

Visual Arts

create
explore
think
imagine
learn
the art room
elizabeth public schools



Kindergarten

Proficiency Levels

This course is designed to give a student an overview of art materials and techniques. Students will exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.



- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.



Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes
- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

Pacing Guide



MP 1 Drawing

10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Experiment with various drawing tools such as, oil pastels, pencils, colored pencils, crayons.
- Identify the basic Elements and Principles of Art in diverse artworks.
- Create artwork that expresses personal experiences.

MP 2 Painting

10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Demonstrate control of various paint media and brushes.
- Explore composition and the organization of space.
- Use different materials, techniques and processes to communicate ideas, communicate ideas, experiences and stories.

MP 3 Sculpture

10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Create artwork that demonstrates additive and subtractive techniques.
- Use a variety of modeling materials and techniques in 3-d and relief art.
- Identify connections among the visual arts and other content areas across the curriculum.

MP 4 Craft

10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Identify the differences between materials, techniques, and process.
- Identify various purposes in creating art.
- Discuss subject matter in artworks.

Total 40 Weeks

Delineation of Unit I

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Recognize the qualities of line including straight, curved, vertical, horizontal, thick and thin lines in known two-dimensional works of art (e.g., paintings by Kenneth Noland, Martin Ramirez, Cy Twombly etc.) and apply similar use of varied lines in original artwork.	1.5.2.Cr1a
2	Identify basic geometric shapes (i.e., circle, square and triangle) in two-dimensional works of art (e.g., prints and paintings by Jasper Johns, Jim Dine, Robert Delaunay, Paul Klee etc.) and produce similar use of shape as the focus of original artwork.	1.5.2.Cr1a
3	Identify primary colors in two -dimensional works of art (e.g., Piet Mondrian's <i>Compositions in Red, Blue and Yellow</i> , DeStijl paintings by Bart Van Der Lick, Paul Cézanne still life's, Roy Lichtenstein's paintings etc.) and apply primary colors in original artwork.	1.5.2.Cr1a
4	Recognize artists' use of pattern/texture (e.g., Judy Chicago's <i>Pasadena Lifesavers</i> series, Jasper John's number series, Pueblo pottery, Greek vases etc.) and use pattern as the inspiration for original artwork.	1.5.2.Cr1a

Code #	NJSLS
1.1.2.D.1	<p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p>

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Identify the elements of art including line weight, color and texture in famous, self-generated, and peer artwork and apply these elements to the creation of original artwork.	1.5.2.Cr1b
2	Describe the difference between shape and form in basic verbal vocabulary and incorporate basic shapes (e.g., circle, square, and triangle) in original pieces of art to support the narrative content.	1.5.2.Cr1b
3	Identify the colors red, orange, yellow, green, blue, and purple in famous artwork and peer artwork and apply them in original works of art and describe the use of color for expression.	1.5.2.Cr1b
4	Use modeling tools to create three-dimensional forms both in the round and relief.	1.5.2.Cr1b
5	Recognize and use line and shape to create symbols.	1.5.2.Cr1b

6	Use a variety of art making materials (e.g., paint, crayons, markers etc.) and color mixing to create realistic, abstract and expressive two-dimensional works of art.	1.5.2.Cr1b

Code #	NJSLS
1.5.2.Cr1a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two- and three- dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.2.Cr1a	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.5.2.Cr1a	<p>Content Statement: Each of the visual art forms use various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.5.2.Cr1b	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>

1.5.2.Cr1b	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>
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Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Use the elements of line, shape, texture, color and space to create two- dimensional artwork based on personal symbols that is seen in everyday life (e.g., stop lights, golden arches, hearts).	1.5.2.Cr1a 1.5.2.Cr1b
2	Use the elements of shape, texture and color to create 3 dimensional artwork based on observation of the physical world (e.g., containers, animals, people) using a variety of media and tools appropriate to the production of the works (e.g., clay and shaping tools, cardboard, scissors and glue, wire).	1.5.2.Cr1a 1.5.2.Cr1b
3	Use the various materials, tools and techniques and demonstrate their knowledge by identifying the materials, tools and methods they have used (e.g., markers, crayons, paint, clay, brush, stamps, shaping tool, scribbling, dabbing, patterning, pinching, smoothing, building etc.).	1.5.2.Cr1a 1.5.2.Cr1b 1.5.5.Cr3a

Code #	NJSLS
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1.5.2.Cr1a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.2.Cr1b	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.5.5.Cr3a	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>

Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	<p>After viewing a master work(s) that communicates emotion(s), describe what emotions the artwork conveys and how the artist conveys those emotions (i.e., through content/subject; through medium used; through use of line, shape, color, repetition, etc.). Create a work of art that tells a story of that emotional response.</p>	1.5.2.Pr4a

2	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.	1.5.2.Pr4a
3	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.	1.5.2.Pr5a
4	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.	1.5.2.Pr5a

Code #	NJSLS
1.5.2.Pr4a	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>
1.5.2.Pr4a	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>

Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify artists as creative thinkers engaged in the artistic process that generate art through the manipulation of the elements of art (e.g., line, shape, color and texture) and who share common ideas across diverse cultures (e.g., religious beliefs/ceremonies, family life, work, play).	1.5.2.Re7a
2	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.)	1.5.2.Re7a
3	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.).	1.5.2.Re7a

Code #	NJSLS
1.5.2.Re7a	<p>Content Statement: Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>Cumulative Progress Indicator: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p>



First Grade Curriculum Content

Proficiency Levels

This course is designed to give a student an overview of art materials and techniques. Students will exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.



- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.
- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.



Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes
- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

Pacing Guide

MP 1 Drawing 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Know the differences between materials, techniques and processes.
- Describe how people's experiences influence the development of specific artworks.
- Create artwork that expresses personal experiences.

MP 2 Painting 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Experience color mixing.
- Explore composition and the organization of space.
- Use visual structures and functions of art to communicate ideas.

MP 3 Sculpture 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Create artwork that demonstrates additive and subtractive techniques.
- Use a variety of modeling materials and techniques in 3-D and relief art.
- Demonstrate an understanding of the differences between shape and form.

MP 4 Craft 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Identify the differences between materials, techniques, and process.
- Participate in discussions of multicultural and historic artworks.
- Use found objects in artwork.

Total 40 Weeks

Delineation of Unit I

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Categorize applications of line (i.e., horizontal, vertical, diagonal, curvilinear, wide, thin, short, long and broken line) in artworks of diverse artists (e.g., Robert Motherwell's <i>Lines for St. Gallen</i> or his <i>Black Series</i> , Raoul Dufy's <i>Bouquet d'Arums</i> or <i>Birdcage</i> , Henri Matisse's <i>Red Interior Still Life on a Blue Table</i> , Roy Lichtenstein's <i>Seascape From the Landscape Series</i> etc.). Apply similar usage of line in original works of art.	1.5.2.Cr1a
2	Explain the use of shape (i.e., circle, square, triangle, ovals and rectangles) in artworks of known and emerging artists (e.g., Romare Bearden's <i>The Block</i> , Pablo Picasso's <i>Three Musicians</i> , paintings of Marsden Hartley etc.) and apply similar conventions in original works of art.	1.5.2.Cr1a 1.5.2.Cr1b
3	Name primary colors in notable artworks (e.g., paintings by Piet Mondrian's <i>Composition Red Blue and Yellow</i> , prints and sculpture by Robert Indiana including his classic <i>Love</i> Series, Sam Francis's untitled splatter paintings, mixed media works by Faith Ringgold's <i>The Sunflower Quilting Bee at Arles</i> etc.) and apply similar applications of primary color in original works of art.	1.5.2.Cr1a 1.5.2.Cr1b
4	Recognize texture in two-dimensional works of art (e.g., paintings by Vincent Van Gogh's <i>Starry Night</i> , Jackson Pollock's <i>Number 8</i> etc.) and create textural works of art.	1.5.2.Cr1a 1.5.2.Cr1b
5	Observe instances where radial balance is utilized in art and architecture by known and emerging artists (e.g., Gothic architectural <i>Rose Windows</i> , Mandalas of Tibet, Hawaiian quilt patterns, installations by Polly Apfelbaum such as her work <i>Blossom</i> , etc.). Demonstrate understanding of radial balance through the creation of original artwork.	1.5.2.Cr1a 1.5.2.Cr1b
6	Identify instances where rhythm/repetition is used as a compositional tool by known artists (e.g., Piet Mondrian's <i>Broadway Boogie Woogie</i> , paintings by Wayne Thiebaud such as <i>Cakes</i> , installations by Yayoi Kusama including <i>Ascension of Polkadots on the</i>	1.5.2.Cr1a 1.5.2.Cr1b

