

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Visual Arts	Grade Level (s): Fourth Grade
BOE Adoption Date: September 2014	Revised: September 2015; October 2016

ABSTRACT

Visual & Performing Arts Standards Overview

The expectation of the New Jersey arts standards is that ALL students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade. The organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. The standards allow for flexibility in how and when hands-on introductory arts are offered throughout the K-5 cycle.

There are four visual and performing arts standards: Two apply equally to all arts domains (*History of the Arts & Culture* and *Aesthetic Responses & Critique Methodologies*). The other two (*Creative Process and Performance*) are very similar for each art form, deviating primarily in domain specific vocabulary.

Additionally, the Visual & Performing Arts Standards are organized in grade band clusters (K-2, 3-5, 6-8, 9-12), and do not articulate yearly expectations for students. Rather, expectations for learning are benchmarked by the end of grades 2, 5, 8, and 12.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

• **Standard 1.1 The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

• **Standard 1.2 History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

• **Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

• **Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

• **Standard 1.4 Aesthetic Responses & Critique Methodologies** pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies. This standard addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They

extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **National Assessment Governing Board (NAEP):** The NAEP assessment is built around an organizing framework, which is the blueprint that guides the development of assessment instruments and determines the content to be assessed by the National

Assessment Governing Board. The NAEP arts framework, was developed by the National Assessment Governing Board. It serves as the blueprint for the assessment, describing the specific knowledge and skills that should be assessed in the arts disciplines. The **three strands of the NAEP arts framework (*Creating, Performing & Responding to Works of Art*)** distill arts literacy to its *essence*. These same three strands predominate in many state core curriculum content standards (including New Jersey's).

14. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
15. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
 - **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.
16. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
17. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Fourth Visual & Performing Arts Standards Overview

- **Visual & Performing Arts Model Curriculum Unit Distribution: Grades K-5:** Five six-week units per grade per year in Music, and Visual Art plus **60 Units** (total) have been developed covering yearly sequences of **Music and Visual Art** instruction for grades K-5

Domain	Standards
The Creative Process	Aligned to Standard 1.3
Performance	Aligned to Standard 1.3
Performance	Aligned to Standard 1.3
Aesthetic Responses & Critique Methodologies	Aligned to Standard 1.4
History of Arts and Culture	Aligned to Standard 1.2

Scope and Sequence Chart: Fourth Grade Visual Arts		
Trimester	Strand	Resources
Trimester 1	NJ SLS 1.1.5.D.1, NJ SLS 1.1.5.D.2	Model Curriculum Unit 1-5
Trimester 2	NJ SLS 1.3.5.D.1, NJ SLS 1.3.5.D.2, NJ SLS 1.3.5.D.5	
Trimester 3	NJ SLS 1.4.5.A.1, NJ SLS 1.4.5.A.2, NJ SLS 1.4.5.A.3, NJ SLS 1.4.5.B.1, NJ SLS 1.4.5.B.2, NJ SLS 1.4.5.B.3	

Trimester I

I. NJ SLS 1.1.5.D.1

Content Statement: Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

Cumulative Progress Indicator: Identify elements of art and principles of design that are evident in everyday life.

I. NJ SLS 1.1.5.D.2

Content Statement: The elements of art and principles of design are universal.

Cumulative Progress Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Trimester II

I. NJ SLS 1.3.5.D.1

Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

Cumulative Progress Indicator: 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.

II. NJ SLS 1.3.5.D.2

Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

Cumulative Progress Indicator: 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.

III. NJ SLS 1.3.5.D.5

Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.

Cumulative Progress Indicator: 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.

Trimester III

I. NJ SLS 1.4.5.A.1

Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

II. NJ SLS 1.4.5.A.2

Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.

Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

III. NJ SLS 1.4.5.A.3

Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

Cumulative Progress Indicator: 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).

IV. NJ SLS 1.4.5.B.1

Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

Cumulative Progress Indicator: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

V. NJ SLS 1.4.5.B.2

Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.

Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

VI. NJ SLS 1.4.5.B.3

Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

**Trimester I
Visual & Performing Art**

<p>ESTABLISHED GOALS:</p> <p>New Jersey Student Learning Standards Visual Arts</p> <p>NJ SLS 1.1.5.D.1, NJ SLS 1.1.5.D.2</p>	Big Idea	
	Expression	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> ▪ It is possible to use perspective to create the illusion of deep space. ▪ There are many ways to express a feeling in an artwork. ▪ • Artists find different ways to create unique works and individual style. ▪ • Successful artists develop original ideas and their work can be used as inspiration for other artists' 	<ul style="list-style-type: none"> ▪ How can you show a feeling in an artwork? ▪ How can we use the work of artists such as Vincent Van Gogh to inspire an original artwork?
	Learning Goals & Objectives	
<p align="center">Student will understand...</p> <ul style="list-style-type: none"> • There are universal proportions that apply to almost every person's face. • • Artists use their observational skills to create realistic representations 	<p align="center">Students will be able to...</p> <ul style="list-style-type: none"> ▪ Create an expressive landscape that is visually interesting. ▪ Use color, brushstroke and the work of artists such as Vincent Van Gogh to express a feeling. ▪ Critique a famous work of art, your own work of art, a classmate's work of art, using positive words and constructive criticism. 	

Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<p>Unit 1 NJ SLS 1.1.2.D.1 and 1.1.5.D.2</p> <p>1.1.2.D.1 Content Statement: Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.1.5.D.2 Content Statement: The elements of art and principles of design are universal.</p> <p>Cumulative Progress Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design</p>	<p>Unit 1 SLO 1: NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Compare and contrast the use of contour line in everyday life and in two and three-dimensional master works of art from various cultures and mediums (e.g., Jean Dubuffet, Frank Stella, Wassily Kandinsky, Albrecht Durer, M.C. Escher etc.). Use outline to delineate imagery in the creation of original artwork.</p> <p>SLO 2: NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Differentiate the use of shape in everyday life from various cultures and eras in two and three-dimensional works of art (e.g., Prairie-Styled stain glass windows, penny carpets from the 1800's, Claus Oldenburg's public sculptures, Victorian Silhouette portraiture, etc.) and illustrate applications of the shape in original artwork.</p>	<p>Unit 1 NJ SLS 1.1.2.D.1</p> <p>Visual literacy: -Students will be able to compare and contrast the use of contour lines in everyday life and in two and three-dimensional master works such as Keith Haring. Application: in the creation of artwork Students will be able to demonstrate understanding of the use of outline/ contour to delineate imagery in the creation of original two or three-dimensional artwork.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Visual literacy: - Students will be able to differentiate the use of shape in everyday life from various cultures and eras from visual presentation of two and three-dimensional works of art such as those created by aboriginal</p>

