Preface

The Mount Holly Township School District’s Visual Arts Curriculum not only aligns with the New Jersey Core Curriculum Content Standards, but has been designed to provide students with visual art experiences that will prepare them for the 21st Century. The Mount Holly Township School District recognizes the importance of providing students with an engaging Visual Arts Curriculum that will assist students in obtaining the necessary knowledge and skills to prosper in an increasingly global world.

The Mount Holly Township School District realizes the importance of visual art in the lives of our students. We understand that when students participate in visual art activities and engaging lessons in visual art it requires the continual use of the thought processes of “observation, divergent thinking, analysis, synthesis, and reflection” (New Jersey Visual and Performing Arts Curriculum Framework, 1998). We recognize the importance of visual art to fully develop our students’ minds and to further foster the development of the higher level thinking skills of Bloom’s Taxonomy (create/design).

“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” (National Center of Education and the Economy, 2007).

The Mount Holly Township Visual Arts Curriculum provides visual art lessons and experiences on cultural diversity that will help students to develop an awareness and appreciation for other cultures and traditions. This cultural awareness and appreciation will assist students through future endeavors as they obtain an understanding of cultural similarities and differences among individuals that will be applicable to real-life situations.

To ensure that our students are being immersed in the educational experiences in visual art that will develop needed skills for the future and that demonstrate student growth, the Mount Holly Township School District’s standards are aligned with the state’s standards. The Visual Arts Curriculum begins in pre-kindergarten with color, line, and shape and advances these concepts through eighth grade by adding the concepts of texture, form, space, and value as students enter higher grade levels.

The Mount Holly Township Visual Arts Curriculum is designed to be a guide, a resource, and an instructional tool to be used by the educators of the Mount Holly Township School District. The Mount Holly Township School District is dedicated to provide all students with an engaging Visual Arts Curriculum designed to provide students with the knowledge and skills of an advancing world so that they may prosper in the 21st Century and in the future.
HIGHLIGHTING VISUAL ART HISTORY AND CULTURE –
TOPICS BY GRADE SPAN

By the end of grade 2, students learn:

<table>
<thead>
<tr>
<th>Historical Content (list important events, time periods, etc.)</th>
<th>Cultural Experiences and Diversity (list peoples, traditions, etc.)</th>
<th>Places /Geographical Locations</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primitive art</td>
<td>Indigenous artists</td>
<td>Cave Art, African</td>
<td></td>
</tr>
<tr>
<td>Modern Art, Pop Art, Abstract Expressionism, Impressionism</td>
<td>Picasso, Pollock, O’Keeffe, Warhol, Oldenberg, Mondrian, Kandinsky</td>
<td>European, American, American, European</td>
<td></td>
</tr>
<tr>
<td>Post Impressionism</td>
<td>Monet, Van Gogh</td>
<td>European, European</td>
<td></td>
</tr>
</tbody>
</table>
HIGHLIGHTING VISUAL ART HISTORY AND CULTURE -
TOPICS BY GRADE SPAN

By the end of grade 5, students learn:

<table>
<thead>
<tr>
<th>Historical Content (list important events, time periods, etc.)</th>
<th>Cultural Experiences and Diversity (list peoples, traditions, etc.)</th>
<th>Places /Geographical Locations</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primitive art</td>
<td>Aboriginee, African, Lascaux, Huichol</td>
<td>Australia, Africa, European, South American</td>
<td></td>
</tr>
<tr>
<td>Modern Art</td>
<td>Matisse, Escher, Gotleib, Notan</td>
<td>European</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Homer</td>
<td>American, Japanese</td>
<td></td>
</tr>
<tr>
<td>Realism</td>
<td>Cezanne</td>
<td>American</td>
<td></td>
</tr>
<tr>
<td>Post Impressionism</td>
<td></td>
<td>European</td>
<td></td>
</tr>
</tbody>
</table>
HIGHLIGHTING VISUAL ART HISTORY AND CULTURE – TOPICS BY GRADE SPAN

By the end of grade 8, students learn:

<table>
<thead>
<tr>
<th>Cultural Experiences and Diversity (list peoples, traditions, etc.)</th>
<th>Places /Geographical Locations</th>
<th>Historical Content (list important events, time periods, etc.)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>primitive art</td>
<td>Aboriginee, African</td>
<td>Australia, Africa</td>
<td></td>
</tr>
<tr>
<td>Modern Art</td>
<td>Escher, Degas, Cassett</td>
<td>European, American</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Gotleib, Notan</td>
<td>American, Japanese</td>
<td></td>
</tr>
<tr>
<td>Realism</td>
<td>Homer</td>
<td>American</td>
<td></td>
</tr>
<tr>
<td>Post Impressionism</td>
<td>Cezanne</td>
<td>European</td>
<td></td>
</tr>
</tbody>
</table>
## Kindergarten: Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit: Alphabet Art</th>
<th>Suggested Sequence: September - June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCCS:</strong></td>
<td></td>
</tr>
<tr>
<td>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating and performing in the arts differ from viewing the arts?

### Enduring Understandings:
- The arts serve multiple functions: enlightenment, education, and entertainment.

### Knowledge, Skills, and Instructional Objectives:
*Students will be able to:*
- Create art projects relating to the letters of the alphabet.
- Recognize basic art elements such as line, color, pattern, and texture.
- Demonstrate safe and proper use, care, and storage of materials and equipment.
- Demonstrate an understanding of classroom rules and procedures.
- Create art projects inspired by picture books.
- Demonstrate thoughtfulness and care in completion of artworks.

Discriminate between different types of shapes and colors in their work and the work of others.

### Instructional Materials/Resources:
- *Art Across the Alphabet* by Kelly Justus Campbell
- *Alphabet on Parade* by Jean Warren
- *Follow the Directions Art Nursery Rhymes* by Deborah Schecter
- *Cut Paper Play* by Sandi Henry
- Project samples
- Picture books
- Various art supplies
- Posters

### Suggested Vocabulary:
- Line
- Texture
- Pattern
- Color
- Collage
- Illustration

### Technology:
- Internet resources:
  - [www.kinderart.com](http://www.kinderart.com)
  - [www.saxarts.com](http://www.saxarts.com)
- Videos & movies

### Recommended Instructional Activities:
- Paper Construction
- Drawing
- Painting
- Coloring
- Cutting
- Illustration
- Scissor safety
- Collage
- Simple tracing and cutting

### Extension Strategies/Activities:
- Encourage students to write about their art work.

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Encourage students to add more details to artwork
- Modify projects according to skill level
- Use of special scissors/pre-cut parts as needed

Cross-curricular Connections/Standards:
- Library

Suggested Assessments:
*Performance Task:*
Teacher Graded Rubrics
*Other Assessment Evidence:*
Oral Class Discussions/Teacher Observations

**Grade 1 Visual Arts Curriculum**

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Elements</td>
<td>September - June</td>
</tr>
</tbody>
</table>

**NJCCCS:**
1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.
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.
1.3.2.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.
1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
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.

**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process artistic production

**Essential Questions:**
- Does art have boundaries?

**Enduring Understandings:**
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Knowledge, Skills, and Instructional Objectives:**
*Students will be able to:*
- Identify different types of lines.
- Understand that lines are an important part of the world around us and an important part of art.
- Create a variety of line drawings and paintings showing use of the art elements.
- Create line drawings using book illustrations as inspiration.
- Illustrate poems using line designs and patterns

**Instructional Materials/Resources:**
- Posters
- Project Samples
- Various Art Supplies
- Instructional Videos
- Worksheets
- Picture Books

**Suggested Vocabulary:**
- Line
- Shape
- Texture
- Value
- Form
- Space
- Color
- Pattern
- Design

**Technology:**
- Internet resources:
Grade 1 Visual Arts Curriculum

**Theme/Unit:** Paper Construction

**Suggested Sequence:** September - June

**NJCCCS:**
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.
1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.

