

## Proficiencies and Pacing Guide

Course Title: Visual and Performing Arts 3-6

Grade Level: 3<sup>rd</sup> Grade

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p><b>Art Creation</b></p> <p>I. Understands and applies media, techniques, and process <b>(National Standard 1)</b></p> <ol style="list-style-type: none"> <li>1. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Demonstrates proper care and safe use of materials and tools.</li> </ol> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <ol style="list-style-type: none"> <li>1. Creates artwork inspired by close observation of familiar objects and visualization/imagination. [NJ 1.3.2.D.5]</li> </ol>	<p><b>Art Creation</b></p> <p>I. Understands and applies media, techniques, and process <b>(National Standard 1)</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</li> <li>3. Demonstrates proper care and safe use of materials and tools.</li> </ol> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p>	<p><b>Art Creation</b></p> <p>I. Understands and applies media, techniques, and process <b>(National Standard 1)</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Demonstrates proper care and safe use of materials and tools.</li> </ol> <p>IV. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>II. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <ol style="list-style-type: none"> <li>1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies.</li> </ol>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>1. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork.</p> <p><b>Art Critique</b></p> <p>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <p>1. Compares and contrasts artwork with the same subject/different feelings and different subject matter/similar feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one’s own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [NJ 1.4.2.B.3]:</p> <p>a. Identifies the main idea in artwork and provides supporting details</p> <p>b. Asks and answers questions about characters, setting, and events</p>	<p>1. Creates artwork inspired by personal experiences, visualization/imagination, natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>1. Discusses art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>2. Places artwork in chronological order based on clues within the artwork.</p> <p><b>Art Critique</b></p> <p>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <p>1. Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one’s own artwork.</p> <p>3. Formulates and defends interpretations of artwork based on evidence within the artwork.</p> <p>4. Reads meaning in artwork and recognizes similarities between “reading” art and</p>	<p>[NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>3. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>4. Places artwork in chronological order based on clues within the artwork.</p> <p><b>Art Critique</b></p> <p>1. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <p>1. Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one’s own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [NJ 1.4.2.B.3]:</p> <p>a. Identifies the main idea in artwork and provides supporting details</p> <p>b. Asks and answers questions about characters, setting, and events</p> <p>c. Visualization and sequencing – what happened before and after the art’s</p>

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	reading text [NJ 1.4.2.B.3]: <ol style="list-style-type: none"> <li>a. Identifies the main idea in artwork and provides supporting details</li> <li>b. Asks and answers questions about characters, setting, and events</li> <li>c. Visualization and sequencing – what happened before and after the art’s image</li> <li>d. Retells important information in own words.</li> </ol>	image <ol style="list-style-type: none"> <li>d. Makes connections between art and personal experiences.</li> <li>e. Supports interpretation with evidence in artwork.</li> </ol>

