

READINGTON PUBLIC SCHOOL DISTRICT

Grades 3 - 5 Visual Arts Curriculum 2023

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I. Purpose and Overview

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the K-8 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

II. Mission

Empowering students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities will allow them to become active, contributing members of a global society.

III. Vision

All students will have equitable access to a quality arts education that leads to artistic literacy and fluency as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

IV. Assessment

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Grouping Arrangements

The K- 8 visual arts program in the Readington Township School District includes:

- **Grades K-5**
Students attend art classes in grades K-5 by regular heterogeneous classrooms.
- **Grades 6 – 8**
Students attend art classes in grades 6 – 8, dependent upon the schedule and the student's choice of art class for their particular grade. Classes are heterogeneous.

VI. K-8 PACING GUIDE

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Unit 1 Sept./	Elements of Art-Color	Elements of Art-Texture	Principle of Design-	Principle of Design-	Ongoing Development of	Collaborative Art

Oct.	(Introduce)	(Developing)	Balance (Developing)	Movement (Developing)	Mixed Media, Print-Making, 3-D Forms, and/or Paper Crafts	
Unit 2 Oct./ Nov.		Elements of Art- Value (Introduce)	Principle of Design- Proportion (Introduce)	Elements of Art-Space (Introduce)	Expanding upon Principles and Elements of Design based upon master artists and their specific techniques	Sketchbook and Critiquing— development of art skills and practices needed for middle school and beyond (ongoing)
Unit 3 Nov./ Dec.	Elements of Art-Shape (Introduce)	Elements of Art-Space (Developing)	Principle of Design- Emphasis (Introduce)	Ongoing Development of Principles and Elements of Design		
Unit 4 Jan.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums		
Unit 5 Feb./ Mar.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and their specific technique	Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures
Unit 6 Mar./ Apr.	Elements of Art-Line (Introduce)	Elements of Art-Color (Developing)	Principle of Design- Variety (Introduce)	Introduce Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts		
Unit 7 May/ June	Elements of Art-Texture (Introduce)	Principle of Design- Balance Pattern & Repetition (Introduce)	Principle of Design- Movement (Introduce)	Continue Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts		

VII. UNITS OF STUDY IN GRADES 3-5 VISUAL ART

Third Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

- 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Anchor Standard 7: Perceiving and analyzing products.

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

<ul style="list-style-type: none"> 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. 	
Understandings: <ul style="list-style-type: none"> 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 	Essential Questions: <ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and innovative thinking? How does collaboratively reflecting on a work help us experience it more completely? How does engaging in creating art enrich people's lives? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Students will know/learn... <ul style="list-style-type: none"> Recognize and demonstrate using movement, proportion, emphasis, and variety Identify and use primary, secondary, and tertiary colors Bilateral and radial symmetry Negative space in 2-D artwork Understand and use abstraction and distortion in artwork Color harmonies Atmospheric perspective in artworks The arts are a vehicle of self-expression Students will be able to... <ul style="list-style-type: none"> Generate various works of art pertaining to the learned principles and elements of design. Complete and understand art lessons based upon various art mediums Incorporate increasingly complex patterns in their artwork Create space by using overlapping in artwork Understand negative space in 2-D artwork Create artwork using computers or other technologies Show increasing ability with fibers including weaving and stitchery Create 3-D constructions such as paper sculptures and clay work Use materials appropriately Follow all safety precautions Discuss the elements of line, shape, color, texture, and repetition in artworks and how they develop mood Discuss the brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork Create artworks influenced by the cultures of Mexico and Japan 	

- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide (Amistad)
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Create artwork that involves academic and /or special subjects
- Contribute work for school and district art shows
- Work on art related activities for theater and musical events
- Demonstrate an increased understanding of art elements and principles
- Demonstrate an increased understanding of art techniques and styles
- Use art tools and materials safely
- Recognize distinct characteristics in artwork of different cultures and of different historical periods
- Analyze mood in artworks
- Use multicultural art forms to create original compositions
- Relate concepts learned in art to other subjects and to societal development (Holocaust)
- Understand that developments in technology have impacted and changed art production
- Develop an appreciation for various artists and forms
- Utilize their art skills in other areas of their school life
- Develop an appreciation for various visual artists and art forms
- Appreciate a variety of art forms
- Develop an understanding of how the visual arts relate to other subject areas
- Participate in school and community based arts activities

Interdisciplinary Connections

ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Activity: Students create 3-D clay cupcakes inspired by the book Pete the Cat and the Missing Cupcake by James and Kimberly Dean.

Math: Measurement and Data 3.MD B. Represent and interpret data. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Activity: Students learn how to create a proper 6-point snowflake by measuring and folding paper.