**Big Idea**
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
- How does creating art differ from viewing art?
- Does art have boundaries?

**Enduring Understandings:**
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Knowledge, Skills, and Instructional Objectives:**
*Students will be able to:*
- Practice proper cut and paste techniques.
- Demonstrate correct scissor safety and use.
- Create a paper mosaic using pattern and repetition.
- Create a paper construction project using hand building techniques.
- Design a tissue paper collage.

**Instructional Materials/Resources:**
- Various Art Supplies
- Picture Books
- Posters
- Instructional Videos
- Instructional Worksheets

**Suggested Vocabulary:**
- Collage
- Mosaic
- Pattern
- Assemblage
- Technology:
- Internet Resources
Recommended Instructional Activities:
- Mr. Sun
- Winter Project (snowman, winter scene)
- Torn Paper Mosaic
- Elmer

Extension Strategies/Activities:
- Encourage students to add more elaborate details to projects

Modification Strategies/Activities:
- Follow instructions of IEP's and 504’s and modify where necessary
- Assist all students as needed
- Modify projects according to skill level
- Visual and/or oral prompts

Cross-curricular Connections/Standards:
Library

Suggested Assessments:
Performance Task:
Teacher Graded Rubrics
Other Assessment Evidence:
Oral Class Discussions/Teacher Observations

Grade 1 Visual Arts Curriculum

Theme/Unit: Painting
Suggested Sequence: September - June

NJCCCS:
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.
1.3.2.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.
1.4.2.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.
1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Big Idea
- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

Essential Questions:
- How does creating art differ from viewing the arts?
- Does art have boundaries?

Enduring Understandings:
- The arts serve multiple functions: enlightenment, education, and entertainment.
- Breaking accepted norms often gives rise to new forms of artistic expression.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- Demonstrate proper painting techniques.
- Create a water color resist.
• Create a painting that illustrates an art/library connection.
• Design and create a painting that shows unity.

### Instructional Materials/Resources:
- Posters
- Instructional Videos
- Various Art Supplies
- Picture Books
- Project samples
- Art Through Children’s Literature by Debi Englebaugh

### Suggested Vocabulary:
- Medium
- Color
- Tempera
- Watercolor

### Technology:
- Internet Resources

### Recommended Instructional Activities:
- Water Color Resist
- Flower and/or Garden Painting
- Painting inspired by Eric Carle
- Family Portrait

### Extension Strategies/Activities:
- Additional research on Eric Carle and his painting style
- Compare and contrast various painting styles presented in famous works of art.

### Modification Strategies/Activities:
- Follow instructions of IEP’s and 504’s and modify where necessary
- Assist all students as needed
- Modify projects according to skill level
- Visual and/or oral prompts

### Cross-curricular Connections/Standards:
Library

### Suggested Assessments:
**Performance Task:**
Teacher Graded Rubrics

**Other Assessment Evidence:**
- Observation of skills and effort
- Class Participation/discussion

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**Grade 1 Visual Arts Curriculum**

### Theme/Unit:
**Color**

### Suggested Sequence:
September - June

### NJCCCS:
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.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.

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating and performing in the arts differ from viewing the arts?