	<p>SLO 3: NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Differentiate ways warm and colors exist in everyday life and are found in two and three-dimensional works of art from various cultures and mediums (e.g., Molasses sewn by women of the Kuna culture, Russel Wright's Moderne functional products, Jessica Stockholder's brightly colored installations comprised of plastic consumer goods etc.). Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork.</p> <p>SLO 4: NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art (e.g., Winslow Homer's <i>Breezing Up (A Fair Wind)</i>, paintings by Joseph Alders, Alda Fish etc.) and experiment with ranges of value in original artwork.</p>	<p>craftsmen of Mexico that create Oaxacan animal sculptures.</p> <p>Application: in the creation of artwork</p> <ul style="list-style-type: none"> - Students will be able to demonstrate knowledge of the application of shape in the creation of two or three-dimensional artwork. <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Visual Literacy:</p> <ul style="list-style-type: none"> - Students will be able to differentiate ways warm and cool colors exist in everyday life by recalling and/or making observations in a classroom environment. <p>Application:</p> <ul style="list-style-type: none"> - Students will be able to show understanding of warm and cool colors by utilizing color schemes in the designs of original two and three-dimensional artwork. <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Visual literacy:</p> <ul style="list-style-type: none"> - Students will be able to recognize a range of values within light, dark, and middle spectrums evident in everyday life and in artwork such as Oaxacan animal sculptures. <p>Application: in the creation of artwork</p>
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	<p>SLO 5: NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.).</p> <p>SLO 6: NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Characterize the use of geometric and organic forms in three-dimensional works of art that are also evident in everyday life (e.g., sculptures by Max Ernst, Joel Shapiro, David Smith, and H.C. Westermann, Nicki de Saint Phalle, Jeff Koons etc.). Create original artwork utilizing geometric and organic form as the primary element of art.</p> <p>SLO 7: NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Identify formal (e.g., symmetrical balance in <i>The Incredulity of Saint Thomas</i> by Giovanni Battista</p>	<p>- Students will be able to show understanding of value when experimenting with ranges of value in the creation of two or three-dimensional original artwork.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Visual literacy: - Students will be able to observe tactile texture found in nature by recalling and making observations from class discussion with teacher visuals Application: in the creation of artwork - Students will be able to demonstrate understanding by applying art materials to create texture in artwork such as Oaxacan animal sculptures.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Visual literacy: - Students will be able to characterize the use of geometric and organic forms in three-dimensional works of art that are also evident in everyday life. Students could investigate and compare animals from life to Oaxacan animal sculptures. Application: in the creation of artwork - Students will be able to demonstrate knowledge of the characterization of</p>
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	<p>Cima, <i>The Kiss</i> by Constantin Brancusi, Denise Oppenheim's earthwork <i>Canceled Crop</i>, the Taj Mahal etc.) and informal (e.g., asymmetrical balance paintings by Mary Cassatt, <i>A Sunday Afternoon on the Island of La Grande Jatte</i> by George Seurat, sculptures by David Smith etc.) in two and three-dimensional master works of art and illustrate those principles in the creation of original artwork.</p> <p>SLO 8: NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Survey ways that artists have portrayed the human body in various mediums (e.g., George Segal, Robert Arneson, Alice Neel, Gutzon Borglum, Leonardo Da Vinci, Maxfield Parrish, Sandro Botticelli etc.). Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making.</p> <p>SLO 9: NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Investigate visual rhythm created through repetition and patterning in two-dimensional works of art (e.g., modernist paintings, weavings and installations by Jim Isermann, patterns found in</p>	<p>forms in the creation of original two or three-dimensional artwork and utilizing form as the primary element of art.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Visual literacy: - Students will be able to identify formal and informal balance in two and three-dimensional master works of art such as symmetry with Oaxacan animals versus asymmetry in the work of Pablo Picasso. Application: in the creation of art - Students will be able to demonstrate knowledge of balance by illustrating those principles in the creation of original two or three-dimensional artwork.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2 Visual literacy: Students will be able to survey the way artists have portrayed the human body in various mediums by observing visuals of artworks such as the works of Amedeo Modigliani and Michelangelo. Application: in the creation of artwork Students will be able to show</p>
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	<p>Persian fabric, interlacing patterns in Islamic art etc.) and use simple repetitive patterns in the creation of original two-dimensional artwork.</p> <p>SLO 10: NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums (e.g., painting by Johannes Vermeer, prints by Shunkosai Hokushu, illustrations by Norman Rockwell, sculptures by Jonathan Borofsky, Duane Hanson etc.). Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration.</p>	<p>understanding of portrayals of the human body by drawing the human body in proportion and applying it to two or three-dimensional artwork.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Visual literacy: Students will be able to investigate visual rhythm created through repetition and pattern in two-dimensional works of art such as aboriginal Australian designs.</p> <p>Application: in the creation of artwork. Students will be able to show understanding of simple and repetitive pattern by creating original two or three-dimensional artwork.</p> <p>NJ SLS 1.1.5.D.1 and 1.1.5.D.2</p> <p>Visual Literacy: - Students will be able to recognize emphasis in everyday life and diverse works of art, such as those of Amedeo Modigliani, by recalling and making observations from experience as well and teacher presentation of visuals in class discussion.</p> <p>Application: in the creation of art</p>
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		- Students will be able to display understanding of emphasis in the creation of, two or three-dimensional artwork, and use it as the primary inspiration.
Resources		
<p>Unit 1</p> <p>-Teacher developed Power Point Presentations:</p> <p>- Artwork Visuals of Oaxacan animal sculptures, aboriginal Australian designs and the artwork of artists: Keith Haring, Amedeo Modigliani and Michelangelo. Pablo Picasso</p> <p>-Teacher and/or student samples</p>		
Instructional Methods		
<p>Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations • Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media: Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache 	
	<p>Suggested Modifications & Accommodations:</p>	

