

Great Meadows Regional School District

Great Meadows, New Jersey-Warren County

Visual Arts Curriculum

K-8

2012

CURRICULUM DEVELOPMENT COMMITTEE

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Great Meadows Regional School District

Mission

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the in line with National Common Core and New Jersey CCCS.

Vision

The vision of the GMRSD is to provide the opportunity for students, faculty, staff, parents, and community to develop, through involvement, a sense of ownership, spirit, and pride in the school community. Not only must students be prepared academically, they must be nurtured with a sense of cultural awareness, which includes an appreciation of the arts, of others, of diversity, and the community.

Values

We believe:

- The focus must be on the needs of the students
- Learning is a lifelong continuous process and that we are a community of learners.
- Individuals must develop the knowledge, skills and attitudes to make wise choices about themselves and their environment.
- Effective learning takes place in an atmosphere of personal relevance and enthusiasm.

ADDENDUM

The curricula in this guide are modified through varying techniques, strategies, supplemental materials, etc. to meet the needs of all **L.E.P.** students by the **E.S.L.** teacher, as noted in the teacher's weekly lesson plans.

The curricula in this guide are modified through varying techniques, strategies, supplemental materials, etc. to meet the needs of students receiving *Basic Skills Instruction*.

This curriculum is designed to meet the educational needs of students at various ability levels. Specific instructional strategies and supplemental materials will be used to meet the needs of educationally disadvantaged students, as listed in each student's **I.E.P.**

It is the policy of the Great Meadows Regional School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status or handicaps in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments 1972 (prohibiting sex discrimination in education) N.J.A.C. 6:4 (Equality in Education Program) and Section 504 of the Rehabilitation Act of 1973 as amended (prohibiting discrimination on the basis of handicaps). Inquiries regarding compliance may be directed to **Catherine Mozak, Interim Superintendent of Schools** (908-637-6576; cmozak@gmrdsd.com).

Great Meadows Regional School District
Visual Arts
K-2

Mission Statement:

The Visual Arts reaches beyond the production of art, and instills a lifelong appreciation and understanding of the arts. The mission of the Visual Arts Program is to encourage critical and reflective thinking, historical and cultural knowledge, and informed aesthetic judgments through art production.

STANDARD 1.1: The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music, dance, theatre, and visual arts

- **STRAND D: VISUAL ART**

Kindergarten – 2nd Grade

Essential Questions	Enduring Understandings
What are the elements of art?	The elements of art are line, shape, form, color, space, texture, and value.
What are the principles of design?	The principles of design are balance, proportion, emphasis, movement, pattern, rhythm, and unity.
How do the elements and principles of design govern works of art?	The elements of art and principles of design are the core to creating a successful work of art.

CPI Indicators – Strand D: Visual Arts	Content Statement
1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.	The basic elements of art and principles of design govern art creation and composition.
1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.	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.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

By the end of Kindergarten, students will be able to:

Elements of design:

- Line
 - Identify different lines used in art.
- Shape
 - Identify geometric shapes.
 - Identify how shapes are used in artwork to create a picture
- Color
 - Identify primary and secondary colors
- Space
 - Identify how space is used in composition.
- Texture
 - Identify the difference between rough and smooth surfaces and objects
- Value
 - Identify the difference between light and dark

Principles of design

- Pattern
 - Identify simple patterns in works of art
- Emphasis
 - Identify the most important part of the composition

Students in 1st Grade will continue to develop the above knowledge and skills as well as:

Elements of Art:

- Line
 - Identify and apply different types of line in an artwork
- Shape
 - Identify organic and geometric shapes in artwork.
- Color
 - Identify warm and cool colors
- Space
 - Identify how objects can manipulate space
- Texture
 - Identify how different media can create different textures
- Value
 - Identify how value can create 3-dimensions