### Enduring Understandings:
- The arts serve multiple functions: enlightenment, education, and entertainment.

### Knowledge, Skills, and Instructional Objectives:
**Students will be able to:**
- Identify primary and secondary colors.
- Practice color mixing techniques.
- Create a color wheel.
<table>
<thead>
<tr>
<th>Instructional Materials/Resources:</th>
<th>Suggested Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Color Wheel</td>
<td>Primary Colors</td>
</tr>
<tr>
<td>• Posters</td>
<td>Secondary Colors</td>
</tr>
<tr>
<td>• Project Samples</td>
<td>Color Wheel</td>
</tr>
<tr>
<td>• Various Art Supplies</td>
<td></td>
</tr>
<tr>
<td>• Worksheets</td>
<td></td>
</tr>
<tr>
<td>• Color Paddles</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology:</th>
<th>Internet resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead projector</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Instructional Activities:</th>
<th>Modification Strategies/Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creation of a Color Wheel</td>
<td>• Follow instructions of IEPs and 504 plans and modify where necessary.</td>
</tr>
<tr>
<td>• Experimentation with color mixing</td>
<td>• Modify projects according to skill level</td>
</tr>
<tr>
<td>• Color Wheel Painting</td>
<td>• Assist all students as needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Strategies/Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction of Intermediate or Tertiary colors</td>
<td></td>
</tr>
<tr>
<td>• Explore use of color in famous works of art</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modification Strategies/Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow instructions of IEPs and 504 plans and modify where necessary.</td>
<td></td>
</tr>
<tr>
<td>• Modify projects according to skill level</td>
<td></td>
</tr>
<tr>
<td>• Assist all students as needed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-curricular Connections/Standards: Library &amp; Language Arts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task:</td>
</tr>
<tr>
<td>Teacher graded rubrics</td>
</tr>
<tr>
<td>Other Assessment Evidence:</td>
</tr>
<tr>
<td>Effort and use of time</td>
</tr>
<tr>
<td>Oral class discussion/critique of projects</td>
</tr>
<tr>
<td>Observation of skills</td>
</tr>
</tbody>
</table>

Grade 1 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit: Clay</th>
<th>Suggested Sequence: September - June</th>
</tr>
</thead>
</table>

NJCCCS:
1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.
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.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.4.2.B.2 – Apply the principles of positive critique in giving and receiving responses to performances.

Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Enduring Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does creating art differ from viewing the art?</td>
<td>• The artistic process can lead to unforeseen or unpredictable outcomes.</td>
</tr>
</tbody>
</table>

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
• Construct a pot using the pinch/pull method.

<table>
<thead>
<tr>
<th>Instructional Materials/Resources:</th>
<th>Suggested Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clay Supplies &amp; Tools</td>
<td>Pinch/pull</td>
</tr>
<tr>
<td>• Project Samples</td>
<td>Clay</td>
</tr>
<tr>
<td>• Posters</td>
<td>Slip</td>
</tr>
<tr>
<td>• Picture Books</td>
<td></td>
</tr>
</tbody>
</table>

| Technology: Internet resources:                           |
|-----------------------------------------------------------|--------------------------|
### Recommended Instructional Activities:
- Pinch Pot

### Extension Strategies/Activities:
- Introduce advanced glazing/painting techniques
- Discuss how ceramics are used as part of everyday life.

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Modify projects according to skill level
- Assist all students as needed.

### Cross-curricular Connections/Standards:

#### Social Studies

### Suggested Assessments:

**Performance Task:**
Teacher graded rubrics

**Other Assessment Evidence:**
- Oral class discussions about projects
- Oral class critiques
- Observation of skills and effort

### Grade 1 Visual Arts Curriculum

#### Theme/Unit:
**Weaving**

#### Suggested Sequence:
September - June

#### NJCCCS:
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.

1.3.2.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.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.

#### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

#### Essential Questions:
- How does creating art differ from viewing the art?
- Does art define culture or does culture define art?

#### Enduring Understandings:
- The arts serve multiple functions: enlightenment, education, and entertainment.
- Culture affects self-expression, whether we realize it or not.

#### Knowledge, Skills, and Instructional Objectives:

**Students will be able to:**
- Construct a weaving from paper.

#### Instructional Materials/Resources:
- Various Art Supplies
- Picture Books
- Instructional Worksheets and Videos

#### Suggested Vocabulary:
- Weaving
- Pattern

#### Technology:
- Internet resources:

#### Recommended Instructional Activities:
- Placemat Weaving
**Extension Strategies/Activities:**
- Discuss different items that can be woven
- Discuss how weaving is used in everyday life

**Modification Strategies/Activities:**
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Modify projects according to skill level
- Assist all students as needed

**Cross-curricular Connections/Standards:**
Social Studies

**Suggested Assessments:**
- **Performance Task:**
  - Teacher graded rubrics
- **Other Assessment Evidence:**
  - Oral class discussion/critiques
  - Observation of skills and effort

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### Grade 1 Visual Arts Curriculum

**Theme/Unit:**
Printmaking

**Suggested Sequence:**
September - June

**NJCCCS:**
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.
1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.