	Trees or any of her dot obsession series, the prints and paintings of Trenton Doyle Hancock such as <i>Wow That 's Mean and Other Vegan Cuisine</i> etc.) and produce original works emphasizing rhythm through repetition.	
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Code #	NJSLS
1.5.2.Cr1a	<p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p>
1.5.2.Cr1b	<p>Content Statement: Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	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.	1.5.2.Cr2a
2	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.	1.5.2.Cr2a 1.5.2.Cr2b

3	Demonstrate how lines, color, and media manipulation can be combined to make a texture or pattern through the creation of original artwork. Identify how artists use line to suggest texture and describe how the appearance of texture changes depending on the different surfaces employed in or suggested by the artwork (e.g., cloth such as velvet or lace vs. wood, glass, cement, or metal).	1.5.2.Cr2a 1.5.5.Cr3a
4	Manipulate lines to create shapes, forms, and other visual elements which aid in the creation of visual stories and describe ways that known artists use shape and form to tell stories.	1.5.8.Cr1a
5	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.	1.5.8.Cr2b 1.5.8.Cr2c
6	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 production of original works of art.	1.5.8.Cr3a

Code #	NJSLS
1.5.2.Cr2a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two and three- dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.8.Cr1a	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>

1.5.2.Cr1b	<p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.5.2.Pr4a	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>
1.5.2.Pr5a	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>

Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Use color and line to create a two-dimensional artwork that depicts an age-appropriate theme, based topic or oral story and describe the materials, tools, and methodologies used to tell the visual story using basic verbal and visual art vocabulary.	1.5.2.Re7a
2	Use lines and color to create textures and/or patterns in two and three-dimensional artwork that is based on observation of everyday life.	1.5.2.Cr1a
3	Using common materials found in the environment (e.g., toilet paper rolls, Popsicle sticks, bottle caps, drink cartons, boxes etc.), apply knowledge of shape, space, texture and color to create a three- dimensional artwork based on the culture of everyday life.	1.5.2.Cr1b 1.5.2.Pr4a

4	Create two and three-dimensional art works, using age-appropriate themes drawn from oral stories as a basis for pictorial representation. Apply knowledge of visual communication by using existing symbols and/or invented symbols within the pictorial narrative.	1.5.2.Cr1b
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Code #	NJSLS
1.5.2.Cr1a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.2.Cr1b	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.5.2.Cr1a	<p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.5.2.Cr1a	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>

1.5.2.Cr1b	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>
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Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify various subject matter artists select for their works of art.	1.5.2.Cr2a
2	Compare and contrast various subject matters in both cultural and historical works of art that evoke emotion and/or communicate a cultural meaning.	1.5.2.Cr1a
3	Create a visual story that illustrates a personal response to an art experience (e.g., a class trip to a museum, a virtual tour of an art exhibit).	1.5.2.Cr1b
4	Observe and select one element of a work of art (e.g., line, shape, color or texture), and describe how the artist used that element to convey an emotion or idea.	1.5.2.Cr1a
5	Recognize, identify and describe how an artist uses line, shape, texture, color and space in works of art to communicate ideas and/or emotions.	1.5.2.Cr1a
6	Share personal opinions about particular works of art and use principles of positive critique to share reasons for like and dislikes about the work.	1.5.2.Pr4a
7	Recognize, identify and describe contextual clues embedded in works of art (e.g., happy, sad, pleasurable, fearful).	1.5.2.Cr2b
8	Share personal opinions about likes or dislikes pertaining to the various themes in works of art (e.g., family, neighborhood) and give reasons for their opinions.	1.5.2.Pr4a

Code #	NJSLS
1.5.2.Cr2b	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>
1.5.2.Pr4a	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>
1.5.2.Re7a	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
1.5.2.Re7b	<p>Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.</p>
1.5.2.Pr5a	<p>Content Statement: Contextual clues are embedded in works of art and provide insight into artistic intent.</p> <p>Cumulative Progress Indicator: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>

Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify how artists' works are reflections of their culture (e.g., <i>The Declaration of Independence</i> by John Tumball, Albert Bierstadr's <i>The Oregon Trail, Walk, Don't Walk</i> by George Segal etc.).	1.5.2.Cn10a
2	Describe visual similarities and differences (e.g., the use of types of line, similarity of shapes, texture etc.) in art work from diverse cultures and historical eras (e.g., Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, George Seurat).	1.5.2.Cn11a
3	Categorize the visual elements of line, use of shapes, color found in the artworks of past and present cultures (e.g., Pablo Picasso, Diego Rivera, Red Grooms, Grant Wood, Piet Mondrian).	1.5.8.Cn10a
4	Trace similar visual elements found in artworks influenced by their culture (e.g., <i>Maple Leaves at the Tekana Shrin</i> by Ando Hiroshige, <i>The Red Tree</i> by Piet Mondrain, <i>Broadway Boogie-Woogie</i> by Piet Mondrian).	1.5.8.Cn11a

Code #	NJSLS
1.5.8.Cn11a	<p>Content Statement: Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>Cumulative Progress Indicator: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p>
1.5.2.Pr5a	<p>Content Statement: The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p>Cumulative Progress Indicator: Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>



Second Grade Curriculum Content

Proficiency Levels

This course is designed to give a student an overview of art materials and techniques. Students will exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.



- Use the varied drawing techniques to effectively communicate a thought or emotion.
- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.



Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes
- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

Pacing Guide

MP 1 Drawing 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Use of varied lines and colors to convey expression.
- Develop compositional techniques.
- Evaluate artwork based on criteria from art experiences and classroom discussions.

MP 2 Painting 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Relate concepts learned in art to other subjects such as social studies and science.
- Demonstrate and increased understanding of art techniques and styles.
- Develop more refined compositional techniques.

MP 3 Sculpture 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Use a variety of modeling materials and techniques in 3-D and relief art.
- Recognize the differences between representational and non-representational art.
- Develop an understanding of how the visual arts relate to other subject areas.

MP 4 Craft 10 weeks

- Use art materials and tools in a safe and responsible manner.
- Use Elements and Principles of Art in artwork to communicate ideas.
- Become aware of various textile arts.
- Become aware of crafts that are produced in the community.
- Demonstrate an appreciation of various artforms.

