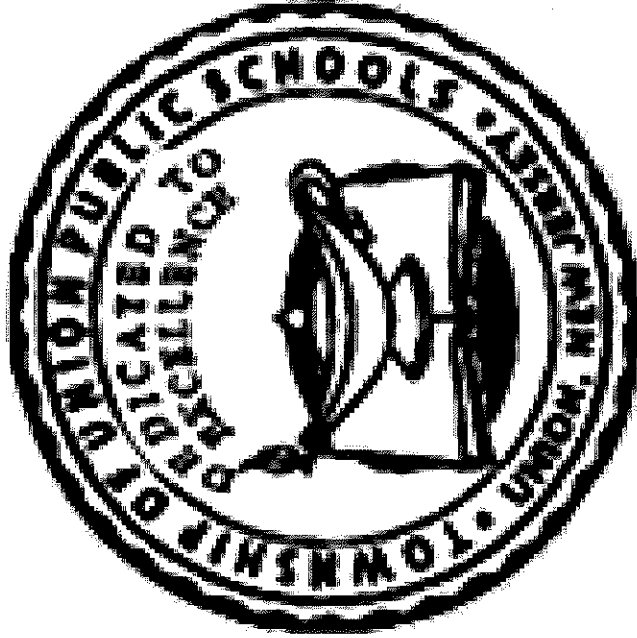
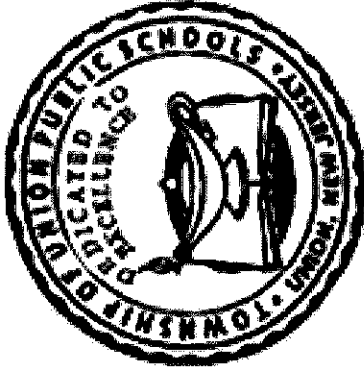


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**ART Grades K-2**

# **Curriculum Guide 2016**



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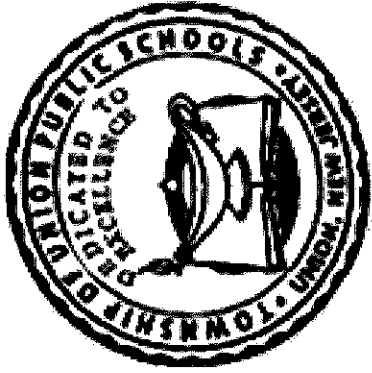
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
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English: 6-12 .....	Randi Moran
Mathematics: 2-5, Science: 2-5 .....	Theresa Matthews
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Art Grades K-2**

**Sarah Norman** ..... **Livingston Elementary School**  
**Washington Elementary School**

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# Table of Contents

<b>Title Page</b>
<b>Board Members</b>
<b>Administration</b>
<b>Department Supervisors</b>
<b>Curriculum Committee</b>
<b>Table of Contents</b>
<b>Mission and Vision Statement</b>
<b>District Goals</b>
<b>Course Description</b>
<b>Recommended Texts</b>
<b>Course Proficiencies</b>
<b>Curriculum Units</b>
<b>New Jersey Core Curriculum Content Standards and Glossary</b>
<b>Appendix: Grading Rubric and Introductory Assessments</b>

## **Mission Statement**

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

## **Vision Statement**

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## Course Description

This Elementary Art Education Curriculum Guide provides a description of information, objectives, procedures and materials. The guide is organized by grade levels kindergarten through second. All students will progress toward the basic literacy of the elements of art and principles of design. Students will learn how to effectively use art media and materials, and experience techniques that are associated with each. Interdisciplinary connections are stated where applicable.

Areas of content include the Elements of art: Line, Shape, Form, Value, Color, Space, and Texture, and the Principles of Design: Balance, Harmony, Unity, Emphasis, Proportion, and Rhythm/Movement.

Differentiated learning generates the format to include appropriate educational links to all aspects of study at the elementary grade level. Art history and cultural connections, as well as work readiness skills, are documented in written plans. New Jersey Core Curriculum Standards are included, noted and up to date. Accommodations and modifications are made for special needs.