**Big Ideas:**
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**
- How does creating art differ from viewing the art?

**Enduring Understandings:**
- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

**Students will be able to:**
- Create a print using the negative space method

**Instructional Materials/Resources:**
- Various Art Supplies
- Picture Books
- Instructional Worksheets

**Suggested Vocabulary:**
- Positive space
- Negative space
- Repeat Paint

**Technology:**
- Internet resources:

**Recommended Instructional Activities:**
- Flower Prints
- Printing with found objects

**Extension Strategies/Activities:**
- Encourage students to add additional decorations to prints
- Compare and contrast student prints

**Modification Strategies/Activities:**
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed

**Cross-curricular Connections/Standards:**
Library

**Suggested Assessments:**
- **Performance Task:**
  - Teacher graded rubrics
- **Other Assessment Evidence:**
  - Oral class discussions and group critiques
  - Effort and use of time
## Grade 2 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Elements</td>
<td>September - June</td>
</tr>
</tbody>
</table>

**NJCCCS:**

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.

1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.

1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.

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.

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.

### Big Ideas:

An understanding of the elements and principles of art is essential to the creative process and artistic production.

### Essential Questions:

Does art have boundaries?

### Enduring Understandings:

Breaking accepted norms often gives rise to new forms of artistic expression.

### Knowledge, Skills, and Instructional Objectives:

**Students will be able to:**

- Identify different types of lines.
- Understand that lines are an important part of the world around us and an important part of art.
- Create a variety of line drawings and paintings showing use of the art elements.
- Create line drawings using book illustrations as inspiration.
- Identify the use of line, shape, pattern, and texture in works of art.
- Combine shapes, lines, and colors to create a design.
- Recognize and manipulate symmetrical shapes.

### Instructional Materials/Resources:

- Various Art Supplies
- Picture Books
- Instructional Worksheets
- Posters
- Project Samples
- Worksheets
- Internet Websites

### Suggested Vocabulary:

- Line
- Texture
- Form
- Color
- Design
- Shape
- Value
- Space
- Pattern

### Technology:

- Internet resources:

### Recommended Instructional Activities:

- Various line drawings based upon famous works of art and/or famous book illustrations
- Illustrations of poems
- Texture exploration
- Shape drawing and/or painting

### Extension Strategies/Activities:

- Compare and contrast design elements used in infamous works of art.

### Modification Strategies/Activities:

- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level

### Cross-curricular Connections/Standards:

**Library & Language Arts**

### Suggested Assessments:

**Performance Task:**

Teacher graded rubrics
### Other Assessment Evidence:
- Oral class discussions/critique of projects
- Observation of skill, effort and use of time
- Student self-assessment

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### Grade 2 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Construction</td>
<td>September - June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJCCCS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</td>
</tr>
</tbody>
</table>

### Big Ideas:
An understanding of the elements and principles of art is essential to the creative process artistic production. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- Does art have boundaries?
- How does creating art differ from viewing art?

### Enduring Understandings:
- Breaking accepted norms often gives rise to new forms of artistic expression.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

### Knowledge, Skills, and Instructional Objectives:
**Students will be able to:**
- Demonstrate proper cut and paste techniques.
- Demonstrate correct scissor safety and use.
- Create a torn paper mosaic.
- Construct a paper construction project using hand building techniques.
- Design and create a tissue paper collage.

### Instructional Materials/Resources:
- Various Art Supplies
- Picture Books
- Instructional Worksheets
- Instructional Videos
- Art Prints
- Art Though Children’s Literature by Debit Englebaugh

### Suggested Vocabulary:
- Collage
- Mosaic
- Pattern
- Assemblage

### Technology:
- Internet resources:

### Recommended Instructional Activities:
- Torn Paper Self-Portrait
- Construction Paper Collage
- Paper weaving

### Extension Strategies/Activities:
- Explore famous works of art that incorporate assemblage techniques

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level

### Cross-curricular Connections/Standards:
Language Arts
# Grade 2 Visual Arts Curriculum

**Theme/Unit:** Painting  
**Suggested Sequence:** September - June

**NJCCCS:**
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 media 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.  
1.4.2.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.  
1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.  
1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.  
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.