Delineation of Unit I

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art (e.g., <i>Peacock Dress</i> by Aubrey Beardsley, Paul Signac's <i>Portrait of Felix Fenon</i> , Alexei von Jawlensky's <i>Saviour's Face Renunciation</i> , and <i>The Church at Auvers</i> by Vincent Van Gough etc.). Illustrate similar applications of line in original two-dimensional art work.	1.5.2.Cn10a
2	Characterize the use of shape (i.e., circle, square, triangle, oval and rectangle) in diverse works of known and emerging artists (e.g., <i>Take the Train to Harlem</i> by James Rizzi, Sonia Delaunay's <i>Rhythm or Squares</i> , Sol Lewitt's <i>Costruzione Cubica</i> or <i>Four Geometric Figures of a Room</i> , Jim Dine's heart paintings, Adolf Wolfli's <i>General View of the Island Neveranger</i> etc.) and compose original two and three-dimensional works of art using shape as the primary emphasis.	1.5.2.Cn11a
3	Distinguish primary and secondary colors in works of known and emerging artists (e.g., Frederic Edwin Church's <i>Rainy Season in the Tropics</i> , Andrea del Verrocchio's <i>Tobias and the Angel</i> , the paintings of Pierre-Auguste Renoir, Fernand Leger's <i>Homage to Louis David</i> , Katsushika Hokusai's <i>Evening Scene on the Occasion of the Festival of Lanterns</i> etc.). Mix primary colors to create secondary colors and utilize primary and secondary colors in original works of art.	1.5.2.Cn11b
4	Compare how known and emerging artists from diverse cultures make use of texture in their artwork (e.g., Lee Krasner's paintings and drawings including <i>Noon, Shattered Color or Shattered Color</i> , paintings by Max Ernst such as <i>The Entire City</i> or <i>Dadaville</i> , Haitian Sequence Banners, Inca feather tunics, Javanese Batik etc.). Create original two-dimensional works of art that use texture as the predominant element of art.	1.5.5.Cn10a

5	Compare applications of the principle of design of radial <i>balance</i> in two-dimensional works of peers, known and emerging artists from diverse cultures and historical eras (e.g., Georgia O'Keefe's flower paintings, Sweetgrass Basketry, Navajo Dream Catchers, the stroboscope photography of Harold Edgerton including <i>Milk Drop Coronet</i> or <i>Back Dive</i> etc.). Design and create drawings, paintings of mixed media works that show radial balance.	1.5.2.Cn10a
6	Integrate the principles of design of <i>emphasis</i> in original two and three-dimensional art works and explain how this principle of design is used to communicate the artistic intent of peer and diverse known and emerging artists (e.g., Than-ka / Tibetan painted cloth scrolls, <i>Balshazzar's Feast</i> by Rembrandt, portraiture of Alex Katz including <i>Round Hill</i> or <i>Elizabeth</i> , El Greco's <i>Assumption of the Virgin</i> , Edward Hicks' <i>Peaceable Kingdom</i> etc.).	1.1.2.D.2

Code #	NJSLS
1.5.2.Cr1a	<p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p>
1.5.2.Cr1b	<p>Content Statement: Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify how artists use line, shape, balance and proportion to make facial features and to portray facial expressions capturing emotions in portraiture. Apply these aspects of art making to original art work.	1.5.2.Cr1a 1.5.2.Cr1b
2	Identify lines, geometric, shapes and free forms found in everyday objects and used in realistic and nonobjective art. Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork.	1.5.2.Cr1a
3	Identify the warm colors (e.g., red, yellow and orange) and the cool colors (e.g., blue, green and purple) and demonstrate how they can be used for expressive effect through the creation of original pieces of art.	1.5.2.Cr1b
4	Identify and create patterns from texture in original two and three-dimensional art work.	1.5.2.Cr1a
5	Describe in basic verbal art vocabulary how the appearance of space is achieved in two-dimensional artwork (i.e., by overlapping objects and placing them in different areas of the picture to establish foreground, middle ground and background). Demonstrate understanding of this concept through the creation of original art work using object placement to represent the various picture planes (i.e., foreground, middle ground, and background) in the telling of pictorial narratives.	1.5.2.Cr1b
6	Describe positive and negative space using basic art vocabulary (i.e., the area that either shapes space around objects or is filled by the objects) and replicate these concepts in original two-dimensional artwork.	1.5.2.Cr1a
7	Use symbolism for pictorial representation/visual communication in the creation of works of art stemming from real life observation for inspiration.	1.5.2.Cr1b

Code #	NJSLs
1.5.2.Cr1a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.2.Cr1b	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.5.2.Cr2a	<p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.5.2.Cr2b	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>
1.5.2.Cr2c	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>

Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Use mixed media (e.g., pencil, crayon, markers, watercolor, colored pencils, collage, clay, wire, cardboard etc.) to create two and three-dimensional figurative works of art that follow the principles of (symmetrical) balance and proportion. Demonstrate an understanding application methods and primary or secondary colors by using them to complete the artwork to creative effect.	1.5.2.Cr1a 1.5.2.Cr1b
2	Use line, geometric shapes, texture, space (i.e., positive and negative space) and color to create two-dimensional artwork that depicts three-dimensional objects. Use various materials (e.g., colored pencil, markers, watercolor, crayons etc.) and observations of the physical world that illustrate how art is part of everyday life.	1.5.2.Cr1a 1.5.2.Cr1b
3	Use line, texture and/or patterns and shapes (geometric or freeform) to create non-objective art work that uses color and mixed media (e.g., crayon, paint, markers, colored pencils, paper, clay, wire, cardboard etc.) to express a mood.	1.5.2.Cr1a 1.5.2.Cr1b
4	Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation.	1.5.2.Cr1a 1.5.2.Cr1b
5	Demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories by describing and employing basic verbal and visual art vocabulary to works of others and original artwork.	1.5.2.Cr1a 1.5.2.Cr1b

Code #	NJSLs
1.5.2.Cr2a	<p>Content Statement: Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Cumulative Progress Indicator: Create two and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p>
1.5.2.Cr2b	<p>Content Statement: Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>Cumulative Progress Indicator: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p>
1.5.5.Cr3a	<p>Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Cumulative Progress Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>
1.5.8.Cr1a	<p>Content Statement: Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Cumulative Progress Indicator: Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p>
1.5.8.Cr1b	<p>Content Statement: Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p> <p>Cumulative Progress Indicator: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>

Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.5.2.Cn10a
2	Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create and emotion of personal response, etc.).	1.5.2.Cn10a
3	Compare and contrast culturally and historically diverse works art that evoke an emotion, and identify the subject matter and purpose for the works. Describe how the subject matter contributes to the purpose.	1.5.2.Cn11a
4	Use their imagination to create a story based on an arts experience. Write and illustrate an original shore story based on the arts experience.	1.5.2.Cn11b
5	Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (e.g., color, line, shape, and texture) found in nature into the work of art.	1.5.5.Cn10a
6	Identify, select and define those elements and principals of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work.	1.5.5.Cn11a
7	Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art.	1.5.5.Cn11b

8	Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art.	1.5.5.Cn11b
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Code #	NJSLS
1.5.2.Re7a	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>
1.5.2.Re7b	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>
1.5.2.Re8a	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>
1.5.2.R3a	<p>Content Statement: Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p> <p>Cumulative Progress Indicator: Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>

1.5.5.Re7a	<p>Content Statement: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Cumulative Progress Indicator: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
1.5.5.Re7b	<p>Content Statement: Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Cumulative Progress Indicator: Apply the principles of positive critique in giving and receiving responses to performances.</p>
1.5.5.Re8a	<p>Content Statement: Contextual clues are embedded in works of art and provide insight into artistic intent.</p> <p>Cumulative Progress Indicator: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>

Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture (e.g., narrative paintings of everyday life by Horace Pippin, Grandma Moses, Norman Rockwell, Edouard Manet, or narrative art found in the Lascaux cave paintings, early Egyptian reliefs, Inuit art etc.).	1.5.2.Re7b
2	Discuss the lineage of famous artists and their connection to cultures past and present (e.g., Grant Wood's <i>American Gothic</i> and the influence of European culture and painting traditions; Pablo Picasso's collage <i>Three Musicians</i> influenced by Italian <i>Comedia dell Arte</i> characters; <i>Sugar Cane</i> , a portable mural by Diego Rivera portraying the harsh	1.5.2.Re8a

	reality of the life of the ordinary Mexican farm worker before the 1911 agrarian revolution. Rivera's murals of this period were directly influenced by Aztec storytelling; or Red Groom's three-dimensional construction, <i>Ruckus Manhattan</i> – homage to cubism influenced by comics and political cartoons).	
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Code #	NJSLS
1.5.2.Re7b	<p>Content Statement: Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>Cumulative Progress Indicator: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p>
1.5.2.Re8a	<p>Content Statement: The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p>Cumulative Progress Indicator: Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>



Grade 3 Curriculum Content Proficiency Levels

This course is designed to give a student an overview of the nature of art, as practice and language of self-expression as well as a communication tool. To gain practical knowledge in the areas of art history as well as the materials used to create sculpture.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.



- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.
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Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes



- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units Of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

Pacing Guide

MP 1	Drawing	10 weeks
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- Identify the basic Elements and Principles in diverse artworks.
- Identify the differences between materials, techniques, and process.

- Use element and principles of design in artwork to communicate ideas.
- Create artwork that expresses personal experiences.
- Describe personal responses to various subject matter, symbols, and ideas in artwork.

MP 2 Painting 10 weeks

- Compare/Contrast the expressive qualities in nature with those found in art.
- Distinguish between personal preferences and objective analysis in artwork.
- Compare and contrast societal values and beliefs in the visual arts.
- Approach the characteristics of content form style and design.
- Recognize career opportunities in the visual arts.
- Distinguish between utilitarian and non-utilitarian art.
- Make connection between art and the core subjects with a main focus on LAL and Math Component.
- Use art materials and tools in a safe and responsible manner.
- Identify various purposes in creating art.

MP 3 Sculpture 10 weeks

- Identify connections among the visual arts and other content areas across the curriculum.
- Students will begin learning true concept of the relationship between art and sculpture through the various materials and techniques demonstrated.
- Students will learn form and function in a sculpture and the differences in aesthetics.
- Students will learn the various vocabularies associated within the arts and related to each unit of instruction.
- Students will be able to plan their work in a 2D structure and format to build their sculpture into a 3D art form and explain the differences.
- Students will be able to make connections to the multitude of cultures that contribute to art making and production around the world.

MP 4 Craft 10 weeks

- Distinguish between personal preferences and objective analysis in artwork.
- Describe how people's experiences influence the development of specific artworks.
- Identify art objects artists and resources specific to their community.

- Describe how history, culture and the visual arts can influence each other.
- Describe the effects of technology within the arts both the pros and cons.
- Use acute observation skills to create works using a variety of art media.
- Employ basic art vocabulary to categorize works based upon personal, cultural and historical contexts.
- Identify the criteria to evaluate artwork with a deeper understanding.
- Identify artworks and styles of particular artists' cultures, times and places.
- Identify differences between materials, techniques and processes.

Delineation of Unit I

Code #	NJSLS
1.5.5.Cr2c	<p>Content Statement: The basic elements of art and principles of design govern art creation and composition.</p> <p>Cumulative Progress Indicator: Identify the basic elements of art and principles of design in diverse types of artwork.</p>
1.5.5.Cr1b	<p>Content Statement: Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p> <p>Cumulative Progress Indicator: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Work individually and collaboratively in a medium of choice to create a cohesive two-dimensional visual interpretation of a newsworthy issue or theme of personal significance that shows the use of the elements of line, shape, form, value, texture and color in composition.	1.5.5.Pr4a
2	Discuss the characteristics of four still life images from various historical periods of visual art and create thumbnail drawings that reflect these differing styles.	1.5.5.Pr4a
3	Describe common and distinctive characteristics of artworks from the diverse cultural and historical eras using age-appropriate stylistic terminology; describe how visual literacy and visual communications surround people in their daily lives; and use observed life situations as inspiration for two and three-dimensional art making influenced by compositional approaches from a variety of styles (e.g., cubism, surrealism, optic art, impressionism etc.).	1.5.8.Pr4a 1.5.2.Pr4a

Code #	NJSLS
1.5.5.Pr5a	<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>Content Statement: 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>
1.5.8.Pr4a	<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>

Content Statement: 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.

Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Work independently and collaboratively to create two and three-dimensional works of art that use the elements of line, shape, space and color and the principles of unity to make a visual statement using common and distinctive characteristics of several genres of visual artworks (e.g., realism, surrealism, American and European folk art etc.) to create an original statement.	1.5.5.Cr2b
2	Employ the element of line, shape/form, texture and color to create a three-dimensional artwork within the parameters of a particular style (e.g., Early American, modern, wearable art etc.) that serves a function (e.g., decoration, furniture).	1.5.5.Cr2b
3	Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work. (e.g., principles exemplified by Amish Quilt Andy Warhol prints etc.).	1.5.5.Cr2a 1.5.5.Cr2b

Code #	NJSLS
1.5.5.Cr2b	<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 independently and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements and principles of design.</p>
1.5.5.Cr2b	<p>Content: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.</p> <p>Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p>

Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Demonstrate understanding of how personal and social, political or historical context influences and artists and his/her work of art. Create a work of art based on a timeless/universal theme and compare the work with works created in different historical, political, social, or personal settings (e.g., using a theme of children's play/types, compare a work of today with works of art from other time periods that show children at play).	1.5.8.Cr1a
2	Talk effectively about art and works of art using the proper terminology. Describe various characteristics and other observations of works of art such as portraits, still life drawings and paintings, landscapes, and non-objective pieces, abstract, and realistic works.	1.5.8.Cr1a

3	Offer reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).	1.5.8.Cr1a
4	Use criteria to assess the formal structure of artwork (e.g., focal point, balance, unity and the type of art/portrait vs. self-portrait) and to assess the effectiveness of the artist's use of principles of design (e.g., color value/mood, line variation, symmetry/asymmetrical, space/proportion etc.) to achieve the artistic intent of the artwork.	1.5.8.Cr1b
6	Respond to art through both objective and subjective responses based on formulated criteria (e.g., design elements and principles, art type and reason for its creation).	1.5.8.Cr3a

Code #	NJSLS
1.5.8.Cr3a	<p>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.</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>
1.5.8.Cr2a	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.5.8.Cr3a	<p>Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p>

	Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
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Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Identify various artists whose pivotal works of art have influenced a key shift in the art movement (e.g., Cezanne's influence on cubism with his use of geometric shapes; the impact of Marcel Duchamp on contemporary art through his introduction of ready-mades or found objects as sculpture; Edward Hoppers' use of colors and emphasis to influence on the art world, pop culture and cinema through is dramatic use of light and dark values; Georges Seurat's use of primary color mixology to create pointillism etc.).	1.5.5.Cr3a
2	Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies (e.g., Composition in Halftones by Piet Mondrian, Still Life with Apples by Cezanne, Ed Canna by Georgia O'Keefe).	1.5.5.Cr3a

Code #	NJSLS
1.5.5.Cr3a	<p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>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>



Grade 4 Curriculum Content Proficiency Levels

This course is designed to give a student an overview of the nature of art, as practice and language of self-expression as well as a communication tool. To gain practical knowledge in the areas of art history as well as the materials used to create sculpture.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.