Principles of Design

- Pattern/Rhythm
 - Identify more complex forms of patterns
 - Learn repetition through pattern
- Contrast
 - Identify opposite properties to create differences between objects within a piece of art
- Emphasis
 - Identify a focal point or the most important part of your composition
- Unity/movement
 - Identify a harmonious composition

Great Meadows Regional School District
Visual Arts
K-2

- Balance
 - Identify symmetry

Students in 2nd Grade will continue to develop the above knowledge and skills as well as:
Elements of Art:

- Line
 - Identify contour line, outlines and other various lines to create visual images.
- Shape
 - Identify how shapes make an artwork complete
- Color
 - Identify complementary colors
 - Identify creating secondary colors from primary colors
 - Expand color theory to include intermediate and tertiary colors
- Space
 - Identify positive and negative space
- Texture
 - Identify how different media can create different textures
- Value
 - Identify shadows and highlights

Principles of Design

- Pattern/Rhythm
 - Identify repetition is used in artwork
- Balance
 - Explore symmetry and asymmetry

Evidence of Understanding	
Formative: <ul style="list-style-type: none">• Observation• Teacher Checklist• Small and Large Group Discussion• Critiques• Participation/Student Performance• Oral/Written Responses• Worksheets	Summative: <ul style="list-style-type: none">• Rubrics• Portfolios• Art displays• Projects• Online exhibit

Great Meadows Regional School District
Visual Arts
K-2

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

• **STRAND A. History of the Arts and Culture**

Kindergarten – 2nd Grade

Essential Questions	Enduring Understandings
Visual Art <ul style="list-style-type: none">• What influences art?• How do specific works of art reflect societal values and cultures?• Why is art created?	<ul style="list-style-type: none">• Art is based on family and community values and various historical periods and world cultures.• Create works of art based on current values and their societal norms.• Art is a visual symbolic language

CPI Indicators – Strand A	Content Statement
1.2.2.A.1 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.	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.
1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	The function and purpose of art making across cultures is a reflection of societal values and beliefs.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

By the end of Kindergarten, students will be able to:

- Develop familiarity with family and community art themes.
- Identify expressive qualities in an artwork.
- Begin to investigate and experience the works of artists

Students in 1st Grade will continue to develop the above knowledge and skills as well as:

- Develop exposure to different artists and cultures from around the world.
- Use symbolism in their artwork.

Students in 2nd Grade will continue to develop the above knowledge and skills as well as:

- Identify a variety of styles in art belonging to particular cultures, times, and places.
- Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
- Explore historical and cultural influences and their value as a way to communicate

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Visual Arts
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Evidence of Understanding

Formative:

- Observation
- Teacher Checklists
- Small and Large Group Discussion
- Participation
- Oral Responses
- Visuals

Summative:

- Rubrics
- Portfolios
- Art show
- Projects
- Online exhibit
- Art displays

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Visual Arts
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STANDARD 1.3 PERFORMANCE: All students will synthesize those skills, media, methods, and technologies appropriate to creating performing, and/ or presenting works of art in dance, music, theatre, and visual art

• **STRAND D: VISUAL ARTS**

Kindergarten – 2nd Grade

Essential Questions	Enduring Understandings
Art <ul style="list-style-type: none">• How do we create successful piece of art?• What is the purpose of creating artwork?• Why is it important to use proper art terms and vocabulary?• Why is it important to use art media appropriately?• Why are observational skills necessary?	<ul style="list-style-type: none">• We use elements and principles of design to create a meaningful piece of artwork.• We can use art to express ourselves and to visually communicate feelings, experiences and stories.• Knowledge of art terms and vocabulary enhances technique and production.• It is important to use media appropriately because it improves the overall quality of the artwork.• Observational skills are necessary because it is important to draw what we see and not what we think.