Students have exposure to famous works of art and themes throughout historical periods and world cultures. In addition to the suggested activities in this guide, teachers may choose to enforce artistic skills through the inclusion of special poster contests, exhibits or displays, and/or holiday projects. Technology may be used for audio-visual education and/or research. Lessons may be enhanced with the use of computers, video cameras, CD/DVD programs, audio and video technology.

## Recommended Textbooks

- Barlow, Amanda and Non Figg. The Usborne Book of Art Ideas. Saffron Hill, London: Usborne Publishing Ltd., 1999
- Brookes, Mona. Drawing with Children. New York: G.P. Putnam's Sons, 1996
- Chapman, Laura H. Adventures in Art series. Davis
- Conlin, Janet Louise. A Work of Heart: A Year of Kindergarten Art Lessons. Glenview, IL: btc Publications, Ltd., 2007
- Dickens, Rosie. The Usborne Art Treasury. Saffron Hill, London: Usborne Publishing Ltd., 2006
- Hume, Helen D. A Survival Kit for the Elementary/ Middle School Art Teacher. San Francisco, CA: Jossey-Bass, 2000
- Rodriguez, Susan. The Special Artist's Handbook. Palo Alto, CA: Dale Seymour Publications, 1984

## Course Proficiencies

### Kindergarten students will be able to...

- Recognize basic shapes in the world around them and in artwork.
- Use shapes to create their own artwork.
- Cut on a line.
- Cut and paste shapes.
- Identify a variety of lines.
- Use lines to create patterns in their artwork.
- Identify the primary and secondary colors.
- Use primary colors to mix secondary colors.
- Use descriptive words to describe texture.
- Use a variety of lines to create texture.
- Use shapes and lines to create a drawing of a person.
- Understand and include *background* in artwork to tell a story.
- Distinguish 2-dimensional and 3-dimensional artwork.
- Manipulate paper and use paper folding techniques to create 3-D artwork and/or mold clay to create 3-D artwork.

### Grade 1 students will be able to...

- Identify a variety of lines in the world around them.
- Use lines to create pattern.
- Understand the relationship of colors based on the color wheel.
- Recognize and identify shapes in the world around them.
- Use shapes to create their own works of art.
- Identify and distinguish geometric and free-form shapes.
- Understand and use words to describe texture.
- Distinguish tactile and visual texture.
- Use lines to create visual texture.
- Use color to show meaning, emotion, and/or style.

- Formulate ideas about how art has changed according to resources and culture.
- Communicate a personal memory or tradition through visual art.
- Understand and use *background* in artwork to tell a story.
- Use line and shape to imply movement.
- Understand and use details to support a theme.
- Understand and use a variety of size and placement of objects to create the appearance of near and far.

**Grade 2 students will be able to...**

- Identify and define the elements of art.
- Identify a variety of lines in the world around them.
- Distinguish tactile and visual texture.
- Use lines to create visual texture.
- Use a combination of shapes to convey a facial expression.
- Identify the primary, secondary, and intermediate colors.
- Use the primary colors to create secondary and intermediate colors.
- Use a variety of brushstrokes to create different lines, shapes, textures, and patterns.
- Define abstract art.
- Define landscape.
- Use color and line to portray a mood of weather.
- Brainstorm ideas about similarities and differences between their own neighborhoods and those of others.
- Use divisions of space to create sky, ground, and under the earth.
- Use shape, space, line, color, and texture to create patterns and imply movement.
- Distinguish 2-dimensional and 3-dimensional shapes/art.
- Manipulate paper and/or mold clay to create 3-D art.
- Use line and shape to imply movement.
- Brainstorms ideas of details to support a theme.
- Use size and placement of objects to convey the appearance of near and far.

