SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Visual & Performing Arts	Grade Level(s): First Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

The Visual and Performing Arts at South Harrison Township School District integrates the study of art creation, art history, and art criticism. As a subject in our school, art education is based on the belief that viewing, talking about, and creating art are processes essential to the well-educated student. Visual Arts at every grade level instructs students to think creatively and critically and exposes them to diverse cultures through all periods of history. It accomplishes this in part by allowing students to have "hands-on" experiences in the creation of many forms of Visual Art. It is our goal to help students understand that art and design have a vital role in society and to develop an individual sense of aesthetics. Beginning in kindergarten and continuing through sixth grades, students have the opportunity to experience all many forms and genres of Visual Art.

All art curricula, K-6, inclusive of technology, reading/writing, and assessment, are guided by and coordinate with the following three foundational goals and aligned with both the New Jersey Visual and Performing Arts Standards and National Standards for Visual Arts Education.

Foundational Goals for Art Education:

1. **ART CREATION** (*Creates works of art that demonstrate a recognition of media, tools, processes and techniques*)
   Making art is a major part of the curriculum and instruction for art education; however, the hands-on activities are embedded into all three foundational goals, as well as interdisciplinary connections making the artwork more "purposeful." Students will use the art-making process to develop and communicate ideas, images, and themes in works of art. They will develop fluency in visual communication, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of

others. Students will demonstrate safe and ethical practices when using art materials, tools, techniques, and processes.

2. **ART HISTORY** (*Understands and explores the relation to history and cultures*)
   By investigating works of art from different times and places, students will develop an understanding that art and culture shape and reflect each other. Through the study of works of art and the people who created them, students will understand the role of visual arts in communicating diverse cultural beliefs and ideas.

3. **ART CRTIQUE** (*Reflects upon and assesses characteristics and merits of artwork)*
   Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts concepts and processes, students will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in creating and exhibiting their works of art.

NJ 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.

Standard 1.1 and 1.3 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; and **Standard 1.4** pertains to all four strands, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

• **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 1.4 Aesthetic Responses & Critique Methodologies**: *All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.*

National Standards for Visual Art Overview

As students move from kindergarten through the early grades, students develop skills of observation, and they learn to examine the goals and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to the work in the visual arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students begin to understand the meaning and impact of the visual world in which they live.

Content Standard #1: Understanding and applying media, techniques, and processes.

Content Standard #2: Using knowledge of structures and functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Content Standard #4: Understanding the visual arts in relation to history and cultures.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Content Standard #6: Making connections between visual arts and other disciplines.

To create a fully accommodated art curriculum, various other elements are integrated:

Reading and Writing: Our district is committed to fostering writing-across-curriculum and reading-across-the-curriculum. Art criticism and aesthetics provide rich opportunities to reinforce writing, reading, and oral presentations. Theses disciplines involve speculation and reflection as student develop the ability to formulate convincing, persuasive, predictive, and well supported propositions, positions, and judgements.

Technology: Creative use of technology requires high level thinking. Today's world depends upon the ability to consume, read, and create technologically rendered visual imagery. This will become increasingly critical and promotes 21st century skills.

Interdisciplinary Connections: Our art teacher will seek opportunities to collaborate with other teachers to create interdisciplinary lessons.

Adaptive Art: Students with exceptionalities and special needs are accommodated in regular art classes, K-6. A comprehensive list of accommodations and modifications may be reviewed here: *Support for All Learners*

Assessment K-4: Assessment is integral and essential to the teaching and learning of art. Art this level, we do not grade student's artwork, instead, we grade student **art learning**, and will aligned with the three foundational goals. Measures to assess progress may include quizzes, tests, notebooks, journals, sketchbooks, portfolios, rubrics, self-evaluations, presentations, demonstrations, and teacher observations.