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Visual Arts
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CPI Indicators – Strand D: Visual Arts	Content Statement
<p>1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture, and space as well as a variety of art mediums and application methods</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>	<p>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>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>Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p>

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

By the end of Kindergarten, students will be able to:

- Create a teacher directed drawing using observational skills
- Develop cutting and pasting techniques to create a basic collage
- Manipulate various paints to express themselves
- Use basic sculpting techniques
- Improve on basic coloring and drawing techniques using different art media
- Create personal art
- Demonstrate proper use and care of tools

Students in 1st Grade will continue to develop the above knowledge and skills as well as:

- Continue to develop drawing skills using a variety of lines, shapes, and forms
- Begin to study composition

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- Use technology as a tool for creating art
- Begin to use mixed media
- Explore printmaking and scratch art techniques
- Improve on ceramic techniques
- Continue to demonstrate proper use and care of tools
- Continue to improve on coloring and drawing techniques using different art media
- Introduce simple perspective

Students in 2nd Grade will continue to develop the above knowledge and skills as well as:

- Continue to develop drawing skills by creating more detailed artwork
- Use horizon lines in landscapes and understand the concepts of background and foreground
- Use overlapping techniques
- Expand painting techniques to include sponge, finger, straw, and string
- Explore assemblages and other sculpture techniques
- Design a ceramic piece using the slab method
- Develop basic mosaic technique
- Continue to use technology to enhance artwork

Evidence of Understanding	
Formative: <ul style="list-style-type: none">• Observation• Teacher Checklists• Small and Large Group Discussion• Participation• Oral Responses• Visuals	Summative: <ul style="list-style-type: none">• Rubrics• Portfolios• Art show• Projects• Online exhibit• Art displays

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

- **STRAND A: AESTHETIC RESPONSE**
- **STRAND B: CRITIQUE METHODOLOGIES**

Kindergarten – 2nd Grade

Essential Questions	Enduring Understandings
Strand A: Aesthetic Response <ul style="list-style-type: none"> • What aesthetic qualities do artists use in art? • How does artwork represent society and history? • How do we use our imagination to communicate emotions in art? • How do artists use patterns found in nature? 	<ul style="list-style-type: none"> • Artists use the components of art to express themselves. • Artwork expresses emotion and meaning relevant to culture. • Storytelling, reflection, and media control can be used to communicate emotion in art. • Artists incorporate/borrow patterns found in nature to create works of art.
Strand B: Critique Methodologies <ul style="list-style-type: none"> • What are we looking for when we judge a piece of artwork? • Why do we give constructive criticism when judging a piece of art? • How do we interpret artwork to understand the artist's intent? 	<ul style="list-style-type: none"> • Measurable criteria such as the basic art elements are used in the assessment of works of art. • Constructive criticism is important because it gives positive feedback to improve artwork. • Artists' clues help to identify subjects, themes, feelings, and emotions in art.

CPI Indicators – Strand A: Aesthetic Response	Content Statement
1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

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1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Aesthetics:

By the end of Kindergarten, Students will be able to:

- Emotionally respond to aesthetic qualities in art.
- Evaluate and emotionally respond to artwork of various cultures and historical periods.
- Use the senses and imagination to create personal art
- Identify and use patterns found in nature

Students in 1st Grade will continue to develop the above knowledge and skills as well as:

- Identify various purposes for creating works of art
- Evaluate and emotionally respond to artwork of various cultures and historical periods.

Students in 2nd Grade will continue to develop the above knowledge and skills as well as:

- Compare and contrast various works of art
- Describe personal responses through the use of visual art vocabulary

CPI Indicators – Strand B: Critique Methodologies	Content Statement
<p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theater, and visual art.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances</p> <p>1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theater, and visual art.</p>	<p>Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p>Contextual clues are imbedded in works of art and provide insight into artistic intent.</p>

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

By the end of Kindergarten, Students will be able to:

- Use positive words to describe artwork
- Using teacher prompts, find the theme or subject in a work of art.

Students in 1st Grade will continue to develop the above knowledge and skills as well as:

- Recognize there are different responses to specific works of art
- Use positive words to give and receive criticism.
- Independently find the theme or subject in a work of art.