# Kindergarten Pacing Guide- Art

<u>Content</u>	Number of Days
Establishment of Classroom Rules/Safety Introductory Assessment, Self-Portrait Assessment	2
<u>Unit 1: Recognizing Basic Shapes</u> Geometric Shapes Free-form Shapes	4-5
<u>Unit 2: Recognizing and Using Lines</u> Identifying Lines Using lines to create pattern	2
<u>Unit 3: Color</u> Primary Colors Secondary colors	4-5
<u>Unit 4: Texture</u> Tactile texture Using lines to create visual texture	3-5
<u>Unit 5: Portraits</u> Self-Portraits (Comparative assessment) Family Portraits	5-6
<u>Unit 6: 3-Dimensional Art</u> Final Kindergarten Assessment	2 1

### Unit 1: Recognizing Basic Shapes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you recognize basic shapes in the world around you?</p> <p>How can you use shapes to create your own artwork?</p>	<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.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Draw, color, cut, and paste shapes.</p> <p>Create a collage using geometric and/or free-form shapes.</p>	<p>Shape "Scavenger Hunt"</p> <p>Verbal identification of geometric and free-form shapes within their own artwork.</p>

**Unit 2: Recognizing and Using Lines**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you recognize various lines in the world around you?</p> <p>How can you use lines to create your own works of art?</p> <p>How can lines create pattern?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p>	<p>Introduction of new lines.</p> <p>Identify lines around you and within works of art.</p> <p>Experiment with various art media to create a variety of lines.</p>	<p>Verbal identification of lines used within student artwork.</p> <p>Product-based assessment of line-created patterns.</p>

**Unit 3: Color**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you identify the primary colors?</p> <p>How can you mix the primary colors to create secondary colors?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <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.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p>	<p>Primary color identification based on famous works of art (example: Piet Mondrian).</p> <p>Create personal "Mondrian" paintings to reinforce the primary color group.</p> <p>Teacher demonstration of mixing primary colors to create secondary colors.</p> <p>Students will experiment and create abstract paintings using primary and secondary colors.</p>	<p>Product-based assessment according to proper use of color and media.</p>



### Unit 4: Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks ( <i>NJCCCS Indicators</i> )	Suggested Activities	Assessments
<p>What is texture?</p> <p>What words can you use to describe texture?</p> <p>What lines can you use to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <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.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and 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 a part of everyday life, using a variety of art mediums and art media.</p>	<p>Discuss and describe lines that can show texture.</p> <p>Create (fish) drawings using detailed lines to imply visual texture.</p> <p>Sponge print/paint a winter snowman, adding a variety of textured materials to embellish.</p>	<p>Product-based assessment according to proper use of a variety of lines to show visual texture.</p>

## Unit 5: Portraits

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What shapes and lines can you use to draw a person?</p> <p>How can including a <b>background</b> in your artwork tell your story?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.2.A.1: Identify characteristic theme based works of visual art, such as artworks based on the theme of family and community, from various historical periods and world cultures.</p> <p>1.3.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.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>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Discussion of appropriate use of shape, line, and color, as well as background, to convey a personal story through artwork.</p> <p>Draw and/or paint a self-portrait, paying special attention to use appropriate shape and line to create a self-portrait.</p> <p>Draw and/or paint a family portrait, paying special attention to use appropriate shape, space, line, color, and details that demonstrate the differences between family members.</p>	<p>Compare introductory self-portrait to Unit 5 self-portrait to assess students' artistic growth.</p> <p>Product-based assessment of appropriate use of art elements and background.</p>

**Unit 6: 3-Dimensional Art**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What is the difference between 2-D and 3-D art?</p> <p>How can you manipulate paper by folding, cutting, rolling to create 3-D art?</p> <p align="center">(or)</p> <p>How can you mold clay to create a 3-D form?</p>	<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.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>Introduction to new vocabulary and artistic techniques along with coinciding teacher demonstration.</p> <p>Paper or clay sculpture.</p>	<p>Product-based assessment of appropriate use of media and 3-D qualities.</p>

## Grade 1 Pacing Guide- Art

<u>Content</u>	Number of Days
Establishment of Classroom Rules/Safety Introductory Assessment	2
<u>Unit 1: Lines Create Pattern</u>	2-3
<u>Unit 2: Using Shapes</u>	3
<u>Unit 3: Texture</u>	3
<u>Unit 4: Abstract Use of Color</u>	3
<u>Unit 5: Family Traditions</u>	4
<u>Unit 6: Space and Movement</u>	3-4
Final Grade 1 Assessment	1