TABLE OF CONTENTS	
Mission Statement	Page 6
Curriculum and Instruction Goals	Page 6
Philosophy of Shared Curriculum Service	Page 6
How to Read this Document	Page 7
Terms to Know	Page 7
Pacing Guide	Page 9
Curriculum Units	Page(s) ?

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 every Student Succeeds Act (ESSA), the New Jersey Student Learning 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 & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation.
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 Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. 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):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

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 Assessments:** 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 NJSLS 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. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments: (**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.).

12. **Standards:** 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.

    o **State:** The New Jersey Student Learning Standards (NJSLSs) 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; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** 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.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Visual and Performing Arts

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)

Art Creation
 	
I. Understands and applies media, techniques, and process **(National Standard 1)**
  1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to drawing, painting, clay – coil construction, sculpture, printmaking, fiber art, and mixed media. [NJ 1.3.2.D.4]
  2. Demonstrates proper care and safe use of materials and tools.
  3. Follows three-art oral directions.
 	
II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas **(National Standard 2).**
  1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]
 	
III. Creates artwork demonstrating a range of concepts, ideas, and subject matter **(National Standard 3, 6)**
  1. Creates artwork inspired by personal experiences, environment, imagination/visualization, and careful observation of real objects, natural connections, extension with math, language arts, science, social studies. [NJ 1.3.2.D.5]
  2. Keeps a journal/sketchbook with visual and verbal reflections.
 	
Art History
	Art Creation
	
	I. Understands and applies media, techniques, and process **(National Standard 1)**
	  1. Use a variety of materials/techniques to create artwork, including but not limited to drawing, painting, clay – modeling, pinch construction, printing, mixed media/collage [NJ 1.3.2.D.4]
	  2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]
	  3. Demonstrates proper care and safe use of materials and tools.
	
	II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas **(National Standard 2).**
	  1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]
	
	III. Creates artwork demonstrating a range of concepts, ideas, and subject matter **(National Standard 3, 6)**
	  1. Creates artwork inspired by imagination and visualization. [NJ 1.3.2.D.5]
	  2. Creates artwork inspired by natural connections with math, language arts, science, and social studies.
	
	Art History
	
	I. Understand the visual arts in relation to history
		Art Creation
		
		I. Understands and applies media, techniques, and process **(National Standard 1)**
		  1. Identify the basic elements of art and principles in design in diverse types of artwork and explain how they are used. [NJ 1.1.2.D.1,2]
		  2. Explore a wide array of art mediums and select the appropriate tools (e.g., clay- pinch construction, textured slab, markers, paints, cut paper/mixed media/collage). [NJ 1.3.2.D.4]
		  3. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]
		  4. Demonstrates proper care and safe use of materials and tools.
		
		IV. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas **(National Standard 2).**
		  1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]
		
		II. Creates artwork demonstrating a range of concepts, ideas, and subject matter **(National Standard 3, 6)**
		  1. Creates artwork inspired by personal experience and environment. [NJ 1.3.2.D.5]
		  2. Creates artwork inspired by natural connections with math, language arts,

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)
I. Understand the visual arts in relation to history and cultures **(National Standard 4)** 　1. Recognizes ways that art is part of daily life: 　　b. Student's own life 　　a. Artists as part of our community, (i.e., architects, landscape architects, product designers, photographers. [NJ 1.2.2.A.1] **Art Critique** I. Reflects on and assesses the merits of artwork **(National Standard 5,6)** 　1. Uses new art vocabulary in oral and written form [NJ 1.4.2.B.1] 　2. Use principles of positive critique in giving and receiving responses to artwork. [NJ 1.4.2.B.2]	and cultures **(National Standard 4)** 　1. Recognize ways that art is part of daily life: 　a. Artists as part of our community, (i.e., architects, landscape architects, product designers, photographers. [NJ 1.2.2.A.1] 　b. Recognize and associates a minimum of three selected artists with their individual works. [NJ 1.2.2.A.1, 2] **Art Critique** I. Reflects on and assesses the merits of artwork **(National Standard 5,6)** 　1. Describes similarities and differences in pairs of artwork [NJ 1.4.2.B.1] 　2. Recognizes principles of positive critique in giving and receiving responses to artwork. [NJ 1.4.2.B.2]	science, and social studies. **Art History** I. Understand the visual arts in relation to history and cultures **(National Standard 4)** 　1. Recognize ways that art is part of daily life: 　　a. Artists as part of our community, (i.e., architects, landscape architects, product designers, photographers. [NJ 1.2.2.A.1] 　　b. Recognize and associates a minimum of three selected artists with their individual works. [NJ 1.2.2.A.1, 2] **Art Critique** II. Reflects on and assesses the merits of artwork **(National Standard 5,6)** 　1. Recognize Describes similarities and differences in pairs of artwork [NJ 1.4.2.B.1] 　2. Use principles of positive critique in giving and receiving responses to artwork. [NJ 1.4.2.B.2] 　3. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]: 　　a. Identifies the main idea in artwork and provides supporting details 　　b. Asks and answers questions about