Students in 2nd Grade will continue to develop the above knowledge and skills as well as:

- Apply constructive criticism when responding to a work of art
- Identify possible improvements in the process of creating art.

Evidence of Understanding	
Formative:	Summative:
<ul style="list-style-type: none">• Observation• Teacher Checklists• Small and Large Group Discussion• Participation• Oral Responses• Visuals	<ul style="list-style-type: none">• Rubrics<ul style="list-style-type: none">• Portfolios• Art show• Projects• Online exhibit• Art displays

Mission Statement: The Visual Arts reaches beyond the production of art, and instills a lifelong appreciation and understanding of the arts. The mission of the Visual Arts Program is to encourage critical and reflective thinking, historical and cultural knowledge, and informed aesthetic judgments through art production.

STANDARD 1.1: The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music, dance, theatre, and visual arts

• **STRAND D: VISUAL ART**

3rd – 5th

Essential Questions	Enduring Understandings
Do we use the elements of art and principles of design (learned in art) in everyday life?	We use the elements of art and principles of design to make aesthetic choices everyday.
What is the value of learning the elements and principles of art?	The elements of art are the building blocks that dominate a composition.

CPI Indicators – Strand D: Visual Art	Content Statement
1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.	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.
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.	The elements of art and principles of design are universal.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 3rd Grade will continue to develop the knowledge and skills learned in 2nd grade as well as:
Elements of Art:

- Begin using a combination of line, color, shape, form, texture, and space to enhance a composition
 - Color
Identify tints and shades, analogous colors, and tertiary colors
 - Shape/Form
Explore how to create a form from a basic shape
 - Texture
Identify how different media can create different textures
 - Space

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Visual Art
Gr. 3-5

Emphasize the importance of negative space in composition

Principles of Design:

- Begin to understand why incorporating unity, harmony, balance, proportion, rhythm, movement and emphasis is essential to a successful composition.

Students in 4th Grade will continue to develop the above knowledge and skills as well as:

Elements of Art:

- Texture
 - Recognize the difference between real and simulated texture
- Value
 - Understand that contrast between light and dark creates value
- Color
 - Begin exploring blending techniques with various media
- Shape/Space
 - Begin to use space and shape collaboratively to develop a composition

Principles of Design:

- With teacher guidance begin to use harmony, proportion, balance, emphasis, movement, pattern, rhythm, and unity to independently create a successful composition.

Students in 5th Grade will continue to develop the above knowledge and skills as well

Elements of Art:

- Texture
 - Identify the difference between real and simulated texture
- Value
 - Create dimension through more advanced drawing and painting techniques
- Color
 - Develop their own blending and layering techniques using a variety of media
- Shape/Space
 - Begin to use space and shape to independently develop a composition

Principles of Design:

- Use harmony, proportion, balance, emphasis, movement, pattern, rhythm, and unity to independently create a successful composition.

Evidence of Understanding	
Formative:	Summative:
<ul style="list-style-type: none">• Observation• Teacher Checklist• Small and Large Group Discussion• Critiques• Participation/Student Performance• Oral/Written Responses• Worksheets	<ul style="list-style-type: none">• Rubrics• Portfolios• Art displays• Projects• Online exhibit

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

• **STRAND A. History of the Arts and Culture**

3rd – 5th

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How does art reflect the values of culture and society? What is an art genre? How have individual artists contributed to culture throughout history? 	<p>Historic and cultural events affect art.</p> <p>Styles, media, and subject matter determine a variety of genres in art.</p> <p>When inspired by historical and cultural events new styles of art emerge.</p>

CPI Indicators – Art	Content Statement
<p>1.2.5.A.1: Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>	<p>Art and culture reflect and affect each other.</p> <p>Characteristic approaches to content, form, style, and design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 3rd Grade will continue to develop the knowledge and skills learned in 2nd grade as well as:

- Begin to recognize specific genres in art
- Begin to identify works of art from various historical periods and diverse cultures
- Begin to examine art as a reflection of societal values and beliefs

Students in 4th Grade will continue to develop the above knowledge and skills as well as:

- Identify works of art from various historical periods and diverse cultures
- Describe the general characteristics of artworks from various historical periods and world cultures
- Examine art as a reflection of societal values and beliefs
- Begin to identify traditional and non-traditional art

Great Meadows Regional School District
Visual Art
Gr. 3-5

Students in 5th Grade will continue to develop the above knowledge and skills as well as:

- Define and list specific genres in art
- Expand their knowledge of traditional and non-traditional art
- Compare and contrast various types of artwork

Evidence of Understanding	
<p>Formative:</p> <ul style="list-style-type: none">• Observation• Teacher Checklist• Small and Large Group Discussion• Critiques• Participation/Student Performance• Oral/Written Responses• Worksheets	<p>Summative:</p> <ul style="list-style-type: none">• Rubrics• Portfolios• Art displays• Projects• Online exhibit

STANDARD 1.3 PERFORMANCE: All students will synthesize those skills, media, methods, and technologies appropriate to creating performing, and/ or presenting works of art in dance, music, theatre, and visual art

• **STRAND D: VISUAL ARTS**

3rd – 5th

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do you create an expressive piece of artwork while incorporating the elements and principles of design? How do you/artists use and select various materials and art media appropriately to create art? 	<p>The elements and principles of design are the building blocks to creating personal, creative, and meaningful art.</p> <p>Artists choose specific media based on their creative needs.</p>

CPI Indicators – Art	Content Statement
<p>1.3.5.D.1 Work individually and collaboratively to create two and three dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles</p> <p>1.3.5.D.3 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> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art</p> <p>1.3.5.D.5 Collaborate in the creation of works of art</p>	<p>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>Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages</p> <p>Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and stylistic approach to art-making.</p> <p>The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.</p> <p>There are many types of aesthetic arrangements for</p>

Great Meadows Regional School District
Visual Art
Gr. 3-5

using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.	the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
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Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 3rd Grade will continue to develop the knowledge and skills learned in 2nd grade as well as:

- Begin creating with more conscious and deliberate planning
- Striving for more realistic proportions
- Begin using more advanced ceramic techniques (ex. Score and slip)
- Incorporate elements and principles using a broad array of media to enhance the expression of creative ideas, perspective, implied space, illusionary depth, value, and pattern
- Explore multi media in artwork
- Expand on drawing and painting techniques using various media
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Students in 4th Grade will continue to develop the above knowledge and skills as well as:

- Expand drawing skills to include sketching and shading techniques
- Expand printmaking experiences
- Create more complex landscapes including some architectural elements
- Explore the art of calligraphy and culture
- Expand on painting techniques

Students in 5th Grade will continue to develop the above knowledge and skills as well as:

- Begin coil construction using ceramics and other media
- Expand on atmospheric and linear perspective
- Create drawings in a variety of media and expand upon approaches to contour, still life, and value
- Develop techniques to create three dimensions on a two dimensional surface
- Create an environmental art piece

Evidence of Understanding

Formative:	Summative:
<ul style="list-style-type: none"> • Observation • Teacher Checklist • Small and Large Group Discussion • Critiques • Participation/Student Performance • Oral/Written Responses • Worksheets 	<ul style="list-style-type: none"> • Rubrics • Portfolios • Art displays • Projects • Online exhibit