- Use the varied drawing techniques to effectively communicate a thought or emotion.
- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.

Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes



- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units Of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

Pacing Guide

MP 1

Drawing

10 weeks

- Students will use thumbnail sketches to document thought processes when creating works of art.
- The students will identify and use variety, repetition and unity in a work of art.
- Use contour drawing, perspective drawing and shading techniques to create a work of art that depicts a three-dimensional object on a two dimensional surface.
- Develop ideas based on visual literacy.
- Identify basic Elements and Principles in diverse artworks.
- The students will identify cultural diversity in works of contemporary artists.
- Research tools and procedures to investigate artists and their work.
- The students will be able to analyze works of art based on their visual properties.
- Students will select a preferred work of art from among others and defend the choice using appropriate art vocabulary
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MP 2

Painting

10 weeks

- The students will create an abstraction based upon an object in the environment.
- The students will identify the characteristics of color, including hue, tint, shade and intensity.
- Students will be able to compare and contrast abstract and realistic works of art.
- Show how art and culture relate to and affect each other and through art genres.
- The students will show correct placement of figures, correct sizing, and use of space, foreground, mid ground and background perspective in a painting.
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- Generate ideas for works of art through discussion, visual diagramming and brainstorming in creative visual patterning.

MP 3

Sculpture

10 weeks

- Students will continue to master and describe hand building techniques, including slab, pinch and coiling methods in sculpture.
- Students will demonstrate the differences and knowledge of negative and positive space within an art piece.

- Knowledge will be demonstrated through categorization of the genre of work through subject matter, materials and narrative work as well generating a completed art piece that portrays the characteristics of sculpture.
- Classroom critique will be incorporated at the completion of each unit that focuses on the Feldman Critique Model.

MP 4

Craft

10 week

- Use art materials in a safe and responsible manner.
- Apply the Elements and Principles to express a personal response to produce a creative artwork.
- Express ideas through original artworks using a variety of media in textiles.
- The students will create a work of art that uses themes, ideas and art forms from the past.
- The students will identify positive and negative space in works of art.
- A discussion will challenge how personal beliefs influence responses to art work.
- The students will formulate questions about works of art from past or present cultures.
- Students will analyze works based on visual properties.
- Create a debate that will identify and investigate ways that works of art from popular culture reflect the past and how they influence the future.
- Enhance discipline specific vocabulary based upon personal, cultural and historical contexts.
- Properly use care and for art materials and tools.
- Students will evaluate the importance of arts and crafts and artists in the fulfillment of basic human needs and how we learn the art in cultures and practices around the world.
- Discuss various textures and color schemes as well as spatial relationships in creating craft

Delineation of Unit I

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	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.	1.5.5.Re8a 1.5.5.R3a
2	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.	1.5.5.Re8a 1.5.5.R3a
3	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., Molas 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.	1.5.5.Re8a 1.5.5.R3a
4	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.	1.5.5.Re8a 1.5.5.R3a
5	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.).	1.5.5.Re8a 1.5.5.R3a
6	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.	1.5.5.Re8a 1.5.5.R3a

7	Identify formal (e.g., symmetrical balance in <i>The Incredulity of Saint Thomas</i> by Giovanni Battista 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.	1.5.5.Re8a 1.5.5.R3a
8	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.	1.5.5.Re7a 1.5.5.Re7b
9	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 Persian fabric, interlacing patterns in Islamic art etc.) and use simple repetitive patterns in the creation of original two-dimensional artwork.	1.5.5.Re7a 1.5.5.Re7b
10	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.	1.5.5.Re7a 1.5.5.Re7b

Code #	NJSLS
1.5.5.Cr2b	<p>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>
1.5.5.Cr1b	<p>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>

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	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.	1.5.5.Cr1a
2	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.	1.5.5.Cr1b
3	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.	1.5.5.Cr1b
4	Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.	1.5.5.Cr1a

Code #	NJSLS
1.5.5.Cr1a	<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>
1.5.5.Cr1b	<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>

	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.
1.5.5.Cr1a	<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 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>

Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	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.).	1.5.5.Cr1a 1.5.5.Cr1b
2	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.	1.5.5.Cr1a 1.5.5.Cr1b
3	Collaborate to prepare an exhibit of two-dimensional works based on a theme for a special event (e.g., parent conference, PTA meeting, special art exhibition) in the school building and an exhibition outside the school (e.g., administration building, local businesses etc.).	1.5.5.Cr1a

Code #	NJSLs
1.5.5.Cr1a	<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>
1.5.5.Cr1b	<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, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</p>
1.5.5.Cr1a	<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 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>

Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.	1.5.5.Pr4a
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).	1.5.5.Pr5a
3	Identify and describe various aspects of personal, social, political and historical context from various genres. Communicate personal ideas which reflect on the the meaning of the work as well as the beauty found within in the work inspired by the artist's imagination and cultural, social/historical frame of reference.	1.5.5.Pr6a
4	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.	1.5.8.Pr4a
5	Use evaluative tools (i.e., rubrics or check lists) for describing the technical proficiency of the artist's work.	1.5.5.Cr2a
6	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.	1.5.5.Cr2b
7	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.	1.5.5.Cr2c

Code #	NJSLS
1.5.8.Pr4a	<p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
1.5.5.Pr6a	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
1.5.5.Pr5a	<p>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.</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>
1.5.5.Pr4a	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>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>
1.5.8.Cr1a	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.5.5.Cr2a	<p>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>

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

Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
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 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.).	1.5.5.Cr1a
2	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.	1.5.5.Cr1b
3	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; emphasis and the proportioning of the human form. Use exemplary works by artist associated with various genres and historical eras as inspiration for the creation of original works of art (e.g., Monet's Impressionist landscape paintings, Maurice de Vlaminck's Fauvist paintings, Henri Rousseau's Primitive paintings, Mary Cassatt's realist paintings, Frida Kahlo's narrative paintings, Georgia O'Keeffe's modernists paintings etc.).	1.5.5.Cr1a

Code #	NJSLS
1.5.5.Cr1a	<p>Content Statement: Art and culture reflect and affect each other.</p> <p>Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>
1.5.5.Cr1b	<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>
1.5.5.Cr1a	<p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>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>



Grade 5 Curriculum Content Proficiency Levels

This course is designed to give a student an overview of the nature of art, as practice and language of self-expression as well as a communication tool. To gain practical knowledge in the areas of art history as well as the materials used to create sculpture.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.



- Demonstrate the use of positive and negative space, for activating a composition.
- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.



Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes
- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

B)
Pacing Guide

MP 1	Drawing	10 weeks
	<ul style="list-style-type: none">▪ Recognize elements of art and principles of everyday life.▪ Compare and contrast works of art in various mediums using the Elements and Principles of Design.▪ Students will synthesize information to produce works of art.▪ The students will use the elements of art: line, shape, form, color, value, texture and space to express ideas, images and emotions.▪ The students will collaborate with others to produce a work of art that characterizes an historical time period.▪ The students will defend a position regarding an historical contemporary issue through the production of art.▪ The students will use linear perspective in an artwork.	
MP 2	Painting	10 weeks
	<ul style="list-style-type: none">▪ The students will develop ideas for works of art by conducting research, making preliminary sketches and conducting models.▪ The students will use the primary colors and black and white to mix a variety of hues, tints and shades to create a painting.▪ The students will demonstrate and understanding of symbolic meanings by incorporating symbols in a work of art.▪ Recognize works of art as a reflection of social values and beliefs.▪ Relate common artistic elements which define art genres.▪ The students will emphasize spatial relationships in works of art.	
MP 3	Sculpture	10 weeks
	<ul style="list-style-type: none">▪ Students will continue to learn hand building techniques, materials characteristics and the process of sculpture.	