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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)
		characters, setting, and events c. Visualization and sequencing – what happened before and after the art's image d. Makes connections between art and personal experiences

Unit: 1 – Art is a Language	Recommended Duration: 10-12 days

Unit Description: Guide students to understand that making and "reading" (interpreting) art are parts of a visual language just as speaking, writing, and reading are verbal language. Art is about making meaning and communicating that meaning. Students will identify and use the elements of art and principles of art in their own work and discuss how they communicate different meanings to the viewer.

Essential Questions:	Enduring Understandings:
Suggested EQs: **Art Creation**: How do I improve my ability to communicate visually – find my voice as an artist – what I want to say through my art? How do artists grow and become accomplished in art forms? **Art History:** How does art help us understand other cultures and times? How does knowing the contexts, histories, and traditions of art forms help create works of art and design? **Art Criticism:** Why is art important to my life? Do I honestly/consistently evaluate my artwork? How do I evaluate artwork? What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text?	**Art Creation**: Creativity and innovation thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. **Art History:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. **Art Criticism:** People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria.

Relevant Standards:	Learning Goals:	Learning Objectives:
ART CREATION **National Standard 1:** NJ 1.3.2.D.4 **National Standard 2:** NJ 1.3.2.D.3 **National Standard 3, 6**: NJ 1.3.2.D.5 **ART HISTORY** **National Standard 4**: NJ 1.2.2.A.1 **ART CRITIQUE**	• **Student will be able to…** Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • **Student will be able to…** Identify characteristic theme-based works of art, such as artworks based on themes of family and community, from various historical periods and world cultures. • **Student will be able to….** Critique a famous work of art, own work of	**ART CREATION** • Identify how various types of line can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art. • Identify primary and secondary colors; describe the principles behind color theory using basic art vocabulary, and use color as a tool for expressive purpose in the creation and evaluation of art. • Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array

Relevant Standards:	Learning Goals:	Learning Objectives:
National Standard 5,6: NJ 1.4.2.B.1, 2	art, or a classmate's work of art, using positive words and constructive criticism..	of art mediums and appropriate tools in the production of original works of art. Use a variety of processes to connect and combine materials. • Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three-dimensional object that has volume); and create original three-dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard etc. Use clay assembly processes. • Discuss, define, and use art vocabulary appropriate for grade level. **ART HISTORY** • Recognize ways artists are involved in communities (e.g. architects, photographers, painters) and associate the artist with their distinct work based on the themes of family and community (e.g., everyday life, ceremonies/holidays, caring and sharing, etc.) • Identify the subject matter, type of artist, time, place and cultural origin of various works of art (e.g., American Indian totems, African masks, Mexican sculptures/Trees of Life, architecture, etc.). **ART CRITQUE** • Observe the basic elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art. • Communicate personal responses to a variety of historical works of art with common subjects or themes. Responses will describe likes and dislikes through comparing and contrasting characteristics of the various art works.