Career Readiness, Life Literacies, and Key Skills

Model integrity, ethical leadership and effective management. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. Activity: Students present their summative paintings at the end of the school year and speak using the proper art vocabulary to express how they created their paintings, how they feel about their artwork, what painting techniques they liked best, and what they would change if they were challenged to do the entire project again. Students will provide feedback on each other's presentations and make a determination about if and share their art work

with the public.	
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. Activity: Students gain experience speaking about and defending their own personal unique artwork. They then reflect on the importance of the skills they practiced and how they relate to a career.	
Computer Science and Design Thinking	
Computer Science: 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks. Activity: Use YouTube videos exploring the rainforest as inspiration for artwork. Explain how these steps came together as a system or a process to accomplish a task.	
Assessment Evidence	
Formative: <ul style="list-style-type: none"> Students individually write down how they feel about creating artwork they don't keep for themselves. They also make inferences about how they think recipients of their artwork will feel and what they think they will do with the artwork after they receive it. Relate concepts learned in art to other subjects such as social studies, science, and language arts Discuss art programs and community exhibits with the art teacher and others Teacher observation Class discussion Self-assessment Effort Summative: Completed Artwork/Finished Painting. Students individually create a painting using different painting techniques learned throughout the year. Students also present to the class how they created their paintings/artwork. <ul style="list-style-type: none"> Participate in school and community based art shows Rubric 	Benchmark: <ul style="list-style-type: none"> Assess knowledge of various watercolor painting techniques using a rubric in September, December, and March Alternative: <ul style="list-style-type: none"> Creative Extension Projects. Students may write a story, build a diorama, or record an audio story about their rainforest bird.
Resources	
Core Materials: <i>Explorations in Art, Grades 1-4</i> by Marilyn Stewart	
Supplemental Materials: <ul style="list-style-type: none"> Pinterest Google 	

- The Art of Education
- [The Noisy Paintbox](#) by Barb Rosenstock
- [Explore My World Rainforest](#) by National Geographic Kids
- [Pete the Cat and the Missing Cupcake](#) by James and Kimberly Dean

Technology:

Art History Museum Sites (For Images and Primary Sources such as photos, paintings, artifacts)

[The California African American Museum](#) has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images. (Amistad)

The site of the [NYC Metropolitan Museum of Art](#). Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

The site of the [Art Institute of Chicago](#). Go to 'collections' and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as 'African-American Artists.' (Amistad)

The [Asian Art Museum of San Francisco](#) offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

The [Japan Society of New York](#) not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

The [Museo de Barrio](#) is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

The site of the [Louvre Museum](#) in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

[The British Museum](#) has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

[The American Folk Art Museum](#) has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions.

Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Fourth Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.

- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.

- 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

- 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Anchor Standard 7: Perceiving and analyzing products.

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

<ul style="list-style-type: none"> 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy. 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. 	
Understandings: <ul style="list-style-type: none"> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 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 imagery influences understanding of and responses to the world. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	Essential Questions: <ul style="list-style-type: none"> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists 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? 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? How is personal preference different from evaluation? How do life experiences influence the way you relate to art? What can we learn from our responses to art? How do artists explore and understand prospective content for works of art? How do artists use and select subject matter symbols, and ideas to communicate meaning?
Students will know/learn... <ul style="list-style-type: none"> Differences between dominance and sub-ordinance in artwork Name the elements in design Calligraphy and advertising graphics are art forms Know and use appropriate vocabulary during the creation of artwork, discussion, and critiques The focal point in the artwork of other students, master artists, and their own personal artwork Discuss artworks utilizing acquired art vocabulary and knowledge of techniques Identify and discuss at least three major styles The arts are a vehicle of self-expression 	

Students will be able to...

- Recognize and demonstrate using space, mixed media, printmaking, 3-D, and/or paper crafts
- Generate various works of art pertaining to the learned principles and elements of design.
- Students will be able to complete and understand art lessons based upon various art mediums
- Mix secondary colors, tints, and shades of colors
- Understand the differences between dominance and sub-ordination in artwork
- Know and name the elements in design
- Use a variety of hand-building techniques in clay work
- Understand calligraphy and advertising graphics as art forms
- Have experience with classical proportions in figure drawing
- Understand and use computers or other technologies to create artwork
- Use materials appropriately
- Follow all safety precautions
- Discuss artworks utilizing acquired art vocabulary and knowledge of techniques
- Create artworks that reflect Asian, African, Native American, and Early American art traditions (Amistad)
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide (Holocaust)
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Volunteer to create scenery, costumes, posters and props for school plays and programs
- Illustrate papers and articles to enhance classroom research
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, art, plays, stories, and dance
- Recognize the arts as a vehicle of self-expression
- Demonstrate an increased understanding of art elements and principles
- Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks
- Use art tools and materials safely
- Become more sensitive to the problem solving aspects of creating artworks
- Recognize the differences between artworks of various historical styles
- Use multicultural art forms to create original compositions
- Understand that developments in technology have impacted and changed art production
- Relate concepts learned in art to other subjects and to societal development
- Understand that developments in technology have impacted and changed art production
- Utilize skills in other areas of their school life
- Appreciate a variety of art forms
- Develop an appreciation for various visual artists and art forms
- Produce two color relief prints

Interdisciplinary Connections

ELA: RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. Activity: Getting to Know the Artists Series: Picasso, Van Gogh, Monet

Social Studies: 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. Activity: Students learn about Cave Paintings and the Caves of Lascaux.