- Students will use various techniques involved with ceramic clay in Green ware, leather hard and bone dry and bisque stages.
- The students will use the sculpture materials experimentally in expressive works of art.
- The students will use a three-dimensional art media to create a sculpture in the round, high relief or bas-relief.
- The students will discuss the process of changes in clay during the ceramic process including plastic, leatherhard, greenware, bisque and glazeware.

MP 4

Craft

10 week

- The students will produce fiber art that reflects the qualities of fiber art of another age, culture or country.
 - The students will research artists from a variety of culture and the works of art they have produced.
 - Work collaboratively to create a multimedia work.
 - Identify differences in various media to create an original work of art.
 - The students will compare art, architecture, and artifacts of past culture with that of the present.
 - The students will research a variety of artists from various time periods and cultures and the work they have produced.
 - The students will research, compare and contrast the art of two cultures using contemporary technology
 - Provide a foundation to create a relationship between compositional design and genre.
 - Consider the context for creation, performance and assessment of the work
 - The students will discuss natural and constructed environments.
 - The students will discuss criteria used to value art varies over time within the same culture.
 - Expand the level of art vocabulary
-
- The students will synthesize information to produce works of art.
 - The students will use elements of art: line shape, form, color, value, texture, shape and space to express ideas, images and emotions.
 - The students will demonstrate skills and processes necessary for artistically rendered crafts to commensurate with the developmental level.

Delineation of Unit I

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Distinguish parallel lines in everyday life and known two and three-dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective (e.g., photographs by Ansel Adams, Edward Hopper's paintings, the art and architecture of Filippo Brunelleschi etc.). Create artwork in various mediums emphasizing line as a tool for perspective.	1.5.5.Cr2a 1.5.5.Cr2b
2	Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element (e.g., the architecture of Frank Gehry or Antonio Gaudi, buildings or consumer products by Michael Graves, Simon Rodia's Watts Towers, Russian Babushka dolls, Hopi Katchina dolls etc.). Combine geometric and organic shapes in the design and creation of original three-dimensional forms.	1.5.5.Cr2a 1.5.5.Cr2b
3	Compare and contrast complimentary colors of differing values found in the natural world and utilized in diverse two and three-dimensional works of art (e.g., Vincent van Gough, Georges Seurat, Henri Russo, Elizabeth Murray, Roy De Forest, Christo and Jeanne Claude, Mexican Day of the Dead triptychs etc.) create works of art that emphasize complimentary color and value.	1.5.5.Cr2a 1.5.5.Cr2b
4	Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture. Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture.	1.5.5.Cr2a 1.5.5.Cr2b
5	Compare and contrast how geometric, organic, abstract and kinetic forms exist in the environment and incorporated in masterworks of art from diverse cultures and historical eras (e.g., George Rickey, Alexander Calder, Tim Hawkinson, Louise Bourgeois, Richard Serra, Anish Kapoor, Tom Friedman, Barbara Hepworth, Teresita Fernandez etc.). Experiment with the application of a variety of forms in original works of art.	1.5.5.Cr2a 1.5.5.Cr2b

6	Identify symmetrical and asymmetrical vertical and horizontal balance in everyday life and works of art in diverse mediums and design and create kinetic sculptures demonstrating symmetrical and asymmetrical vertical and horizontal balance.	1.5.5.Cr2a 1.5.5.Cr2b
7	Explain ways mathematical proportions are used in master works of art in various mediums (e.g., Leonardo Da Vinci's <i>Mona Lisa</i> , Albrecht Durer's etchings, Salvador Dali's <i>The Sacrament of the Last Supper</i>) and use the Golden Mean in the creation of an original artwork.	1.5.5.Cr2a 1.5.5.Cr2b
8	Analyze visual rhythm found in nature and artwork of different mediums created through the repetition of form (e.g., sculptures by Auguste Rodin or Eva Hess, installations by Cornelia Parker or Anne Hamilton, Aztec & Mayan headdresses, Native American Totem Poles, Medieval sculpture, Tilgnt screens etc.). Design and create original three-dimensional artworks employing repetition of form to create visual rhythm.	1.5.8.Cn10a 1.5.8.Cn11a
9	Compare and contrast emphasis and unity/harmony in two and three-dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture (e.g., Rene Magritte, Jasper Johns, Martin Ramirez, Russian knotted carpets, Canadian textiles and American Folk Art quilts etc.). Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork.	1.5.8.Cn10a 1.5.8.Cn11a
10	Identify images used by business and industry, politics and popular culture used to influence messages and describe how repetition, variety, proportion, balance, and emphasis are used to support the persuasive power of visual images. Replicate the use of these principles of design in the creation of original artwork intended for persuasive purpose.	1.5.8.Re9a
Code #	NJSLS	
1.5.8.Re9a	<p>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>	
1.5.8.Re9a	<p>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>	

Delineation of Unit II

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.	1.5.5.Re7a
2	Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art.	1.5.5.Re7b
3	Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements and principals of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.	1.5.5.R3a
4	Discuss how interpretations of artwork change as culture evolves (e.g., North Rose Window, Notre Dame Cathedral, Paris; Ishtar Gate, Babylon; Arches of the Great Mosque, Cordoba; Man with a Guitar, Lipchitz; Family, Henry Moore; Little Dancer Fourteen Years Old, Degas) .	1.5.5.R3a
5	Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has had an impact on their peer and future generations of artists (e.g., Leonardo Da Vinci, Jackson, Pollack, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte etc.).	1.5.5.R3a
Code #	NJSLS	

1.5.8.Cr3a	<p>Content Statement: Art and culture reflect and affect each other.</p> <p>Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>
1.5.8.Cr2b	<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>
1.5.2.Cr1b	<p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>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>

Delineation of Unit III

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Using age-appropriate terminology, identify common and distinctive characteristics of masterworks from various genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art etc.) and experiment with various compositional approaches influenced by these genres art to create original two-dimensional artworks.	1.5.5.Cr2b
2	Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, nonobjective art, conceptual art etc.).	1.5.5.Cr3a 1.5.8.Cr1a

Code #	NJSLS
1.5.5.Cr2a	<p>Content Statement: Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.</p> <p>Cumulative Progress Indicator: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p>
1.5.8.Cr3a	<p>Content Statement: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</p> <p>Cumulative Progress Indicator: Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>

Delineation of Unit IV

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.	1.5.5.Cr1a
2	Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal.	1.5.5.Cr2a

3	Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.	1.5.5.Cr3a
4	Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria.	1.5.8.Cr2a
5	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers (e.g., the application of the design elements and principals as the basic for formal structure).	1.5.5.Pr4a
6	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of master works of visual art from various cultures as well as self-generated and peer artwork.	1.5.5.Cr1b
7	Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.	1.5.5.Re7a
8	Distinguish ways in which individuals may disagree about the relative merits of artwork based on the personal, cultural and historical traditions and describe the purpose of the artwork and its intended audience.	1.5.8.Cr3a

Code #	NJSLS
1.5.5.Cr2b	<p>Content Statement: Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Cumulative Progress Indicator: Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
1.5.8.Cr1a	<p>Content Statement: Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p>