Relevant Standards:	Learning Goals:	Learning Objectives:
		• Observe a work(s) of art and give reasons for liking or disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) as their basis for personal observations.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
• Observe student work and use individual questioning to assess understanding of concepts; record on checklist. • Question students as they work. Have they met the objectives for the lesson? • Group Discussions (whole and small)	• Pre-- and post-test • Rubrics specific to learning tasks. • Self-Assessment • Writing	• Portfolio • Sketchbook/Visual Journals (drawing and writing) • Students' Demonstrations • Critiques • Conferences/Interviews • Exhibitions/Displays	• Portfolio of Artwork • Critiques

*Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website (Support for All Learners) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: *(List and describe.)*

Focus on developing basic art making skills, vocabulary and a beginning understanding of the purpose of art as communication and telling a story. Discuss how art is a problem solving process, and relate it to meeting the requested criteria in artwork while still making the work you own. Discuss ways to solve technical problems such as: draw over mistakes, paste a shape over a mistake, use the mistake as part of the picture. Begin the discuss on how problem-solving skills learned in art carry over into daily life.

Word Wall: As vocabulary is introduced, post the word. Refer to the word wall words and use them to remind students of how everything they learn is a base for new learning as they develop stronger skills and new understandings.

*Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website (Support for All Learners) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:
Essential:
Color: mixes primary to create secondary, recognizes neutral, warm/cool, tint/shade
Value: dark/light
Texture: actual/implied
Line characteristics: outline, edges of shape, identify line types and how they convey feeling
Shape: geometric (triangle, pentagon, hexagon), organic
Space: create depth through size relationships, overlapping, horizon line; use both positive and negative space in compositions
Pattern: identify as ordered repetition of color, line, shape, texture; create, extend pattern; in art, music, dance, math, poetry
Balance: symmetrical/asymmetrical
Emphasis: through size, placement, detail.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21ˢᵗ Century Themes: *(Check and explain how the connection is made.)*	21ˢᵗ Century Skills: *(Check and explain how the connection is made.)*
E/LA and Social Studies: • Read a wide range of print and non-print texts to build an understanding of texts, of themselves and of cultures of the U.S. and world. • Use spoken, written, and visual language to accomplish their own purposes.	SAMR Model (Tasks to apply or demonstrate knowledge using technology) Resource(s): • SAMR Model Examples	___X_ **Global Awareness:** • Developing an appreciation for other cultures __X__ **Environmental Literacy:** • Develop an appreciation for the environment through observations of the real world	__X__ **Critical Thinking and Problem Solving**: • Develop and present (group discussion, small group, individually) basic analyses of works of art by communicating likes and dislikes, using skills learned. • Self-evaluate their learning experience. • Exercise sound judgement in reasoning. __X__ **Communication and Collaboration**: • With support, communicate

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
			information at a basic level in the art. __X__ **Flexibility and Adaptability**: • Adapt to varied roles and responsibilities, and work effectively in a climate with changing priorities. __X__ **Initiative and Self-Direction:** • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions. • Utilize time efficiently and manage workload. • Go beyond basic mastery of skills to explore and expand one's own learning and opportunities to gain expertise. __X__ **Social Interactions (Social and Cross-Cultural Skills)**: • Examine own work and that of other people, times, and places.

Resources:
Texts/Materials:

Resources:
Websites: • **www.Pppst.com** • **www.Davisart.com** • **www.Deepspacesparkle.com** • **www.Artsonia.com** • **www.ARTSTOR.org**

Unit 2: Art Takes Many Forms	Recommended Duration: 10-12 days

Unit Description: Guide students to explore and understand the many 2-Dimensional (drawing, painting, printing, mixed-media, collage, technology, and photography) and 3-Dimensional (clay, sculpture, weaving, stitchery) forms art can take. Stress that the commonality that makes each of these "art" is the communication of meaning and/or aesthetic experience through visual form.