21 st Century			
<p>Interdisciplinary Connections (Applicable Standards):</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 	<p>Integration of Technology: Technology:</p> <ul style="list-style-type: none"> • www.Pppst.com • www.Davisart.com • www.Deepspacesparkle.com • www.Artsonia.com 	<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
Assessments			
<p>Assessment Types</p>	<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"> • Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as: <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ Rubrics • Learning assignments that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning. • A variety of formative, summative, and performance-based (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement. • Project Based Performance Assessment ..\Art Rubrics\4th grade RUBIRC self portrait.docx ..\Art Rubrics 		

Assessment Modules	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge
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Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects 	<ul style="list-style-type: none"> • Visual and group grading with rubrics 	<ul style="list-style-type: none"> • Team critique exercises and review of rubric throughout the project 	<ul style="list-style-type: none"> • Product expectation and student response

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally 	<ul style="list-style-type: none"> • Visual examples 		<ul style="list-style-type: none"> • Curriculum compacting

Possible Instructional Modifications /Accommodations:			
<ul style="list-style-type: none"> • Provide small group instruction • Provide study outlines/guides • Prior notice of tests Test study guide	<ul style="list-style-type: none"> • Simplified written directions 	<ul style="list-style-type: none"> • Teacher rotation check/review throughout studio time 	

Suggested Resources

Web resources for teaching elementary art:

- <http://www.proteacher.com/>
- <http://www.princetonol.com/groups/iad/lessons/middle/4kids-4teach.htm>
- <http://education.smartech.com/ste/en-US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/>

Web resources for teachers, parents, and students:

- www.Pppst.com
- www.Davisart.com
- www.Deepspacesparkle.com
- www.Artsonia.com
- www.ARTSTOR.org

**Trimester II
Visual & Performing Arts**

Trimester II Visual & Performing Arts		
<p>ESTABLISHED GOALS:</p> <p>New Jersey Student Learning Standards Visual Arts</p> <p>NJ SLS 1.3.5.D.1, NJ SLS 1.3.5.D.2, NJ SLS 1.3.5.D.5</p>	Big Idea	
	<i>Realism-portraits</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> ▪ Successful artists develop original ideas and their work can be used as inspiration for other artists' work. 	<ul style="list-style-type: none"> ▪ How can you become better at drawing realistically? ▪ Why might an artist want to draw realistically?
	Learning Goals & Objectives	
	<i>Student will understand...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> ▪ We can learn a lot about a culture by studying their artwork. ▪ We can use the artwork of other artists and cultures to inspire our own work. 	<ul style="list-style-type: none"> ▪ Analyze, observe and draw various features of your own face using a ruler and mirror. ▪ Create a realistic self portrait using the rules of proportion, shading and careful observation. ▪ Critique a famous work of art, your own work of art, a classmate's work of art, using positive words and constructive criticism. 	

Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<p>Unit 2</p> <p>NJ SLS 1.3.5.D.1</p> <p>Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Cumulative Progress Indicator: 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>Unit 2</p> <p>SLO 1:</p> <p>NJ SLS 1.3.5.D.1</p> <p>Work individually and collaboratively to create three-dimensional cardboard sculpture using the elements of space, color, shape and value in symbolic representations of personally selected themes.</p>	<p>Unit 2</p> <p>NJ SLS 1.3.5.D.1</p> <p>Visual literacy: N/A</p> <p>Application: in the creation of artwork - Students will be able to demonstrate knowledge in the use of the elements of design and apply it, working individually or collaboratively, to create a three - dimensional cardboard sculpture. Students will choose a personally selected theme.</p>
<p>NJ SLS 1.3.5.D.2</p> <p>Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</p> <p>Cumulative Progress Indicator: 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,</p>	<p>SLO 2:</p> <p>NJ SLS 1.3.5.D.2</p> <p>Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras (e.g., fauvism, impressionism, American folk art etc.). Create a painting that reflects an understanding of the basic compositional approach of that genre or genres.</p>	<p>NJ SLS 1.3.5.D.2</p> <p>Visual literacy:</p> <ol style="list-style-type: none"> 1. Students will be able to examine various genres and style of visual art such as painting (still life, and portrait). 2. Students will be able to identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical ears such as Michelangelo and Pablo Picasso. <p>Application: in the creation of art - Students will be able to demonstrate knowledge of art genres and their</p>

<p>optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>NJ SLS 1.3.5.D.5</p> <p>Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions require effective time management and creative problem-solving skills.</p> <p>Cumulative Progress Indicator: 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>Unit 3</p> <p>NJ SLS 1.3.5.D.1 and 1.3.5.D.2</p> <p>1.3.5.D.1 Content Statement: The <u>elements of art</u> and <u>principles of design</u> can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Cumulative Progress Indicator: Work</p>	<p>SLO 3: NJ SLS 1.3.5.D.2</p> <p>Examine the use of an element (e.g., line, shape, form, color, volume) in works of art from various genres and then demonstrate the distinctive qualities of its use in multiple drawings.</p> <p>SLO 4: NJ SLS 1.3.5.D.5</p> <p>Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.</p> <p>Unit 3</p> <p>SLO 1: NJ SLS 1.3.5.D.1 and 1.3.5.D.2</p> <p>Use the elements of line, shape, texture, color and the principles balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time (e.g., in Prehistoric, in Ancient Egypt, during the Early American period etc.).</p>	<p>characteristics in the creation of a painting that reflects of a selected genre.</p> <p>NJ SLS 1.3.5.D.2</p> <p>Visual literacy: - Students will be able to examine the use of elements in works of art from various genres such as a still or self portrait Application: in the creation of art - Students will be able to demonstrate distinctive qualities of a genres use, such as a portrait, in multiple drawings.</p> <p>NJ SLS 1.3.5.D.5</p> <p>Visual literacy: N/A Application: in the creation of artwork Students will be able to collaborate with classmates in the creation of works of art and presentation of that work in an exhibit such as an art show.</p> <p>Unit 3</p> <p>NJ SLS 1.3.5.D.1 and 1.3.5.D.2</p> <p>Visual literacy: N/A Application: - Students will be able to demonstrate knowledge of the use of the elements of design by creating two- dimensional</p>
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<p>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 Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.</p> <p>Cumulative Progress Indicator: Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p> <p>NJ SLS 1.3.5.D.5</p> <p>Content Statement: There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.</p> <p>Cumulative Progress Indicator: Collaborate</p>	<p>SLO 2: NJ SLS 1.3.5.D.2</p> <p>Use the elements of line, shape/form, texture, and color as well as the principles of balance, pattern, and proportion to create three-dimensional artwork incorporating symbols and universal themes depicted in works of art (e.g., masks, statues, pottery, and furniture etc.) throughout the ages.</p> <p>SLO 3: NJ SLS 1.3.5.D.5</p> <p>Collaborate to prepare an exhibit of two-dimensional works based on a</p>	<p>artwork that incorporates symbols and themes depicted in works of art throughout history, such as Mayan Suns.</p> <p>SLO 2: NJ SLS 1.3.5.D.5</p> <p>Visual literacy: N/A</p> <p>Application: in the creation of artwork - Students will be able to demonstrate use of the elements and principles of design in the creation of three- dimensional artwork, which incorporates symbols depicted in works of art throughout the ages, such as Mayan Suns</p> <p>NJ SLS 1.3.5.D.5</p> <p>Visual literacy: N/A</p> <p>Application: in the creation of artwork - Students will be able to collaborate to prepare an exhibit of artwork based on a theme for a special event such, as an art show, in and/or outside of the school building.</p>
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in the creation of works of art using multiple <u>art media and art mediums</u> , and present the completed works in exhibition areas inside and outside the classroom.			
Resources			
<ul style="list-style-type: none"> - Teacher developed Power Point Presentations: - Artwork Visuals of artists: Pablo Picasso, Michelangelo and artwork visuals of artists: Mayan Suns - Teacher and/or student samples 			
Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations • Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media: Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache 		
	Suggested Modifications & Accommodations:		
21st Century			
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"> • Technology 	Integration of Technology: Technology: <ul style="list-style-type: none"> • www.Pppst.com 	21st Century Themes: <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy 	21st Century Skills: <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information &