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

- **STRAND A: AESTHETIC RESPONSE**
- **STRAND B: CRITIQUE METHODOLOGIES**

3rd – 5th

Essential Questions	Enduring Understandings
<p>Strand A: Aesthetic Response</p> <ul style="list-style-type: none"> • How do we organize art? • How do we make informed aesthetic responses to works of art? • How does one communicate an idea through art? <p>Strand B: Critique Methodologies</p> <ul style="list-style-type: none"> • What aspects of art are we looking for to best evaluate our artwork? • How is art critiqued and assessed? • How does specific vocabulary play a role in the evaluation of art? • When is art criticism vital? 	<ul style="list-style-type: none"> • Art is categorized according its function and artistic purpose. • Individuals' responses to a work of art will vary according to their personal, cultural and historical points of view. • Art allows us to share values, feelings and ideas. • Recognizing the elements of art and principles of design will help us to gain a basic literacy in the process of critique • Evaluative tools, such as rubrics and objectives are used to judge artwork • Utilizing the elements of art and principles of design helps to define strengths and weaknesses in artwork • The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Great Meadows Regional School District
Visual Art
Gr. 3-5

CPI Indicators – Art	Content Statement
Strand A: Aesthetic Responses	
1.4.5.A.1 Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	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.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 3rd Grade will continue to develop the knowledge and skills learned in 2nd grade as well as:

- Explore basic art terminology to describe a work of art.
- Explore appropriate responses when viewing various styles of art
- Explore the context of a work of art

Students in 4th Grade will continue to develop the above knowledge and skills as well as:

- Utilize basic art terminology to describe a work of art.
- Utilize informed responses when viewing various styles of art
- Discuss the artists' possible intent when creating their artwork

Students in 5th Grade will continue to develop the above knowledge and skills as well as:

- Utilize basic art terminology to categorize works of art.
- Utilize informed responses when categorizing works of art

CPI Indicators – Strand B: Critique Methodologies	Content Statement
1.4.5.B.1: Assess the application of the elements of art and principals of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
1.4.5.B.2: Use evaluative tools such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

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<p>1.4.5.B.3: Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4: Define technical proficiency using the elements of the arts and principles of design.</p> <p>1.4.5.B.5: Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of music, dance, theatre and visual art.</p>	<p>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>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>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>
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Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 3rd Grade **will continue to develop the knowledge and skills learned in 2nd grade as well as:**

- Identify the elements of art with rubrics
- Utilize various types of assessments for self-evaluation.
- Constructively discuss the strengths and weaknesses of an art piece
- Describe appropriate and specific art terminology when critiquing themselves and others.
- Begin to compare and contrast artists and art styles

Students in 4th Grade will continue to develop the above knowledge and skills as well as:

- Continue to identify the elements of art with rubrics
- Apply appropriate and specific art terminology when critiquing themselves and others.
- Continue to compare and contrast artists and art styles

Students in 5th Grade will continue to develop the above knowledge and skills as well as:

- Analyze appropriate and specific art terminology when critiquing themselves and others.
- Respect and understand diverse opinions when evaluating artwork

Evidence of Understanding

Formative:	Summative:
<ul style="list-style-type: none"> • Observation • Teacher Checklist • Small and Large Group Discussion • Critiques • Participation/Student Performance • Oral/Written Responses • Worksheets 	<ul style="list-style-type: none"> • Rubrics • Portfolios • Art displays • Projects • Online exhibit

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STANDARD 1.1: The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music, dance, theatre, and visual arts

• **STRAND D: VISUAL ARTS**

6-8th

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do underlying structures unconsciously guide the creation of art works? Does Art have boundaries? 	<ul style="list-style-type: none"> Underlying structures in art can found via analysis and inference. Breaking accepted norms often give rise to new forms of artistic expression.

CPI Indicators – Strand B: Music	Content Statement
<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures</p>	<p>Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p>
<p>1.1.8.D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p>

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Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 6th Grade will continue to develop the knowledge and skills learned in 5th grade as well as:

- Focusing on art production, art history, and applying the elements and principles of design in all their artistic production.

Students in 7th Grade will continue to develop the above knowledge and skills as well as:

- Focusing on projects that incorporate artistic career development. These artistic career projects will enhance the interdisciplinary connections of job related activities. All the elements and principles will need to be utilized to create functionality in the works of art.