Essential Questions:	Enduring Understandings:
Art Creation: How do I improve my ability to communicate visually – find my voice as an artist – what I want to say through my art? How do artists grow and become accomplished in art forms? **Art History:** How does art help us understand other cultures and times? How does knowing the contexts, histories, and traditions of art forms help create works of art and design? **Art Criticism:** Why is art important to my life? Do I honestly/consistently evaluate my artwork? How do I evaluate artwork? What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text?	**Art Creation**: Creativity and innovation thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. **Art History:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. **Art Criticism:** People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria.

Relevant Standards:	Learning Goals:	Learning Objectives:
ART CREATION **National Standard 1:** NJ 1.3.2.D.4 **National Standard 2:** NJ 1.3.2.D.3 **National Standard 3, 6**: NJ 1.3.2.D.5 **ART HISTORY** **National Standard 4**: NJ 1.2.2.A.1 **ART CRITIQUE**	• **Student will be able to…** Create works of art that based on observations of the physical world and that illustration how art is a part of everyday life, using a variety of art mediums and art media. • **Student will be able to…** Recognize that art is a part of daily life and that artists are a part of our community. • **Student will be able to….** Critique a famous work of art, own work of art, or a classmate's work of art, using positive words and constructive criticism.	**ART CREATION** • Identify how various types of line can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art. • Identify primary and secondary colors; describe the principles behind color theory using basic art vocabulary, and use color as a tool for expressive purpose in the creation and evaluation of art. • Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array of art mediums and appropriate tools in the

Relevant Standards:	Learning Goals:	Learning Objectives:
National Standard 5,6: NJ 1.4.2.B.1, 2		production of original works of art. Use a variety of processes to connect and combine materials. • Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three-dimensional object that has volume); and create original three-dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard etc. Use clay assembly processes. • Discuss, define, and use art vocabulary appropriate for grade level. **ART HISTORY** • Recognize ways artists are involved in communities (e.g. architects, photographers, painters) and associate the artist with their distinct work based on the themes of family and community (e.g., everyday life, ceremonies/holidays, caring and sharing, etc.) • Identify the subject matter, type of artist, time, place and cultural origin of various works of art (e.g., American Indian totems, African masks, Mexican sculptures/Trees of Life, architecture, etc.). **ART CRITQUE** • Observe the basic elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art. • Communicate personal responses to a variety of historical works of art with common subjects or themes. Responses will describe likes and dislikes through comparing and contrasting characteristics of the various art works. • Observe a work(s) of art and give reasons for liking or

Relevant Standards:	Learning Goals:	Learning Objectives:
		disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) as their basis for personal observations.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
• Observe student work and use individual questioning to assess understanding of concepts; record on checklist. • Question students as they work. Have they met the objectives for the lesson? • Group Discussions (whole and small)	• Pre-- and post-test • Rubrics specific to learning tasks. • Self-Assessment • Writing	• Portfolio • Sketchbook/Visual Journals (drawing and writing) • Students' Demonstrations • Critiques • Conferences/Interviews • Exhibitions/Displays	• Portfolio of Artwork • Critiques

*Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website (Support for All Learners) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: (List and describe.)
Note that "clay – modeling, pinch construction" is a required par of the student experiences. Incorporate historical and criticism discussions throughout unit. **Word Wall: As vocabulary is introduced, post the word. Refer to the word wall words and use them to remind students of how everything they learn is a base for new learning as they develop stronger skills and new understandings.

*Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website (Support for All Learners) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:
Essential:
Color: mixes primary to create secondary, recognizes neutral, warm/cool, tint/shade
Value: dark/light
Texture: actual/implied
Line characteristics: outline, edges of shape, identify line types and how they convey feeling
Shape: geometric (triangle, pentagon, hexagon), organic
Space: create depth through size relationships, overlapping, horizon line; use both positive and negative space in compositions
Pattern: identify as ordered repetition of color, line, shape, texture; create, extend pattern; in art, music, dance, math, poetry
Balance: symmetrical/asymmetrical
Emphasis: through size, placement, detail.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
E/LA and Social Studies: • Read a wide range of print and non-print texts to build an understanding of texts, of themselves and of cultures of the U.S. and world. • Use spoken, written, and visual language to accomplish their own purposes.	SAMR Model (Tasks to apply or demonstrate knowledge using technology) Resource(s): • [SAMR Model Examples](#)	___X_ **Global Awareness:** • Developing an appreciation for other cultures __X__ **Environmental Literacy:** • Develop an appreciation for the environment through observations of the real world	__X__ **Critical Thinking and Problem Solving**: • Develop and present (group discussion, small group, individually) basic analyses of works of art by communicating likes and dislikes, using skills learned. • Self-evaluate their learning experience. • Exercise sound judgement in reasoning. __X__ **Communication and Collaboration**: • With support, communicate information at a basic level in the art.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
			__X__ **Flexibility and Adaptability**: • Adapt to varied roles and responsibilities, and work effectively in a climate with changing priorities. __X__ **Initiative and Self-Direction:** • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions. • Utilize time efficiently and manage workload. • Go beyond basic mastery of skills to explore and expand one's own learning and opportunities to gain expertise. __X__ **Social Interactions (Social and Cross-Cultural Skills)**: • Examine own work and that of other people, times, and places.

Resources:
Texts/Materials:

Websites:
• **www.Pppst.com**

Resources:

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

Unit: 3 – Art is a Universal Experience	Recommended Duration: 10-12 days

Unit Description: Develop lessons in which students use their knowledge of art language and skills to produce artwork that conveys meaningful, personal experiences, and ideas. They should also explore and recognize the work of famous artists who focus on the expression of personal experiences and ideas. Connect reading strategies in reading art to the strategies used to read text.

Essential Questions:	Enduring Understandings:
Suggested EQs: **Art Creation**: How do I improve my ability to communicate visually – find my voice as an artist – what I want to say through my art? How do artists grow and become accomplished in art forms? **Art History:** How does art help us understand other cultures and times? How does knowing the contexts, histories, and traditions of art forms help create works of art and design? **Art Criticism:** Why is art important to my life? Do I honestly/consistently evaluate my artwork? How do I evaluate artwork? What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text?	**Art Creation**: Creativity and innovation thinking are essential life skills that can be developed. Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. **Art History:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. **Art Criticism:** People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria.

Relevant Standards:	Learning Goals:	Learning Objectives:
ART CREATION **National Standard 1:** NJ 1.3.2.D.1, 2, 4 **National Standard 2:** NJ 1.3.2.D.3 **National Standard 3, 6**: NJ 1.3.2.D.5 **ART HISTORY** **National Standard 4**: NJ 1.2.2.A.1, 2 **ART CRITIQUE**	• **Student will be able to…** Create two-and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. • **Student will be able to…** Identify characteristic theme-based works of art, such as artworks based on themes of family and community, from various historical periods and world cultures. • **Student will be able to….** Critique a famous work of art, own work of	**ART CREATION** • Identify how various types of line can be found in every environment, picture or artwork. Demonstrate how these lines form shapes, can be expressive, and/or be used to imply motion throughout a piece of art. • Identify primary and secondary colors; describe the principles behind color theory using basic art vocabulary, and use color as a tool for expressive purpose in the creation and evaluation of art. • Examine three-dimensional art by famous artists. Use appropriate vocabulary to describe the methods and materials used to make their art and employ an array