### Unit 1: Lines Create Pattern

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you identify a variety of lines in the world around you?</p> <p>How can you use lines to create pattern?</p> <p>How do the colors on the color wheel relate to each other?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <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.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p>	<p>Review and identify a variety of lines in and around the classroom.</p> <p>Use lines to create patterns.</p> <p>Discussion of color wheel and embellish patterns with water colors.</p>	<p>Product-based assessment of appropriate use of media, line, pattern, and color.</p>

## Unit 2: Using Shapes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you recognize various shapes in the world around you?</p> <p>How can you use shapes to create your own works of art?</p> <p>Can you identify and distinguish geometric and free-form shapes?</p>	<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.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Draw, color, cut, and paste shapes.</p> <p>Create a facial collage using geometric and/or free-form shapes (portrait or mask).</p>	<p>Product-based assessment of appropriate use of geometric and free-form shapes to represent facial features.</p>

### Unit 3: Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks ( <i>NJCCCS Indicators</i> )	Suggested Activities	Assessments
<p>What is texture?</p> <p>What words can you use to describe texture?</p> <p>What lines can you use to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <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.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and 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 a part of everyday life, using a variety of art mediums and art media.</p>	<p>Discuss and describe lines that can show texture.</p> <p>Distinguish tactile texture and visual texture.</p> <p>Create rubbings of a variety of textures around the classroom.</p> <p>Create "shoe creature," using a rubbing of each student's shoe as the body or base.</p>	<p>Product-based assessment of use of lines craftsmanship.</p>

### Unit 4: Abstract Use of Color

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can you use color to show meaning, emotion, and style?</p> <p>How has art changed over the years according to resources and culture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <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.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p> <p>1.4.2.A.2: Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p>	<p>Discuss how to use the color wheel.</p> <p>Discuss how color can be used to show meaning and/or emotion.</p> <p>Use color in unexpected ways to create a Fauve-inspired animal in its habitat.</p>	<p>Product-based assessment of Fauve-inspired use of color.</p> <p>Group discussion of culturally and historically diverse works of art of the same subject matter (e.g., animal cave paintings and fauvist paintings).</p>



**Unit 5: Family Tradition**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can you communicate a personal memory or tradition through visual art?</p> <p>How can including a <b>background</b> in your artwork tell your story?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.2.2.A.1: Identify characteristic theme based works of visual art, such as artworks based on the theme of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2: Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.</p> <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>1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling and tell a story through visual art.</p> <p>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	<p>Discussion of appropriate use of shape, line, and color, as well as background, to convey a personal story through artwork.</p> <p>Draw a personal memory or family tradition, paying special attention to details that support the story.</p> <p>Make connections between Faith Ringgold's story quilts and their own artwork.</p>	<p>Product-based assessment of appropriate use of art elements and background to convey a personal memory or tradition.</p> <p>Compare and contrast own artwork with Faith Ringgold's story quilts.</p>

**Unit 6: Space and Movement**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can line and shape imply movement?</p> <p>How can details support a theme?</p> <p>How can size and placement of objects convey near and far (foreground and background)?</p>	<p>1.3.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>1.4.2.B.3: Recognize the making subject or theme in works of dance, music, theatre, and visual art.</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.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Introduction to new vocabulary and artistic techniques along with coinciding teacher demonstration of space and movement.</p> <p>Brainstorm ideas that relate to a specific theme.</p> <p>Create a piece of art based on a specific theme that demonstrates movement and special relationships using appropriate elements of art.</p>	<p>Product-based assessment of creativity, craftsmanship, relation to theme, and appropriate use of space and movement.</p> <p>Introduction to basic rubric as a self-assessment tool.</p>

## Grade 2 Pacing Guide- Art

<u>Content</u>	Number of Days
Establishment of Classroom Rules/Safety Introductory Assessment	2
<u>Unit 1: Introduction to the Elements of Art</u>	
<u>Unit 2: Lines Create Visual Texture</u>	3-4
<u>Unit 3: Using Shapes to Show Expression</u>	2
<u>Unit 4: Color and Experimental Painting</u>	8
<u>Unit 5: Envisioning the World Around Us</u>	5-6
<u>Unit 6: 3-Dimensional Art</u>	4-5
Final Grade 2 Assessment	1

**Unit 1: Elements of Art**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
Can you identify and define the elements of art?	1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.	Discuss, define, and identify the elements of art.  Complete basic worksheet of elements of art examples.	Product-based assessment of appropriate use of the elements of art.