Students in 8th Grade will continue to develop the above knowledge and skills as well as:

- Examining technology, incorporate core curriculum subject matter, create using new media, and infuse originality requiring the use of the elements and principals of design.

Evidence of Understanding

Formative:	Summative:
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- Observation
- Teacher Checklists
- Small and Large Group Discussion
- Written Responses
- Rubrics for self-assessment
- Worksheets

- Rubrics
- Portfolios
- Artistic Festivals
- Student Production
- Group Production

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

• **STRAND A: History of the Arts and Culture:**

6th through 8th Grade

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do underlying structures unconsciously guide the creation of art works? Does Art have Boundaries? 	<ul style="list-style-type: none"> The development of new technologies has given us greater flexibility and more freedom to be innovative in the field of art. Historic and cultural events affect understanding of art works. Underlying structures in art can be found via analysis and inference. Breaking accepted norms often gives rise to new forms of artistic expressions.

CPI Indicators – Art	Content Statement
<p>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3: Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts</p>	<p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural morays and personal aesthetics throughout the ages.</p>

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Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 6th Grade will continue to develop the knowledge and skills learned in 5th grade as well as:

- Explore artists from various cultures and time periods using the social studies content in 6th grade.
- Explore technology and how art creation still needs the elements and principles of art.
- Discuss how artists are influence by important ideas, issues, and events during history.
- Exploration of various media and art genre.

Students in 7th Grade will continue to develop the above knowledge and skills as well as:

- Apply artistic techniques incorporating the elements and principles, to career based projects.

Students in 8th Grade will continue to develop the above knowledge and skills as well as:

- Explore technologies that are currently influencing the art industry.
- Create projects using expressive elements of art and principles of design that promote changes in thinking and behavior in the modern day public.

Evidence of Understanding

Formative:

- Observation
- Teacher Checklists
- Small and Large Group Discussion
- Participation and Student Performance
- Oral or Written Responses

Summative:

- Portfolios
- Artistic Festivals
- Projects

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STANDARD 1.3 PERFORMANCE: All students will synthesize those skills, media, methods, and technologies appropriate to creating performing, and/ or presenting works of art in dance, music, theatre, and visual art

• **STRAND D: VISUAL ARTS**

6th through 8th Grade

Essential Questions	Enduring Understandings
Strand D <ul style="list-style-type: none"> How does creating and performing in the art differ from viewing the arts? To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? Why is artistic terminology a necessary part of literacy? How do we improvise artistic endeavors? 	<ul style="list-style-type: none"> The arts serve multiple functions. They enlighten, educate and entertain. The artist's imagination and intuition drives the art work but requires great skill and discipline. To understand and express. The artistic process can lead to unforeseen or unpredictable outcomes.

CPI Indicators – Strand D: Art	Content Statement
<p>1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas)e.g., perspective, implied space, illusionary depth, value and pattern</p> <p>1.3.8.D.2: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two and three dimensional works of art, using tools and technologies that are appropriate to theme and goals.</p> <p>1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>1.3.8.D.4: Delineate the thematic content of</p>	<p>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p> <p>The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.</p> <p>Universal themes exist in art across historical eras and cultures. Art many embrace multiple solutions to a problem.</p>

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multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.

The visual possibilities and inherent qualities of traditional and contemporary art material (including digital media) may inform choices about visual communication and art-making techniques.

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 6th Grade will continue to develop the knowledge and skills learned in 5th grade as well as:

- Explore expressive vocabulary to qualities appropriate to different genres in artworks.
- Explore the differences in application of various media to elective art projects.
- Explore technology and its applications in art.
- Explore elements of art and the principles of design and how they apply to elective art projects.

The Students in 7th Grade will continue to develop the above knowledge and skills as well as:

- Compare and contrast qualities across varying artistic careers.
- Creating elective long term multimedia projects that challenge and investigate careers.