<ul style="list-style-type: none"> • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 	<ul style="list-style-type: none"> • www.Davisart.com • www.Deepspaceparkle.com • www.Artsonia.com 	<ul style="list-style-type: none"> • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Communication Technologies Literacy • Communication & Collaboration
Assessments			
Assessment Types	<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"> • Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as: <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ Rubrics • Learning assignments that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning. • A variety of formative, summative, and performance-based (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement. • Project Based Performance Assessment ..\Art Rubrics\4th grade RUBIRC self portrait.docx 		
Assessment Modules	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge 		

Possible Assessment Modifications /Accommodations/Differentiation:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Team assessment 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> • Preview test procedures 	<p>Gifted & Talented Learners</p> <ul style="list-style-type: none"> • Challenge explanation with opened ended response • Additional Assignments based on standards

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Visual and simplified written directions. 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> • Small group instruction. 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Opened ended questioning

Suggested Resources

Web resources for teaching elementary art:

- <http://www.proteacher.com/>
- <http://www.princetonol.com/groups/iad/lessons/middle/4kids-4teach.htm> <http://education.smarttech.com/ste/en-US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/>

Web resources for teachers, parents, and students:

- www.Pppst.com
- www.Davisart.com
- www.Deepspacesparkle.com
- www.Artsonia.com
- www.ARTSTOR.org
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**Trimester III
Visual & Performing Arts**

<p>ESTABLISHED GOALS:</p> <p>New Jersey Student Learning Standards Visual Arts</p> <p>NJ SLS 1.4.5.A.1, NJ SLS 1.4.5.A.2, NJ SLS 1.4.5.A.3, NJ SLS 1.4.5.B.1, NJ SLS 1.4.5.B.2, NJ SLS 1.4.5.B.3</p>	Big Idea	
	Realism- Perspective	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Drawing from observation is essential to drawing realistically • We can use the artwork of other artists to inspire our own work. 	<ul style="list-style-type: none"> • How can you use the artwork of a master artist to inspire your own work? • Why might an artist want to draw realistically?
	Learning Goals & Objectives	
	<p>Student will understand...</p> <p>Artists use perspective to create the illusion of depth and deep space on a flat surface.</p> <p>Objects appear to get smaller, higher and converge as they recede into space.</p>	<ul style="list-style-type: none"> • Students will be able to... • Design a realistic 2- dimensional car by observing 3-D car still life • Create a design for you Art Car inspired by the work of a famous artist.

Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<p>Unit 4</p> <p>NJ SLS 1.4.5.A.1 Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>NJ SLS 1.4.5.A.2 Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>NJ SLS 1.4.5.A.3 Content Statement: Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design</p>	<p>Unit 4</p> <p>SLO 1: NJ SLS 1.4.5.A.1 Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, nonobjective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.</p> <p>SLO 2: NJ SLS 1.4.5.A.2 Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).</p> <p>SLO 3: NJ SLS 1.4.5.A.3 Identify and describe various aspects of personal, social, political and historical context from various genres. Communicate personal ideas which reflect on the meaning of the work as well as the beauty found within in the work inspired by the artist's</p>	<p>Unit 4</p> <p>NJ SLS 1.4.5.A.1 Visual literacy: - Students will be able to identify and communicate the various purposes of art and themes used in works of art. This could be accomplished in a group created presentation. Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.A.2 Visual literacy: - Students will be able to recognize and identify the significant elements and principles of design in various works of art. This could be accomplished in a group created presentation Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.A.3 Visual literacy: 1. Students will be able to identify and describe various aspects of personal and</p>