## Unit 2: Lines Create Visual Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>Can you identify a variety of lines in the world around you?</p> <p>Can you define texture?</p> <p>How can you use lines to create visual texture?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <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.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.A.4: Distinguish patterns in nature found in visual art.</p>	<p>Review and identify a variety of lines.</p> <p>Use lines to create the detailed visual texture of a tree.</p> <p>Discussion of how the lines make the tree appear realistic.</p> <p>Use teacher chosen medium to colorize and complete the artwork.</p>	<p>Product-based assessment of use of line to create visual texture.</p> <p>Use of rubric as a self-assessment tool.</p>

### Unit 3: Shapes to Show Expression

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can you use and combine shapes to convey a facial expression?</p>	<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.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday, using a variety of <u>art mediums</u> and <u>art media</u>.</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, theatre, and visual art.</p>	<p>Cut and paste shapes to create a facial collage using geometric and/or free-form shapes.</p>	<p>Product-based assessment of appropriate use of geometric and free-form shapes to represent facial expressions.</p> <p>Verbal critique of students' ability to communicate their intended expression.</p>

### Unit 4: Color and Experimental Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>How can you create the entire color wheel by using only the primary colors?</p> <p>Can you identify primary, secondary, and intermediate colors?</p> <p>How can you create a variety of lines, shapes, textures, and patterns by using various brushstrokes?</p> <p>What is abstract art?</p> <p>What is a landscape?</p> <p>How can color be used to portray a mood of weather.</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <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.4: Explore the use of a wide array of art mediums and select tools that are appropriate to the productions of works of art and a variety of art media.</p> <p>1.4.2.A.1: Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artist who created them.</p> <p>1.4.2.B.1: Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of works in visual art.</p>	<p>Discussion of color wheel and color relationships.</p> <p>Create a complete color wheel using only the primary colors.</p> <p>Create a piece of abstract art inspired by a teacher-chosen abstract artist.</p> <p>Define the artistic techniques that identify the style of the chosen artist.</p> <p>Create a stylized landscape based on moods of weather in which color defines the mood.</p>	<p>Successful completion of color wheel using only the primary colors.</p> <p>Product-based assessment of abstract painting based on using a variety of color combinations and brushstrokes.</p> <p><b>What Do You See?</b> <u>Adventures in Art</u>, Grade 2 assessment page</p> <p>Product-based assessment of landscape painting based on the ability to use color to define a mood of weather.</p> <p><b>Weather Lines Adventures</b> <u>in Art</u>, Grade 2 assessment page</p>

**Unit 5: Envisioning the World Around Us**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What are the similarities and differences between our neighborhoods and those of others?</p> <p>How can you show divisions of space of the sky, ground, and under the earth.</p> <p>How can you use shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your neighborhoods and underground?</p>	<p>1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <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.5: Create works of art that are based on observations of the physical world and that illustrate how art is a part of everyday life, using a variety of art mediums and art media.</p>	<p>Compare and contrast your own neighborhoods with that of others (examples: suburbs, cities, farms).</p> <p>Use the elements of art to create a drawing of your neighborhood using shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your neighborhoods.</p> <p>Discussion of what is underground and what you may imagine is underground.</p> <p>Use the elements of art to create a drawing of under the earth using shape, space, line, color, and texture to create patterns, imply movement, and convey the qualities of your realistic or imaginary underground experience.</p>	<p>Product-based assessment of use of the elements of art to create a neighborhood drawing.</p> <p>Product-based assessment of use of the elements of art to create a realistic or imaginary drawing of under the earth.</p> <p>Self-assessment on how lines were used specifically within the artwork.</p>



**Unit 6: 3-Dimensional Art**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJCCCS Indicators)	Suggested Activities	Assessments
<p>What is the difference between 2-D and 3-D art?</p> <p>How can you manipulate paper by folding, cutting, rolling to create 3-D art?</p> <p align="center">(or)</p> <p>How can you mold clay to create a 3-D form?</p>	<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.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>Review of paper folding and/or clay molding techniques.</p> <p>3-D weaving, paper folding and form construction, relief art collage, and/or clay figures.</p>	<p>Product-based assessment of appropriate use of media and 3-D qualities.</p> <p>Self-assessment rubric.</p>