Career Readiness, Life Literacies, and Key Skills

Model integrity, ethical leadership and effective management. 9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). Activity: Students frequently participate in classroom critiques. Discuss how copyrights for artists are important and what impact that has.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). Activity: Students gain experience speaking about and defending their own personal, unique artwork. They then reflect on the importance of the skills they practiced.

Computer Science and Design Thinking

Computer Science: 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity: Youtube videos and individually using various art websites. Reflect on how these technologies have impacted students' ability to create and understand art.

Assessment Evidence

Formative:

- Teacher observation
- Class discussion
- Self-assessment
- Effort
- Students individually write down how they feel about creating artwork. They also make inferences about how they think audiences of their artwork will feel and what they think they will do with the artwork after they experience it.

Summative:

- Completed artwork
- Produce two color relief prints
- Rubric

Benchmark:

Knowledge of Expressionism and movement through the strokes of color. The assessment is based upon a hundred point answer key and assessed in September, January, and April.

Alternative:

Creative Extension Projects. Students may write a story, build a diorama, or record an audio story about their various artworks.

Resources

Core Materials: [*Explorations in Art, Grades 1-4*](#) by Marilyn Stewart

Supplemental Materials:

- Getting to Know the Artist Series
- How to Draw Books
- Art Movements

Technology:

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[The British Museum](#) has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

[The American Folk Art Museum](#) has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions.

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Fifth Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.

- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Anchor Standard 2: Organizing and developing ideas.

- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Anchor Standard 4: Selecting, analyzing and interpreting work.

- 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
- 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
- 1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

- 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
- 1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

- 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Anchor Standard 7: Perceiving and analyzing products.

- 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

- 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
- 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

<ul style="list-style-type: none"> 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. 	
<p>Understandings:</p> <ul style="list-style-type: none"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Artists, curators, and others consider a variety of factors and methods, including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it. 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. 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 imagery influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> 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? What methods or processes are considered when preparing artworks 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? What is an art museum? How do 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? 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 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 a work of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> Various art movements and their relevance to our society Specific artworks and techniques created by master artists Historical and contemporary artworks of cultural and artistic significance (Holocaust) 	

- The contribution of various immigrant cultures
- Developments in technology have impacted and changed art production
- To appreciate various visual artists and art forms
- The illusion of volume in 2-D work and discuss how it was created
- That developments in technology have impacted and changed art production

Students will be able to...

- Utilize art skills in other areas of school life
- Identify and discuss craftsmanship and good design in artwork
- Demonstrate using a sketchbook, self-critiquing, and developing art skills and practices needed for middle school and beyond.
- Generate various works of art pertaining to the learned principles and elements of design
- Students will be able to complete and understand art lessons based upon various art mediums
- Use the elements and principles of design in a deliberate manner in the creation of artwork
- Demonstrate increasing skills and craftsmanship in the execution of 3-D artwork
- Experience increasingly complex drawing and painting problems
- Use tools and equipment safely
- Recognize the contribution of various immigrant cultures
- Relate concepts learned in art to other subjects and to societal development
- Utilize art skills in other areas of school life
- Develop an appreciation for various visual artists and art forms
- Appreciate a variety of art forms
- Participate in school and community based art activities
- Apply the elements and principles of design to both 2-D and 3-D artwork
- Recognize the concepts of form in 3-D artwork relates to shape in 2-D artwork
- Use color intentionally in artwork
- Use a variety of materials to create puppets and/or masks
- Distinguish between relief sculpture and sculpture in the round
- Use linear perspective and depth in artwork
- Use size and value changes to create depth
- Create optical illusions in artwork
- Create artwork using computers and other technologies
- Use materials appropriately
- Follow all safety precautions
- Compare and contrast artworks of two different styles
- Discuss subject matter and mood in artwork
- Analyze and interpret folk art from European, Asian, and African cultures (Amistad)
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Recognize the arts as a vehicle of self-expression

Interdisciplinary Connections

ELA: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Activity: Getting to Know the Artists Series: Picasso, Van Gogh, and Monet.

Math: Geometry 4.G.A. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. Activity: Students learn how to create a symmetrical design.

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). Activity: Students use their individual Chromebooks as a tool to conduct art research.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Students will discuss careers related to the visual arts and determine how the requirements of those jobs connect to their personal preferences.

Computer Science and Design Thinking

Computer Science: 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Activity: Research and discuss with visuals how technology has affected the production and reproduction of artwork.

Assessment Evidence

Formative:

- Teacher observation
- Class discussion
- Self-assessment
- Effort
- Students individually write down how they feel about creating artwork. They also make inferences about how they think audiences of their artwork will feel and what they think they will do with the artwork after they experience it.

Summative:

- Rubric
- Pre and Post Test on Color Theory
- Completed artwork

Benchmark: Students will be assessed based upon a 5 point rubric. Assessment will focus on foreground, middleground, background, texture, and shading. Assessment conducted in September, January, and June.

Alternative

Students may write a story, build a diorama, or record an audio story about their various artworks.

Resources

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