Students in 8th Grade will continue to develop the above knowledge and skills as well as:

- Work both cooperatively and individually toward particular goals thereby creating a climate that promotes thinking and problem solving.
- Students will work on long term projects that involve multiple procedures building on prior knowledge.
- Students will recognize art as a universal language and understand that art is created around the world and is part of everyday life.
- Students will begin setting goals and objectives for themselves.
- Student will begin to focus and examine technology, incorporate core curriculum subject matter, create new media and infuse originality in all art production.

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Evidence of Understanding	
Formative: <ul style="list-style-type: none">• Observation• Teacher Checklists• Small and Large Group Discussion• Participation/Student Production• Oral/Written Responses• Worksheets	Summative: <ul style="list-style-type: none">• Written Tests• Rubrics• Portfolios• Art Festivals• Group Projects

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

- **STRAND A: AESTHETIC RESPONSE**
- **STRAND B: CRITIQUE METHODOLOGIES**

6th through 8th Grade

Essential Questions	Enduring Understandings
<p>Strand A: Aesthetic Response</p> <ul style="list-style-type: none"> • How are emotional responses generated when viewing art works? • How do we use artworks for utilitarian and non-utilitarian purposes? • How do styles and trends vary according to historical era and genre? • How do we express abstract ideas? • How do we find symbolism and metaphors? • How does one judge compositions? <p>Strand B: Critique Methodologies</p> <p>When is art criticism vital and when is it not?</p> <p>What aspects of art are we looking for to best evaluate artwork?</p> <p>How does vocabulary play a role in the evaluation of artwork?</p> <p>How is artwork critiqued and assessed?</p>	<ul style="list-style-type: none"> • Artworks contain contextual clues, which help us understand the emotional intent of the work. • Works can be identified for their specific functions. • Individuals express styles and trends and abstractions by utilizing stylistic traits of various genres or historical timeline. • Symbolism and metaphors are embedded in works of art. • The critical process of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artwork. • The critical process of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artwork. • Recognizing the elements and principles of art will help to gain the basic process of critique • Using descriptive terminology helps to define strengths and weaknesses in a piece of art • Evaluative tools are used to objectively judge artwork

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CPI Indicators – Strand A: Aesthetic Response	Content Statement
<p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4: Compare and contrast changes in the excepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6: Differentiate between “traditional” works of art and those do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7: Analyze the form, function, craftsmanship and originality of representative works of dance, music, theatre, and visual art.</p>	<p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Symbolism and metaphor are characteristics of art and art-making.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality</p>

Strand A: Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 6th Grade will continue to develop the knowledge and skills learned in 5th grade as well as:

- Examine, analyze and describe using specific vocabulary works of art.
- Critique, classify, use art terminology ,write, identify and differentiate art works and artist.
- Identify and analyze symbolism and metaphors in an artwork.
- Discuss and comprehend how the meaning of an art work and how it reflects historically.
- Identify the difference between traditional and non-traditional artworks .
- Observe the creation of artwork and make informed decisions about its form, function and originality.

Students in 7th/8th Grade will continue to develop the above knowledge and skills as well as:

- Interpret and analyze the aesthetic qualities in various styles and themes of artistic representation.
- Analyze the various careers associated with making art and how media is use in production.

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CPI Indicators – Strand B: Critique Methodologies	Content Statement
1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Strand B: Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Students in 6th, 7th, and 8th Grade will be able to:

- Objectively assess the effectiveness of a work of art.
- Evaluate technical proficiencies of artists in relation to the work's content.
- Analyze and categorize the functions of exemplary art works in various historical periods, cultures and styles.
- Analyze the effects of technology in the current modern art world.

Evidence of Understanding

Formative:	Summative:
<ul style="list-style-type: none"> • Observation • Teacher Checklists • Small and Large Group Discussion • Participation and Student Production • Oral/Written Responses • Worksheets 	<ul style="list-style-type: none"> • Rubrics • Portfolios • Art Festivals • Projects