	<p>Cumulative Progress Indicator: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>
1.5.5.Cr1a	<p>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.</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>
1.5.8.Cr3a	<p>Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>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>
1.5.5.Pr4a	<p>Content Statement: Decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>Cumulative Progress Indicator: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
1.5.5.Cr1b	<p>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>
1.5.5.Pr4a	<p>Content Statement: Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Cumulative Progress Indicator: Define technical proficiency, using the elements of the arts and principles of design.</p>
1.5.8.Cr1b	<p>Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p> <p>Cumulative Progress Indicator: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>

Delineation of Unit V

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.	1.5.5.Cr2a
2	Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art.	1.5.5.Pr4a
3	Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements and principals of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.	1.5.5.Cr1b
4	Discuss how interpretations of artwork change as culture evolves (e.g., North Rose Window, Notre Dame Cathedral, Paris; Ishtar Gate, Babylon; Arches of the Great Mosque, Cordoba; Man with a Guitar, Lipchitz; Family, Henry Moore; Little Dancer Fourteen Years Old, Degas) .	1.5.8.Cr1a
5	Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has had an impact on their peer and future generations of artists (e.g., Leonardo Da Vinci, Jackson, Pollack, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte etc.).	1.5.8.Cr3a

Code #	NJSLS
1.5.5.Cr2a	<p>Content Statement: Art and culture reflect and affect each other.</p> <p>Cumulative Progress Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p>

1.5.5.Cr2b	<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>
1.5.5.Cr1a	<p>Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>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>

Sixth Grade Curriculum Content

Proficiency Levels

This course is designed to give a student an overview of the nature of art, as practice and language of self-expression as well as a communication tool. To gain practical knowledge in the areas of art history as well as the materials used to create sculpture.

Student Should Be Able To:

- Develop safe and responsible work habits and attitudes.
- Demonstrate a working knowledge of the meaning and application of the Elements & Principles of Art and Design.
- Develop thumbnail sketches for the design of project ideas.
- Develop a working knowledge of the use of technology as a tool for developing ideas.
- Demonstrate a working knowledge of the basic tools used in the class.
- Develop a personal approach to artistic problems.
- Demonstrate a basic approach of how to select and interpret their subject matter.
- Demonstrate an understanding of the sequence of the creative process, from idea to a finished work of art.

Proficiency Levels (cont.)

Student Should Be Able To:

- Develop knowledge of the basic characteristics of good design and craftsmanship.
- Identify the Elements and Principles of art used in creating three-dimensional works.
- Use a variety of media to best facilitate artistic concepts.
- Recognize the properties of positive and negative space.
- Simplify complex shapes to simple forms.
- Demonstrate the proper use of tools, media, and vocabulary.
- Use proportion and scale as an aid in solving aesthetic problems.
- Create art work as a means of self expression using both objective and non-objective forms
- Understand the importance of art criticism by appreciating and recognizing the work of artists past and present.
- Explore topics in art history, technology and careers in the visual arts.

Major Class Learning Activities

- Students will maintain a portfolio of completed work, through sketches, photographs and appropriate notes.

- Daily practice exercises designed to increase the knowledge and competence of each student.
- Students will participate in competitions (local, state or nationwide).
- Students will participate in lecture and class discussions.
- Students will participate in demonstrations.
- Students will participate in critiquing and judging other students artwork.
- Students will explore and become aware of the variety of careers in the visual arts through field trip experience, guest speakers and research.

Units of Study

The ability to create art is facilitated by new observation and practice. In this course, students are encouraged to develop visual perception skills while focusing on the Elements and Principles of Art and Design. Emphasis is placed on technique, understanding, growth, subject matter and completed sculptures. A variety of media will be utilized.

(B)
Pacing Guide

MP 1	Drawing <ul style="list-style-type: none">•Safety and Class Procedures•Elements and Principles of Art and Critiquing•Introduction to Portfolio and Project Management•Drawing Techniques, Medium and Observation•Art History –Drawing across Cultures	10 weeks
MP 2	Painting <ul style="list-style-type: none">•Understanding Tools, Techniques and Media• Elements and Principles of Art: Color•Painting a Portrait/Creating a Mood• Art History –Self Portraits through the Ages	10 weeks
MP 3	Sculpture <ul style="list-style-type: none">• Creating in 3-D•Understanding Tools, Techniques and Media•Working with the shape at hand•Proportions and Exaggerations• Elements and Principles of Art (ongoing)• Art History –Representational vs. Non-Representational Figures	10 weeks
MP 4	Craft <ul style="list-style-type: none">• Collecting and Organizing found materials•Understanding Tools, Techniques and Media•High Contrast, texture, form, and content• Elements and Principles of Art (ongoing)• Art History –Assemblage	10 weeks

Seventh Grade Curriculum Content

In this course students will move further in their exploration of the language, conventions, and material concerns of the creative process. The emphasis, through art projects is to expand their foundation in the history and creation of art. All assignments are intended to develop critical thinking and creativity.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.
- Demonstrate the use of positive and negative space, for activating a composition.

Proficiency Levels

Student Should Be Able To:

- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.

Major Class Learning Activities

- A computer-generated portfolio of completed work will be kept throughout the year.
- Weekly exercises designed to increase the knowledge and competence of each student.
- As many students as possible will have their work exhibited.
- Students will participate in lecture and class discussions.
- Students will attend demonstrations.
- Students will participate in critiques of their work.

**B)
Pacing Guide**

MP 1	Drawing <ul style="list-style-type: none"> •Safety and Class Procedures •Elements and Principles of Art and Critiquing •Introduction to Portfolio and Project Management •Drawing Techniques, Medium and Observation •Art History –Drawing across Cultures 	10 weeks
MP 2	Painting <ul style="list-style-type: none"> •Understanding Tools, Techniques and Media • Elements and Principles of Art: Color •Painting a Portrait/Creating a Mood • Art History –Self Portraits through the Ages 	10 weeks
MP 3	Sculpture <ul style="list-style-type: none"> • Creating in 3-D •Understanding Tools, Techniques and Media •Working with the shape at hand •Proportions and Exaggerations • Elements and Principles of Art (ongoing) • Art History –Representational vs. Non-Representational Figures 	10 weeks
MP 4	Craft <ul style="list-style-type: none"> • Collecting and Organizing found materials •Understanding Tools, Techniques and Media •High Contrast, texture, form, and content • Elements and Principles of Art (ongoing) • Art History –Assemblage 	10 weeks

Total 40 Week



Eighth Grade Curriculum Content

Proficiency Levels

In this course students will move further in their exploration of the language, conventions, and material concerns of the creative process. The emphasis, through art projects is to expand their foundation in the history and creation of art. All assignments are intended to develop critical thinking and creativity.

Student Should Be Able To:

- Maintain a portfolio of finished work.
- Understand the basic techniques of drawing.
- Understand the a variety of drawing mediums
- Understand the meaning and application of the Elements of Art and Design.
- Understand the meaning and application of the Principles of Art and Design.
- Complete an original drawing working out all compositional, elements and structural problems with little or no assistance from the teacher.
- Develop a more personal approach to the artist's problems.
- Select and interpret their subject matter.
- Clarify his/her ideas through the use of line, form, color, and texture.
- Understand how and when to use various media to successfully create the desired outcome.
- Demonstrate how to use color effectively.
- Use the varied drawing techniques to effectively communicate a thought or emotion.
- Demonstrate the use of positive and negative space, for activating a composition.



Proficiency Levels (cont.)