<p>and genre provides the foundation for making value judgments about the arts.</p> <p>Cumulative Progress Indicator: 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>NJ SLS 1.4.5.B.1 Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Cumulative Progress Indicator: 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>NJ SLS 1.4.5.B.2 Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion. Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-</p>	<p>imagination and cultural, social/historical frame of reference.</p> <p>SLO 4: NJ SLS 1.4.5.B.1 Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.</p> <p>SLO 5: NJ SLS 1.4.5.B.2 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.</p> <p>SLO 6:</p>	<p>historical context artwork from various genres.</p> <p>2. Students will be able to communicate personal ideas, which reflect on the meaning of the work as well as the beauty found within the work. This could be accomplished in a group created presentation</p> <p>Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.B.1 Visual literacy: - Students will be able to evaluate the application of the elements and principles of design using measurable criteria. This could be accomplished through teacher and student created rubrics to assess student work.</p> <p>Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.B.2 Visual literacy: - Students will be able to use discipline-specific arts terminology to evaluate the strength and weakness of various works.</p>
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<p>assessment and to appraise the objectivity of critiques by peers.</p> <p>NJ SLS 1.4.5.B.3 Content Statement: While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>NJ SLS 1.4.6.B.5</p>	<p>NJ SLS 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.</p> <p>SLO 7: NJ SLS 1.4.5.B.5 Evaluate the effectiveness of various works of art using those elements common to all four-art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology.</p> <p>Unit 5 SLO 1: NJ SLS 1.2.5.A.1 Contribute to a discussion about who artists are, what they do, how they create art and how what they create is a reflection of societal beliefs (e.g., Jacob Lawrence’s depiction of the Harlem</p>	<p>This will be accomplished in class critiques of student work.</p> <p>Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.B.3 Visual literacy: - Students will be able to use discipline-specific arts terminology to evaluate the strength and weakness of various works. This will be accomplished in class critiques of student work.</p> <p>Application: in the creation of artwork N/A</p> <p>NJ SLS 1.4.5.B.5 Visual literacy: - Students will be able to evaluate the effectiveness of various works of art using those elements common to all four-art disciplines (art criticism, aesthetics, art history and production. This will be accomplished in class critiques of student work and in the artwork of famous artists such as Pablo Picasso. This could also be accomplished through student and teacher created grading rubrics.</p>
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<p>Unit 5 NJ SLS 1.2.5.A.1 Content Statement: Art and culture reflect and affect each other. Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>NJ SLS 1.2.5.A.3 Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. Cumulative Progress Indicator: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>	<p>Renaissance, Grandma Moses’s paintings about rural life in America, the French cabaret culture captured through the drawings and paintings of Henri de Toulouse-Lautrec, or the mixed media installation art of Pepon Osario about family life in Hispanic culture etc.).</p> <p>SLO 2: NJ SLS 1.2.5.A.3 Chart how prominent artists influenced art making within their own circles and across history (e.g., Picasso and Cubism, Duchamp and Dada, Dali and Surrealism etc.) and emulate their stylistic influences to create personal works of art.</p> <p>SLO 3: NJ SLS 1.2.5.A.2 Identify distinguishing characteristics of various genres of art (e.g., impressionism, realism, romanticism, pointillism, cubism, abstract art, folk art etc.). Examine artists' use of various geometric and organic shapes taken from everyday life; of color and values; formal or informal balance; rhythm, repetition and patterning; f emphasis and the proportioning of the human form. Use exemplary works by artist associated with various genres and historical eras as inspiration for the</p>	<p>Application: in the creation of artwork N/A</p> <p>Unit 5 NJ SLS 1.2.5.A.1 Visual literacy: - Students will be able to contribute to a discussion about who artists are, what they do and how they create. This will be accomplished in class and group discussions. Include visuals and or video of artists such as Pepon Osorio</p> <p>Application: in the creation of artwork N/A</p> <p>NJ SLS 1.2.5.A.3 Visually literacy: Students will be able to chart how prominent artists influence art making across history. Teacher will reference time line posted in room and students will participate in discussions about changes in art throughout history. (Timeline with visuals displayed in classroom)</p> <p>Application: in the creation of artwork N/A</p>
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<p>NJ SLS 1.2.5.A.2</p> <p>Content Statement: Characteristic approaches to content, form, style, and design define art genres.</p> <p>Cumulative Progress Indicator: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p>	<p>creation of original works of art (e.g., Monet’s Impressionist landscape paintings, Maurice de Vlaminck’ Fauvist paintings, Henri Rousseau’s Primitive paintings, Mary Cassatt’s realist paintings, Frida Kahlo’s narrative paintings, Georgia O’Keeffe’s modernists paintings etc.).</p>	<p>NJ SLS 1.2.5.A.2</p> <p>Visual literacy:</p> <p>1. Students will be able to identify distinguishing characteristics of various genres of art.</p> <p>2 Students will be able to examine artists’ use of geometric and organic shapes taken from everyday life as well as the elements and principles of design.</p> <p>Application: in the creation of artwork - Students will be able to use exemplary works by artists associated by genres and historical eras. Demonstrate understanding of identification and examination of artist work to create artwork inspired by artist that are associated with specific genres or historical eras such as Vincent Van Gogh/ impressionism.</p>
Resources		
<p>-Teacher developed Power Point Presentations:</p> <p>- Artwork Visuals of artists: Pablo Picasso and the artwork of Pepon Osorio, Vincent Van Gogh</p> <p>-Teacher and/ or student samples</p>		

Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"> • Warm-up activities • Exploratory activities • Class discussions • Student participation • Teacher observations • Projects • Modeling • Manipulate and explore through age appropriate projects any of the following media: Crayon, Chalk, Pastel, Marker, Paint, Clay, Textiles, Paper, Paper Mache 		
	Suggested Modifications & Accommodations:		
21 st Century Skills			
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 	Integration of Technology: Technology: <ul style="list-style-type: none"> • www.Pppst.com • www.Davisart.com • www.Deepspacesparkle.com • www.Artsonia.com 	21st Century Themes: <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	21st Century Skills: <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
Assessments			
Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i> <ul style="list-style-type: none"> • Depending upon individual student needs and/or the developmental level of the 		

	<p>grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:</p> <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ Rubrics <ul style="list-style-type: none"> ● Learning assignments that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning. ● A variety of formative, summative, and performance-based (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement. <p>Project Based Performance Assessment ..\Art Rubrics\4th grade RUBIRC self portrait.docx</p>
Assessment Modules	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> ● Teacher observation during practice activities and in class discussions ● Project based rubric assessing skills and knowledge

Possible Assessment Modifications /Accommodations/Differentiation:			
<p>Special Education Students</p> <ul style="list-style-type: none"> ● Modify assignments as needed (e.g., vary length, limit items) ● Shorten assignments ● Increase the amount of item allowed to complete assignments and tests 	<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visual guide for assessment 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> ● Order test items from least complex to most complex 	<p>Advanced Learners</p> <ul style="list-style-type: none"> ● Challenge critical thinking throughout creation of artwork.

Possible Assessment Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> • Limit amount of work required or length of tests • Hands-on-projects 			

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<ul style="list-style-type: none"> • Written and visual directions. 	<ul style="list-style-type: none"> • Verbal and visual explanations with written directions 	<ul style="list-style-type: none"> • Celebrate high level input in individual response and small group discussion • Additional project based on current standards

Suggested Resources

Web resources for teaching elementary art:

- <http://www.proteacher.com/>
- <http://www.princetonol.com/groups/iad/lessons/middle/4kids-4teach.htm> <http://education.smarttech.com/ste/en-US/Ed+Resource/Classroom+resources/Elementary/Art+and+Design/>

Web resources for teachers, parents, and students:

- www.Pppst.com
- www.Davisart.com
- www.Deepspacesparkle.com
- www.Artsonia.com
- www.ARTSTOR.org