**Big Ideas:**
- An understanding of the elements and principles of art is essential to the creative process artistic production.  
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.  
- Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

**Essential Questions:**
- Does art have boundaries?  
- How does creating art differ from viewing art?

**Enduring Understandings:**
- Breaking accepted norms often gives rise to new forms of artistic expression.  
- The arts serve multiple functions enlightenment, education, and entertainment.

**Knowledge, Skills, and Instructional Objectives:**

*Students will be able to:*
- Demonstrate proper painting techniques.  
- Create a water color resist.  
- Create a painting that illustrates an art and literature connection.  
- Design and create a multi-media painting created in the style of Vincent Van Gogh’s Starry Night.

**Instructional Materials/Resources:**
- Posters  
- Various Art Supplies  
- Picture Books  
- Instructional Videos  
- Project Samples  
- Art Prints  
- Art Though Children’s Literature by Debit Englebaugh

**Suggested Vocabulary:**
- Medium  
- Color  
- Tempera  
- Watercolor

**Technology:**
- Internet resources:

**Recommended Instructional Activities:**
- Various paintings based upon famous works of art and/or famous book illustrations.
### Extension Strategies/Activities:
- Compare and contrast various painting styles presented in famous works of art.

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level

### Cross-curricular Connections/Standards:
Library

### Suggested Assessments:

**Performance Task:**
- Teacher graded rubrics
**Other Assessment Evidence:**
- Class participation
- Oral class discussion/class critique

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**Grade 2 Visual Arts Curriculum**

### Theme/Unit:
Color

### Suggested Sequence:
September - June

### NJCCCS:
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.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.

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating art differ from viewing art?

### Enduring Understandings:
- The arts serve multiple functions enlighten, education, and entertainment.

### Knowledge, Skills, and Instructional Objectives:
**Students will be able to:**
- Categorize primary and secondary colors.
- Demonstrate proper color mixing techniques.
- Organize and create a color wheel.

### Instructional Materials/Resources:
- Various Art Supplies
- Color Wheel
- Color Paddles
- Picture Books
- Worksheets
- Project Samples
- Posters

### Suggested Vocabulary:
Primary Colors
Secondary Colors
Color Wheel

### Technology:
Internet resources:
Overhead projector

### Recommended Instructional Activities:
- Develop a Color Wheel that shows both primary and secondary colors
- Identify and mix secondary colors from primary colors and use them in a painting
- Use color to express feelings and emotions in an illustration of a poem.

### Extension Strategies/Activities:
- Explore the use of color in famous works of art.
- Introduce Intermediate or Tertiary colors

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level
## Cross-curricular Connections/Standards:
- **Library**

## Suggested Assessments:
- **Performance Task:** Teacher graded rubrics
- **Other Assessment Evidence:** Observations of effort and skill, Oral class critiques, Student self-assessment

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# Grade 2 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit: Clay</th>
<th>Suggested Sequence: September - June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCCS:</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</td>
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</tr>
<tr>
<td>1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.</td>
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</tr>
</tbody>
</table>

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating art differ from viewing art?

### Enduring Understandings:
- The artistic process can lead to unforeseen or unpredictable outcomes.

### Knowledge, Skills, and Instructional Objectives:
*Students will be able to:*
- Construct a clay fish using proper hand building techniques.

