visual Arts	Standards to be addressed during instruction.	
Technology/ Cross Curricular	What technology did you use in the presentation of the lesson? (<i>PowerPoint, LadyBug, Mimio, YouTube</i>) How does your lesson relate to other core academic subjects? (<i>STEAM, ELA, History</i>)	
“5E”	Engagement	Opening activity that catches the students' interest for the lesson? (<i>Images, video, warm-up activity</i>)
	Explanation	Step-by-step instruction of the lesson. (<i>Demonstration, direct instruction, procedures</i>)
	Exploration	What they students will be doing. (<i>Projects, hands-on learning, use of the skill set</i>)
	Elaboration	Application of an understanding of the lesson. (<i>Aesthetic response, critique, reflection</i>)
	Evaluation	Assessment of student learning. (<i>Teacher observation, rubrics, journal responses, tests/quizzes</i>)
Modifications/ Accommodations	How will the lesson be modified for students with diverse needs? (<i>ESL, Special Needs, Inclusion</i>)	

5E Model Sample Lesson

Self Portraits 2nd Grade	
Big Idea (Essential Question)	How does our community affect our personal interests? How does collaboration expand the creative process? What makes artwork meaningful to us?
Objectives	Students will be able to... Demonstrate how art shapes, influences, and reflects personal and cultural meaning through the creation of a self-portrait, with a score of S or better on the art rubric.
NJSLS for Visual Arts	The Creative Process 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
Technology/ Cross Curricular	<ul style="list-style-type: none"> • Use of a YouTube video on how to create a self-portrait for kids. • Use of internet to research how famous artists have incorporated images of themselves into their own artwork.
“5E”	Engagement View and discuss various portraits and self-portraits of people and artists. Teacher directed questions: <ul style="list-style-type: none"> • What is the difference between portraits and self-portraits? • What are some common characteristics between the two? • How does a person’s personal experience determine how they view themselves?
	Explanation Teacher will demonstrate to students on how to draw a self-portrait by discussing symmetry. Teacher will express to students how the portrait should reflect a personal interest of their own through clothing, expression or marking on the face, or background.
	Exploration <ul style="list-style-type: none"> • Students collaboratively brainstorm multiple approaches to creating a self-portrait. • Students select from provided materials to create a self-portrait. • Students create a symmetrical self-portrait that visually communicates something about the student’s personal experiences and/or interests.
	Elaboration <ul style="list-style-type: none"> • Students present their art work and discuss why they are meaningful to them. • Students examine the student created self-portraits, discuss the visual traits, and identify similarities that might result in groups. • Students group artwork according to these similarities and share their reasons for placing them in a particular group.
	Evaluation Those students who demonstrate a clear understanding of the lesson will: <ul style="list-style-type: none"> • Select a variety of materials to create a self-portrait. • Use learned vocabulary to articulate feeling about personal interests within self portrait. • Share why their work is meaningful to them.
Modifications/ Accommodations	<ul style="list-style-type: none"> • Present instruction/resources verbally and visually. • Modify tools and materials for use by students with disabilities. • Adjust timelines to provide additional time for students with disabilities to complete work. • Provide various means through which students with disabilities can communicate their ideas or questions. • Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.




Art Rubric K-2




Art Rubric

Name: _____ **Class:** _____




Project: _____

Did I use the art materials properly? <small>(media and tools)</small>		
Yes! And I helped clean them up! 	Yes. 	I Need to work on it. 

Is my art complete? <small>(craftsmanship)</small>		
My art is neat and complete! 	My art is complete 	My art is not complete. 

Did I follow directions? <small>(elements of art)</small>		
Yes! And I helped clean them up! 	Yes. 	I Need to work on it. 

Did I do my best? <small>(effort)</small>		
I did my very best! 	I tried my best. 	I did not do my best. 

Can I explain what I did? <small>(objective)</small>		
Yes! And I could do it again on my own! 	Yes. 	Kind of. Maybe with more practice. 

My Grade

Art Rubric 3-8

Art Rubric

Name: _____ Class: _____

Project: _____

Directions: Circle how well you did in each category.	Exceeding (O)	Met (S)	Approaching (N)	Not Met (U)	Teacher's Score
Objective	4	3	2	1	
Elements of Art Thoughtful and correct use of the Elements of Art.	4	3	2	1	
Media and Tools Skillful use of the art materials.	4	3	2	1	
Effort Took time, did not rush. Used classtime wisely.	4	3	2	1	
Craftsmanship Neat, clean, and complete.	4	3	2	1	
Key O (18-20 points) S (13-17 points) N (8-12 points) U (5-7 points)					Total Points
					Grade

Resources

Art Educator Blogs

[Art Projects for Kids](#)

[Cassie Stephens](#)

[Deep Space Sparkle](#)

Visual Resources and Websites

[Google Arts & Culture](#)

[The Metropolitan Museum of Art](#)

[The Art of Education](#)

Print Resources

[District Library Catalogue](#)

References

- Guidelines for Education that is Multicultural. New Jersey State Department of Education, 1993. Web.
- Malley, Sharon M. [Students with Disabilities and the Arts Standards: Guiding Principles for Teachers](#). The John F. Kennedy Center for Performing Arts, 2014. Web.
- Mueller, Jon. ["Authentic Assessment ToolBox."](#) 2014. Web.
- NAEA. ["National Art Education Association."](#) National Art Education Association. NAEA, 2018. Web.
- NCAS. ["National Core Arts Standards."](#) NCCAS. National Coalition for Core Arts Standards, 2018. Web.
- NJDOE. ["New Jersey Student Learning Standards."](#) New Jersey Student Learning Standards (NJSLs). NJDOE, 2018. Web.
- NJDOE. ["New Jersey Student Learning Standards: Visual and Performing Arts."](#) New Jersey Student Learning Standards: Visual and Performing Arts. NJDOE, 2018. Web.
- NJDOE. ["Model Curriculum: Visual Performing Arts \(K-12\)."](#) Model Curriculum: Visual Performing Arts (K-12). NJDOE, 2016. Web.
- NJDOE. "New Jersey Department of Education - Educators." New Jersey Department of Education - Educators. NJDOE, 2016. Web.
- Wiggins, Grant. [The Case for Authentic Assessment](#), 1990. ERIC Digest