**Grade Level: 4<sup>th</sup> Grade**

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<b>Art Creation</b> <ol style="list-style-type: none"> <li>I. Understands and applies media, techniques, and process (<b>National Standard 1</b>)               <ol style="list-style-type: none"> <li>1. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Demonstrates proper care and safe use of materials and tools.</li> </ol> </li> </ol>	<b>Art Creation</b> <ol style="list-style-type: none"> <li>I. Understands and applies media, techniques, and process (<b>National Standard 1</b>)               <ol style="list-style-type: none"> <li>1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</li> <li>3. Demonstrates proper care and safe use of</li> </ol> </li> </ol>	<b>Art Creation</b> <ol style="list-style-type: none"> <li>I. Understands and applies media, techniques, and process (<b>National Standard 1</b>)               <ol style="list-style-type: none"> <li>1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</li> <li>2. Demonstrates proper care and safe use of materials and tools.</li> </ol> </li> <li>II. Uses formal qualities of art (elements and</li> </ol>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <ol style="list-style-type: none"> <li>1. Creates artwork inspired by close observation of familiar objects and visualization/imagination. [NJ 1.3.2.D.5]</li> <li>2. Keeps a journal/sketchbook with visual and verbal reflections.</li> </ol> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <ol style="list-style-type: none"> <li>1. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork.</li> </ol> <p><b>Art Critique</b></p> <p>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <ol style="list-style-type: none"> <li>1. Compares and contrasts artwork with the same subject/different feelings and different subject matter/similar feelings [NJ 1.4.2.B.1]</li> <li>2. Uses new art vocabulary in oral and</li> </ol>	<p>materials and tools.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <ol style="list-style-type: none"> <li>1. Creates artwork inspired by personal experiences, visualization/imagination, natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</li> <li>2. Keeps a journal/sketchbook with visual and verbal reflections.</li> </ol> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <ol style="list-style-type: none"> <li>1. Discusses art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</li> <li>2. Places artwork in chronological order based on clues within the artwork.</li> </ol> <p><b>Art Critique</b></p>	<p>principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <ol style="list-style-type: none"> <li>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</li> </ol> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <ol style="list-style-type: none"> <li>1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5]</li> <li>2. Keeps a journal/sketchbook with visual and verbal reflections.</li> </ol> <p><b>Art History</b></p> <p>I. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <ol style="list-style-type: none"> <li>1. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</li> <li>2. Places artwork in chronological order based on clues within the artwork.</li> </ol> <p><b>Art Critique</b></p> <p>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <ol style="list-style-type: none"> <li>1. Compares and contrasts artwork with the</li> </ol>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>written language related to one’s own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [NJ 1.4.2.B.3]:</p> <ul style="list-style-type: none"> <li>a. Identifies the main idea in artwork and provides supporting details</li> <li>b. Asks and answers questions about characters, setting, and events</li> </ul>	<p>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b></p> <ul style="list-style-type: none"> <li>1. Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1]</li> <li>2. Uses new art vocabulary in oral and written language related to one’s own artwork.</li> <li>3. Formulates and defends interpretations of artwork based on evidence within the artwork.</li> <li>4. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [NJ 1.4.2.B.3]: <ul style="list-style-type: none"> <li>a. Identifies the main idea in artwork and provides supporting details</li> <li>b. Asks and answers questions about characters, setting, and events</li> <li>c. Visualization and sequencing – what happened before and after the art’s image</li> <li>d. Retells important information in own words.</li> </ul> </li> </ul>	<p>same subject and different feelings [NJ 1.4.2.B.1]</p> <ul style="list-style-type: none"> <li>2. Uses new art vocabulary in oral and written language related to one’s own artwork.</li> <li>3. Reads meaning in artwork and recognizes similarities between “reading” art and reading text [NJ 1.4.2.B.3]: <ul style="list-style-type: none"> <li>f. Identifies the main idea in artwork and provides supporting details</li> <li>g. Asks and answers questions about characters, setting, and events</li> <li>h. Visualization and sequencing – what happened before and after the art’s image</li> <li>i. Makes connections between art and personal experiences.</li> <li>j. Supports interpretation with evidence in artwork.</li> </ul> </li> </ul>

**Grade Level: 5<sup>th</sup> Grade**

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p><b>Art Creation</b></p> <p>I. Understands and applies media, techniques, and process <b>(National Standard 1)</b></p> <ul style="list-style-type: none"> <li>1. Uses a variety of</li> </ul>	<p><b>Art Creation</b></p> <p>I. Understands and applies media, techniques, and process <b>(National Standard 1)</b></p> <ul style="list-style-type: none"> <li>1. Use a variety of materials/techniques to</li> </ul>	<p><b>Art Creation</b></p> <ul style="list-style-type: none"> <li>1. Understands and applies media, techniques, and process <b>(National Standard 1)</b></li> <li>2. Use variety of materials/techniques to</li> </ul>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>materials/techniques to create 2-D and 3-D artwork including but not limited to clay –combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form). [NJ 1.3.2.D.1]</p> <p>2. Draws from observation using; contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <p>1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>1. Creates artwork inspired by close observation of familiar objects. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p>	<p>create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>3. Demonstrates proper care and safe use of materials and tools.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <p>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>1. Creates artwork inspired by natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>2. Creates artwork that a)imitates nature (Realism); b)is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism)</p> <p>3. Keeps a journal/sketchbook with visual and verbal reflections.</p>	<p>create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>3. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>4. Demonstrates proper care and safe use of materials and tools. Demonstrates proper care and safe use of materials and tools.</p> <p>I. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas <b>(National Standard 2)</b>.</p> <p>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>II. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p>
<p><b>Art History</b></p> <p>I. Understand the visual arts in relation to</p>		<p><b>Art History</b></p> <p>I. Understand the visual arts in relation to</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>history and cultures <b>(National Standard 4)</b></p> <ol style="list-style-type: none"> <li>1. Recognizes selected famous artworks, artists, styles to include a minimum of three artists.</li> </ol> <p><b>Art Critique</b></p> <ol style="list-style-type: none"> <li>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b> <ol style="list-style-type: none"> <li>1. Identifies media and techniques used to produce artworks.</li> <li>2. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</li> <li>3. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, revise.</li> <li>4. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</li> </ol> </li> </ol>	<p><b>Art History</b></p> <ol style="list-style-type: none"> <li>II. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b> <ol style="list-style-type: none"> <li>3. Discusses technological advance that changed the way artists work, e.g., steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter. [NJ 1.2.2.A.2]</li> <li>4. Places artwork in chronological order based on clues within the artwork.</li> </ol> </li> </ol> <p><b>Art Critique</b></p> <ol style="list-style-type: none"> <li>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b> <ol style="list-style-type: none"> <li>1. Identifies media and techniques used to produce artworks.</li> <li>2. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</li> <li>3. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise.</li> <li>4. Reads meaning in artwork and recognizes similarities between “reading” art and reading “ <ol style="list-style-type: none"> <li>a. Generates questions about characters and/or setting to improve interpretation</li> <li>b. Recognizes the artists’ purpose</li> <li>c. Summarizes artwork’s content/meaning</li> </ol> </li> </ol> </li> </ol>	<p>history and cultures <b>(National Standard 4)</b></p> <ol style="list-style-type: none"> <li>1. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</li> <li>2. Places artwork in chronological order based on clues within the artwork.</li> </ol> <p><b>Art Critique</b></p> <ol style="list-style-type: none"> <li>I. Reflects on and assesses the merits of artwork <b>(National Standard 5,6)</b> <ol style="list-style-type: none"> <li>1. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</li> <li>2. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise. <ol style="list-style-type: none"> <li>d. Makes connections between art and personal experiences.</li> <li>e. Recognizes the artist’s purpose</li> <li>f. Summarizes artwork’s content/meaning</li> </ol> </li> <li>3. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion</li> <li>4. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</li> </ol> </li> </ol>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
	5. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)	