### Instructional Materials/Resources:
- Clay supplies & tools
- Project Sample(s)
- Posters
- Picture Books
- Instructional Worksheets

### Suggested Vocabulary:
- Clay
- Slab
- Potters Needle
- Slip

### Technology:
- Internet resources:

### Recommended Instructional Activities:
- 3D clay animal (such as a fish, bird, bear, etc.)

### Extension Strategies/Activities:
- Assign peer coaches to assist students in need
- Discuss how ceramics are used as part of everyday life.
- Introduce advanced glazing/painting techniques

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level
- Substitute Model Magic for art clay if needed

### Cross-curricular Connections/Standards:
- **Social Studies**

### Suggested Assessments:
- **Performance Task:** Teacher graded rubrics
- **Other Assessment Evidence:** Observations of effort and skill
Grade 3 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Design Elements - Line</td>
<td>September - June</td>
</tr>
</tbody>
</table>

**NJCCCS:**

1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.

**Big Ideas:**

An understanding of the elements and principles of art is essential to the creative process artistic production.

**Essential Questions:**

Does art have boundaries?

**Enduring Understandings:**

Breaking accepted norms often gives rise to new forms of artistic expression.

**Knowledge, Skills, and Instructional Objectives:**

Students will be able to:

- Create a variety of line drawings that show evidence of repetition, pattern, and originality.
- Identify different types of lines and use them in a drawing.
- Create line drawings using book illustrations as inspiration.
- Illustrate poems using line.

**Instructional Materials/Resources:**

- Discover Great Artists by Mary Ann Kohl and Kim Solga
- Posters and prints that depict various line qualities
- Project samples
- Various art supplies
- Instructional videos
- Transparencies
- Picture Books

**Suggested Vocabulary:**

- Line
- Pattern
- Design
- Contour Line

**Technology:**

Internet resources:

- [www.kinderart.com](http://www.kinderart.com)
- [www.deepspacesparkle.com](http://www.deepspacesparkle.com)

**Recommended Instructional Activities:**

- Gesture Drawing
- Stencil Drawing
- Introduction to contour line drawing
- Book and Poem Illustrations

**Extension Strategies/Activities:**

- Display student works in spring art show

**Modification Strategies/Activities:**

- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level
- Substitute Model Magic for art clay if needed

**Cross-curricular Connections/Standards:**

Social Studies

**Suggested Assessments:**

Performance Task:
Teacher graded rubrics
Other Assessment Evidence:
## Grade 3 Visual Arts Curriculum

### Theme/Unit:
**Color**

### Suggested Sequence:
September - June

### NJCCCS:
1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology.

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
How does creating and performing in the arts differ from viewing the arts?

### Enduring Understandings:
The arts serve multiple functions: enlightenment, education, and entertainment.

### Knowledge, Skills, and Instructional Objectives:

#### Students will be able to:
- Recognize that color is an important part of the world around us and an important element of art.
- Identify and define the primary and secondary colors.
- Demonstrate how to mix the secondary colors from the primary colors and arrange their placement on the color wheel.
- Categorize colors into groups according to emotional feelings.
- Recognize the various uses of color in famous works of art.

### Instructional Materials/Resources:
- Color Wheel
- Posters
- Color Paddles
- Project samples
- Various art supplies
- Worksheets

### Suggested Vocabulary:
- Primary Colors
- Secondary colors
- Color Wheel

### Technology:
- Internet resources
- Video

### Recommended Instructional Activities:
- Creation of a color wheel
- Experimentation with color mixing
- Illustrations and drawings that depict different types of color use
- Illustrations and drawings that depict the emotional impact of color
- “Color In Art” video
- Experimentation with color patterns

### Extension Strategies/Activities:
- Introduction of intermediate or tertiary colors
- Explore the use of color in famous works of art.

### Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level

### Cross-curricular Connections/Standards:
Literature/Library

### Suggested Assessments:
### Performance Task:
Teacher graded rubrics

### Other Assessment Evidence:
Observations of effort and skill and use of time
Oral class critiques

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### Grade 3 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
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</thead>
<tbody>
<tr>
<td>Painting</td>
<td>September - June</td>
</tr>
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</table>

#### NJCCCS:
1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 - Compare and contrast works of art in various media that use the same art elements and principles of design.