**New Jersey Core Curriculum Content Standards**  
**Visual Arts**

<b>Content Area</b>	<b>Visual and Performing Arts</b>		
<b>Standard</b>	<b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
<b>Strand</b>	<b>D. Visual Art</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>Indicator#</b>	<b>Indicator</b>
2	<p><b>NOTE:</b> By the end of grade 2, all students progress toward <b>BASIC LITERACY</b> in the following content knowledge and skills in VISUAL ART.</p> <p>The basic elements of art and principles of design govern art creation and composition.</p> <p>Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.</p>	<p>1.1.2.D.1</p> <p>1.1.2.D.2</p>	<p>Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>Identify elements of art and principles of design in specific works of art and explain how they are used.</p>

<b>Content Area</b>			
<b>Visual and Performing Arts</b>			
<b>Standard</b>			
<b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.			
<b>Strand</b>			
<b>A. History of the Arts and Culture</b>			
<b>By the end of grade</b>	<b>Content Statement</b>	<b>Indicator#</b>	<b>Indicator</b>
2	<p><b>NOTE:</b> By the end of grade 2, all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.</p> <p>Dance, music, theatre, and visual artwork from diverse cultures and <u>historical eras</u> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	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.
		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.

Content Area		Visual and Performing Arts	
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 Art	
By the end of grade	Content Statement	Indicator#	Indicator
2	<p><b>NOTE:</b> By the end of grade 2, all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in VISUAL ART.</p> <p>Visual statements in art are derived from the <u>basic elements</u> of art regardless of the format and <u>medium</u> used to create the art. There are also a wide variety of <u>art media</u>, 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 <u>basic elements of art</u> and <u>principles of design</u> for personal expression results in <u>visual communication</u> that may be relevant in a variety of settings.</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.
		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.

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.	
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.	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
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.	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

Content Area		Visual and Performing Arts	
Standard		<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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		<b>A. Aesthetic Responses</b>	
By the end of grade	Content Statement	Indicator#	Indicator
2	<p><b>NOTE:</b> By the end of grade 2, all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.</p> <p>Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>	<p>1.4.2.A.1</p> <p>1.4.2.A.2</p> <p>1.4.2.A.3</p> <p>1.4.2.A.4</p>	<p>Identify aesthetic qualities of <u>exemplary works of art</u> in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>

<b>Content Area</b>			<b>Visual and Performing Arts</b>
<b>Standard</b>			<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.
<b>Strand</b>			<b>B. Critique Methodologies</b>
<b>By the end of grade</b>	<b>Content Statement</b>	<b>Indicator#</b>	<b>Indicator</b>
2	NOTE: By the end of <u>grade 2</u> , all students progress toward <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART. Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	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, theatre, and visual art.
	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
	Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

## GLOSSARY

**Archetypal work of art:** An artwork that epitomizes a genre of art.

**Art genres:** Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres.

**Arts media:** Artistic methods, processes, or means of expression (e.g., presentation mechanisms such as screen, print, auditory, or tactile modes) used to produce a work of art.

**Art medium(s):** Any material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others.

**Artistic processes:** For example, expressionism, abstractionism/nonobjectivism, realism, naturalism, impressionism, and others.

**Balance:** For example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes.

**Basic Literacy:** A level of achievement that indicates a student meets or exceeds the K-5 arts standards. Basic Literacy is attained when a student can:

1. Respond to artworks with empathy.
2. Understand that artwork reflects historical, cultural, and aesthetic perspectives.
3. Perform in all four arts disciplines at an age-appropriate level.
4. Draw similarities within and across the arts disciplines.

**Competency:** A level of achievement that indicates a student meets or exceeds the K-8 arts standards. Competency is attained when a student can:

1. Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods.
2. Perceive artworks from structural, historical, cultural, and aesthetic perspectives.



3. Perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems.
4. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.

**Consummate works of art:** Expertly articulated concepts or renderings of artwork.

**Discipline-specific arts terminology:** Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.

**Elements of art:** The compositional building blocks of visual art, including line, color, shape, form, texture, and space.

**Exemplary works:** Works representing genres of art that may be examined from structural, historical, and cultural perspectives.

**Formalism:** The concept that a work's artistic value is entirely determined by its form—the way it is made, its purely visual aspects, and its medium. The context for the work is of secondary importance. Formalism predominated Western art from the late 1800s to the 1960s.

**Historical eras in the arts:** Artworks that share distinct characteristics and common themes associated with a period of history.

**Media Arts:** For example, television, film, video, radio, and electronic media.

**New art media and methodologies:** Artistic works that have a technological component, such as digital art, computer graphics, computer animation, virtual art, computer robotics, and others.

**Principles of design:** Balance, proportion, rhythm, emphasis, and unity.

**Proficiency:** A level of achievement that indicates a student meets or exceeds the K-12 arts standards. Proficiency is attained when a student can:

1. Respond to artworks with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

2. Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
3. Perform in a chosen area of the arts with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency.
4. Relate various types of arts knowledge and skills within and across the arts disciplines, by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

**Utilitarian and non-utilitarian art:** Art may be functional (i.e., utilitarian) or decorative (i.e., non-utilitarian).

**Visual communication:** The sharing of ideas primarily through visual means—a concept that is commonly associated with two-dimensional images. Visual communication explores the notion that visual messages have power to inform, educate or persuade. The success of visual communication is often determined by measuring the audience's comprehension of the artist's intent, and is not based on aesthetic or artistic preference. In the era of electronic communication, the importance of visual communication is heightened because visual displays help users understand the communication taking place.

**Visual literacy:** The ability to understand subject matter and the meaning of visual artworks within a given cultural context; the ability to communicate in a wide array of art media and express oneself in at least one visual discipline.


# Appendix

Student Rubric K-2

Name \_\_\_\_\_ Class Code \_\_\_\_\_

Directions: Complete this Rubric before handing in your complete project.

 = I did everything I was supposed to do!




 = I tried my best.

 = I could have done better.



**This project shows that I:**

1. followed directions.
2. understand new concepts.
3. used creativity, did not copy another students idea.
4. displayed neat tidy work and good craftsmanship.
5. finished project completely.
6. used time wisely.
7. put name and class code on the back of my project.



Kindergarten Introductory Assessment

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

1. Draw a red circle:

2. Draw a yellow triangle:

3. Draw a blue square:

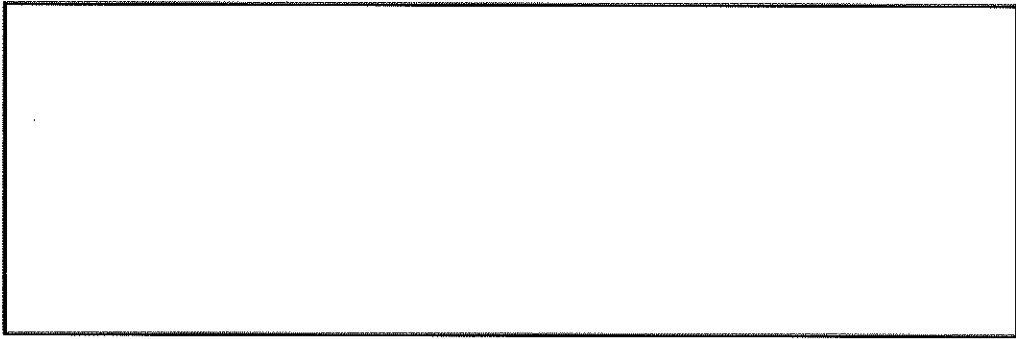
4. Draw a straight line:

5. Draw a zigzag line:

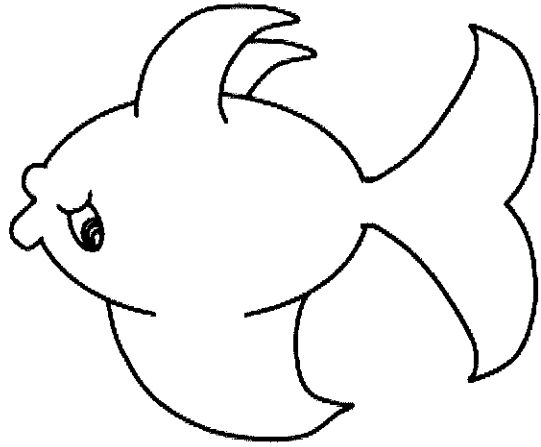
*First Grade Introductory Art Assessment*

Name: \_\_\_\_\_ Class Code \_\_\_\_\_

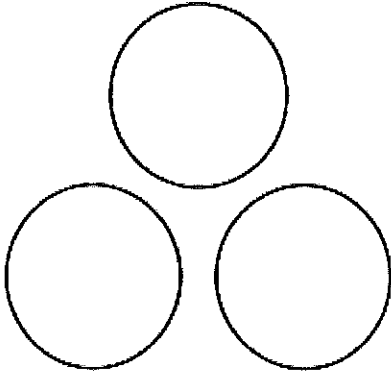
1. In the box draw 1 STRAIGHT, 1 ZIGZAG, and 1 BROKEN LINE.



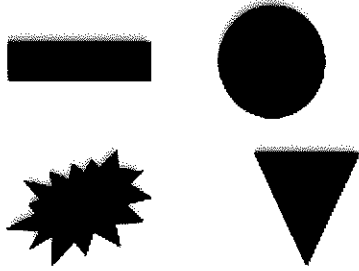
2. DRAW TEXTURE on to the fish.



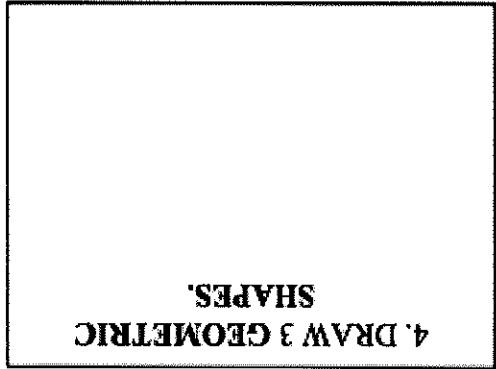
3. Fill each circle with a different PRIMARY COLOR



5. Circle the FREEFORM SHAPE.



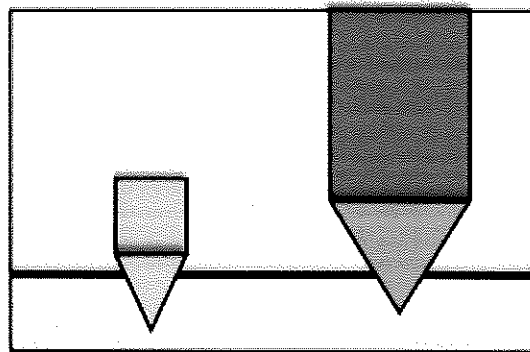
4. DRAW 3 GEOMETRIC SHAPES.



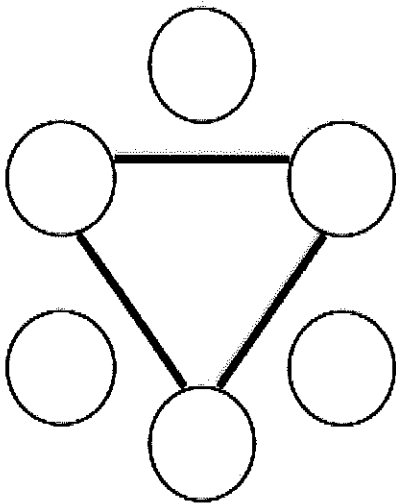
# Second Grade Introductory Assessment

Name \_\_\_\_\_

Class Code \_\_\_\_\_



1. Circle the house that appears CLOSEST to us, the viewer.



2. Fill in the COLOR WHEEL.

3. COLOR the boxes with 3 different WARM COLORS.

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4. COLOR the boxes with 3 different COOL COLORS.

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5. Fill in the blank. Circle the correct answer.

• Texture is the way something

Works - Feels - Moves