**Grade Level: 6<sup>th</sup> Grade**

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
<p><b>Art Creation</b></p> <p>IV. Understands and applies media, techniques, and process (<b>National Standard 1</b>)</p> <p>3. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay –combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form). [NJ 1.3.2.D.1]</p> <p>4. Draws from observation using; contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work.</p> <p>V. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (<b>National Standard 2</b>).</p> <p>1. Use verbal and visual art vocabulary</p>	<p><b>Art Creation</b></p> <p>IV. Understands and applies media, techniques, and process (<b>National Standard 1</b>)</p> <p>4. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>5. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>6. Demonstrates proper care and safe use of materials and tools.</p> <p>V. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (<b>National Standard 2</b>).</p> <p>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p>	<p><b>Art Creation</b></p> <p>5. Understands and applies media, techniques, and process (<b>National Standard 1</b>)</p> <p>6. Use variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>7. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>8. Demonstrates proper care and safe use of materials and tools. Demonstrates proper care and safe use of materials and tools.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (<b>National Standard 2</b>).</p> <p>2. Use basic verbal and visual art</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
<p>to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>VI. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>3. Creates artwork inspired by close observation of familiar objects. [NJ 1.3.2.D.5]</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>II. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>2. Recognizes selected famous artworks, artists, styles to include a minimum of three artists.</p> <p><b>Art Critique</b></p> <p>II. Reflects on and assesses the merits of artwork and the work of others <b>(National Standard 5,6)</b></p> <p>5. Identifies media and techniques used to produce artworks.</p> <p>6. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>7. Understands the similarity between</p>	<p>VI. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>3. Creates artwork inspired by natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>4. Creates artwork that a) imitates nature (Realism); b) is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism)</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>III. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>5. Discusses technological advance that changed the way artists work, e.g., steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter. [NJ 1.2.2.A.2]</p> <p>6. Places artwork in chronological order based on clues within the artwork.</p> <p><b>Art Critique</b></p> <p>II. Reflects on and assesses the merits of artwork and the work of others <b>(National Standard 5,6)</b></p>	<p>vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter <b>(National Standard 3, 6)</b></p> <p>3. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5]</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p><b>Art History</b></p> <p>II. Understand the visual arts in relation to history and cultures <b>(National Standard 4)</b></p> <p>3. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>4. Places artwork in chronological order based on clues within the artwork.</p> <p><b>Art Critique</b></p> <p>II. Reflects on and assesses the merits of artwork and the work of others <b>(National Standard 5,6)</b></p> <p>5. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>6. Understands the similarity between</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
<p>planning and revising artworks and the writing process – develop, evaluate, revise.</p> <p>8. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>	<p>6. Identifies media and techniques used to produce artworks.</p> <p>7. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>8. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise.</p> <p>9. Reads meaning in artwork and recognizes similarities between “reading” art and reading “</p> <p>g. Generates questions about characters and/or setting to improve interpretation</p> <p>h. Recognizes the artists’ purpose</p> <p>i. Summarizes artwork’s content/meaning</p> <p>10. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>	<p>planning and revising artworks and the writing process – develop, evaluate, and revise.</p> <p>j. Makes connections between art and personal experiences.</p> <p>k. Recognizes the artist’s purpose</p> <p>l. Summarizes artwork’s content/meaning</p> <p>7. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion</p> <p>8. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>