Relevant Standards:	Learning Goals:	Learning Objectives:
National Standard 5,6: NJ 1.4.2.B.1, 2, 3	art, or a classmate's work of art, using positive words and constructive criticism.	of art mediums and appropriate tools in the production of original works of art. Use a variety of processes to connect and combine materials. • Describe the difference between shape and form in basic art vocabulary (i.e., space has height and width while form is a three-dimensional object that has volume); and create original three-dimensional art through the physical manipulation of materials such as clay (pinch, pull or wheel), cardboard etc. Use clay assembly processes. • Discuss, define, and use art vocabulary appropriate for grade level. **ART HISTORY** • Recognize ways artists are involved in communities (e.g. architects, photographers, painters) and associate the artist with their distinct work based on the themes of family and community (e.g., everyday life, ceremonies/holidays, caring and sharing, etc.) • Identify the subject matter, type of artist, time, place and cultural origin of various works of art (e.g., American Indian totems, African masks, Mexican sculptures/Trees of Life, architecture, etc.). **ART CRITQUE** • Observe the basic elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) and share those observations with peers in a group critique of a work(s) of art. • Communicate personal responses to a variety of historical works of art with common subjects or themes. Responses will describe likes and dislikes through comparing and contrasting characteristics of the various art works.

Relevant Standards:	Learning Goals:	Learning Objectives:
		• Observe a work(s) of art and give reasons for liking or disliking the artwork(s), using elements of art (i.e., line, shape, and color) and principals of design (i.e., repetition, pattern etc.) as their basis for personal observations.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
• Observe student work and use individual questioning to assess understanding of concepts; record on checklist. • Question students as they work. Have they met the objectives for the lesson? • Group Discussions (whole and small)	• Pre-- and post-test • Rubrics specific to learning tasks. • Self-Assessment • Writing	• Portfolio • Sketchbook/Visual Journals (drawing and writing) • Students' Demonstrations • Critiques • Conferences/Interviews • Exhibitions/Displays	• Portfolio of Artwork • Critiques

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Instructional Strategies: (List and describe.)
Plan lessons in which students respond to artwork (own and others). Guide students to learn that viewing (reading) art is an active process where the viewer brings their own personal experiences to making meaning of the artwork. Students respond to ("read") artwork through: Visual Thinking Strategies and emotional response. **Word Wall:** As vocabulary is introduced, post the word. Refer to the word wall words and use them to remind students of how everything they learn is a base for new learning as they develop stronger skills and new understandings.

*Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

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Essential: Color: mixes primary to create secondary, recognizes neutral, warm/cool, tint/shade Value: dark/light Texture: actual/implied Line characteristics: outline, edges of shape, identify line types and how they convey feeling Shape: geometric (triangle, pentagon, hexagon), organic Space: create depth through size relationships, overlapping, horizon line; use both positive and negative space in compositions Pattern: identify as ordered repetition of color, line, shape, texture; create, extend pattern; in art, music, dance, math, poetry Balance: symmetrical/asymmetrical Emphasis: through size, placement, detail.

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E/LA and Social Studies: • Read a wide range of print and non-print texts to build an understanding of texts, of themselves and of cultures of the U.S. and world. • Use spoken, written, and visual language to accomplish their own purposes.	SAMR Model (Tasks to apply or demonstrate knowledge using technology) Resource(s): • [SAMR Model Examples](#)	___X_ **Global Awareness:** • Developing an appreciation for other cultures __X__ **Environmental Literacy:** • Develop an appreciation for the environment through observations of the real world	__X__ **Critical Thinking and Problem Solving**: • Develop and present (group discussion, small group, individually) basic analyses of works of art by communicating likes and dislikes, using skills learned. • Self-evaluate their learning experience. • Exercise sound judgement in reasoning.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
			__X__ **Communication and Collaboration**: • With support, communicate information at a basic level in the art. __X__ **Flexibility and Adaptability**: • Adapt to varied roles and responsibilities, and work effectively in a climate with changing priorities. __X__ **Initiative and Self-Direction:** • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions. • Utilize time efficiently and manage workload. • Go beyond basic mastery of skills to explore and expand one's own learning and opportunities to gain expertise. __X__ **Social Interactions (Social and Cross-Cultural Skills)**: • Examine own work and that of other people, times, and places.

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• **www.Deepspacesparkle.com**
• **www.Artsonia.com**
• **www.ARTSTOR.org**