Student Should Be Able To:

- Recognize the large variety of artistic possibilities.
- Communicate ideas and creative concepts through drawing.
- Understand the basic vocabulary of drawing.
- Use a variety of tools, in a safe and controlled manner.
- Use interactive media to create and manage a computer-generated portfolio.
- Apply principles of design, craftsmanship, invention and productivity in critiquing work.
- Infuse Art in Science, Mathematics, and English.
- Develop aesthetic sensibilities for the work of artists both past and present.
- Understand principles and applications of infusing world cultures into art.
- Understand the importance of art criticism.
- Use technology to explore art history and art done by other cultures.
- Expand an appreciation of art history or art done by others as an authentic form of the artists' expression.
- Explore the variety of careers offered in the visual arts.

Major Class Learning Activities

- A computer-generated portfolio of completed work will be kept throughout the year.
- Weekly exercises designed to increase the knowledge and competence of each student.
- As many students as possible will have their work exhibited.
- Students will participate in lecture and class discussions.
- Students will attend demonstrations.
- Students will participate in critiques of their work.

Pacing Guide

MP 1	Drawing	10 weeks
	<ul style="list-style-type: none"> • Safety and Class Procedures • Elements and Principles of Art And Critiquing • Introduction to Portfolio and Project Management • Drawing Techniques, Medium and Observation • Art History –Drawing across Cultures 	
MP 2	Painting	10 weeks
	<ul style="list-style-type: none"> • Understanding Tools, Techniques and Media • Elements and Principles of Art: Color • Painting a Portrait/Creating a Mood • Art History –Self Portraits through the Ages 	
MP 3	Sculpture	10 weeks
	<ul style="list-style-type: none"> • Creating in 3-D • Understanding Tools, Techniques and Media 	

- Working with the shape at hand
- Proportions and Exaggerations
- Elements and Principles of Art (ongoing)
- Art History –Representational vs. Non-Representational Figures

MP 4

Craft

10 weeks

- Collecting and Organizing found materials
- Understanding Tools, Techniques and Media
- High Contrast, texture, form, and content
- Elements and Principles of Art (ongoing)
- Art History –Assemblage

Total 40 Week

VISUAL ARTS						
CREATING	Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?					
	2nd 1.5.2.Cr1	5th 1.5.5.Cr1	8th 1.5.8.Cr1	HS Proficient 1.5.12prof.Cr1	HS Accomplished 1.5.12acc.Cr1	HS Advanced 1.5.12adv.Cr1
	a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	a. Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	a. Use multiple approaches to begin creative endeavors.	a. Individually or collaboratively formulate new creative problems based on student's existing artwork.	a. Visualize and generate art and design that can affect social change.
Explore	b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.	b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.	b. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.	b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
						Explore



ELIZABETH PUBLIC SCHOOLS

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CREATING	Anchor Standard 2: Organizing and developing ideas. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?					
	2nd 1.5.2.Cr2	5th 1.5.5.Cr2	8th 1.5.8.Cr2	HS Proficient 1.5.12prof.Cr2	HS Accomplished 1.5.12acc.Cr2	HS Advanced 1.5.12adv.Cr2
	a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	a. Demonstrate persistence and willingness to experiment and take risks during the artistic process.	a. Engage in making a work of art or design without having a preconceived plan.	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
	b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.	b. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.	b. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	b. Demonstrate awareness of ethical implications of making and distributing creative work.	b. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
Investigate	c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.	c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.	c. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.	c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	c. Redesign an object, system, place, or design in response to contemporary issues.	c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
CREATING	Anchor Standard 3: Refining and completing products. Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?					
	2nd 1.5.2.Cr3	5th 1.5.5.Cr3	8th 1.5.8.Cr3	HS Proficient 1.5.12prof.Cr3	HS Accomplished 1.5.12acc.Cr3	HS Advanced 1.5.12adv.Cr3
	a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.	a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	a. Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
	Reflect, Refine, Continue					Reflect, Refine, Continue

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PRESENTING	Anchor Standard 4: Selecting, analyzing, and interpreting work. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?					
	2nd 1.5.2.Pr4	5th 1.5.5.Pr4	8th 1.5.8.Pr4	HS Proficient 1.5.12prof.Pr4	HS Accomplished 1.5.12acc.Pr4	HS Advanced 1.5.12adv.Pr4
Analyze	a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	a. Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
PRESENTING	Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?					
	2nd 1.5.2.Pr5	5th 1.5.5.Pr5	8th 1.5.8.Pr5	HS Proficient 1.5.12prof.Pr5	HS Accomplished 1.5.12acc.Pr5	HS Advanced 1.5.12adv.Pr5
Select	a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	a. Prepare and present artwork safely and effectively.	a. Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	a. Analyze and evaluate the reasons and ways an exhibition is presented.	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	a. Investigate, compare, and contrast methods for preserving and protecting art.
PRESENTING	Anchor Standard 6: Conveying meaning through art. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?					
	2nd 1.5.2.Pr6	5th 1.5.5.Pr6	8th 1.5.8.Pr6	HS Proficient 1.5.12prof.Pr6	HS Accomplished 1.5.12acc.Pr6	HS Advanced 1.5.12adv.Pr6
Share	a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.	a. Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

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RESPONDING	Anchor Standard 7: Perceiving and analyzing products. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?					
	2nd 1.5.2.Re7	5th 1.5.5.Re7	8th 1.5.8.Re7	HS Proficient 1.5.12prof.Re7	HS Accomplished 1.5.12acc.Re7	HS Advanced 1.5.12adv.Re7
	a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.	a. Speculate about artistic processes, interpret, and compare works of art and other responses. b. Analyze visual arts including cultural associations.	a. Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. b. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how one's understanding of the world is affected by experiencing visual arts.	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
RESPONDING	Anchor Standard 8: Interpreting intent and meaning. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?					
	2nd 1.5.2.Re8	5th 1.5.5.Re8	8th 1.5.8.Re8	HS Proficient 1.5.12prof.Re8	HS Accomplished 1.5.12acc.Re8	HS Advanced 1.5.12adv.Re8
	a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
RESPONDING	Anchor Standards 9: Applying criteria to evaluate products. Enduring Understanding: People evaluate art based on various criteria. Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?					
	2nd 1.5.2.Re9	5th 1.5.5.Re9	8th 1.5.8.Re9	HS Proficient 1.5.12prof.Re9	HS Accomplished 1.5.12acc.Re9	HS Advanced 1.5.12adv.Re9
	a. Use art vocabulary to explain preferences in selecting and classifying artwork.	a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.	a. Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	a. Establish relevant criteria in order to evaluate a work of art or collection of works.	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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CONNECTING	Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?					
	2nd 1.5.2.Cn10	5th 1.5.5.Cn10	8th 1.5.8.Cn10	HS Proficient 1.5.12prof.Cn10	HS Accomplished 1.5.12acc.Cn10	HS Advanced 1.5.12adv.Cn10
Synthesize	a. Create art that tells a story or describes life events in home, school and community.	a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.	a. Generate ideas to make art individually or collaboratively to positively reflect a group's identity.	a. Document the process of developing ideas from early stages to fully elaborated ideas.	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.	a. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
CONNECTING	Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?					
	2nd 1.5.2.Cn11	5th 1.5.5.Cn11	8th 1.5.8.Cn11	HS Proficient 1.5.12prof.Cn11	HS Accomplished 1.5.12acc.Cn11	HS Advanced 1.5.12adv.Cn11
Relate	a. Compare, contrast, and describe why people from different places and times make art.	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society.	a. Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.
	b. Describe why people from different places and times make art about different issues, including climate change.	b. Communicate how art is used to inform others about global issues, including climate changes.	b. Analyze and contrast how art forms are used to reflect global issues, including climate change.	b. Describe how knowledge of global issues, including climate change may influence personal responses to art.	b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.	b. Assess the impact of an artist or group of artists on global issues, including climate change.