#### Big Ideas:
An understanding of the elements and principles of art is essential to the creative process and artistic production.

#### Essential Questions:
- Does art have boundaries?

#### Enduring Understandings:
- Breaking accepted norms often gives rise to new forms of artistic expression.

#### Knowledge, Skills, and Instructional Objectives:
**Students will be able to:**
- Respect their work and the work of others.
- Demonstrate safe and proper use, care, and storage of painting supplies and materials.
- Create a painting that illustrates an art and literature connection.
- Use appropriate art vocabulary.
- Create art that expresses personal feelings, ideas, interests, and feelings.

#### Instructional Materials/Resources:
- Discover Great Artists by Mary Ann Kohl and Kim Solga
- Instructional videos and worksheets
- Picture Books
- Prints/Posters
- Various types of paint and art supplies

#### Suggested Vocabulary:
- Medium
- Color
- Tempera
- Watercolor

#### Technology:
- [www.artlex.com](http://www.artlex.com)
- [www.kinderart.com](http://www.kinderart.com)

#### Recommended Instructional Activities:
- Paintings modeled after famous works of art
- Leaf Prints and Painting
- Explore the work of African American artists
- Watercolor Painting
- Tempera Painting
Extension Strategies/Activities:
• Explore different painting techniques used in famous works of art.
• Display student works in spring art show

Modification Strategies/Activities:
• Follow instructions of IEPs and 504 plans and modify where necessary.
• Assist all students as needed
• Modify projects according to skill level

Cross-curricular Connections/Standards:
Library/Literature

Suggested Assessments:
Performance Task:
Teacher graded rubrics
Other Assessment Evidence:
Observations of effort and skill
Oral class discussion/class critiques
Class Participation

Grade 3 Visual Arts Curriculum

Theme/Unit: Paper Construction
Suggested Sequence: September - June

NJCCCS:
1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Essential Questions:
• How does creating and performing in the arts differ from viewing the arts?
Enduring Understandings:
• The arts serve multiple functions: enlightenment, education, and entertainment.

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
• Demonstrate proper cut and paste techniques.
• Demonstrate correct scissor safety and use.
• Use paper construction techniques to create a project influenced by a famous work of art.
• Use appropriate art vocabulary.
• Recognize that art from one artist has a similar look or style.
• Manipulate a variety of different types of papers (texture paper, tissue paper, construction paper, etc.).
• Respect their work and the work of others.

Instructional Materials/Resources:
Transparencies       Picture books
Posters               Project samples
Prints that depict paper construction from various cultures
Prints that depict paper construction produced by famous artists
Instructional worksheets and videos
Cut Paper Play by Sandi Henry
Cassie’s Word Quilt by Faith Ringgold

Suggested Vocabulary:
Assemblage
Collage
Pattern

Technology:
Various internet websites

Recommended Instructional Activities:
Create collages similar to that of Pablo Picasso and Faith Ringgold
Tissue paper collage that depicts symmetry
## Extension Strategies/Activities:
- Explore famous works of art that incorporate assemblage techniques.

## Modification Strategies/Activities:
- Follow instructions of IEPs and 504 plans and modify where necessary.
- Assist all students as needed
- Modify projects according to skill level

## Cross-curricular Connections/Standards:
Language Arts

## Suggested Assessments:
**Performance Task:**
Teacher graded rubrics

**Other Assessment Evidence:**
Participation, effort, and use of time

## Grade 3 Visual Arts Curriculum

### Theme/Unit:
Clay Hand-Building

### Suggested Sequence:
September - June

### NJCCCS:
1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating art differ from viewing the art?

### Enduring Understandings:
- The artistic process can lead to unforeseen or unpredictable outcomes.

### Knowledge, Skills, and Instructional Objectives:
**Students will be able to:**
- Construct a clay project using proper hand building techniques.
- Choose and use the proper tools during the construction of a clay project.

### Instructional Materials/Resources:
- Clay supplies and tools
- Teacher and student project samples
- Posters
- Glaze selection chart
- Various colors of glaze
- Picture books

### Suggested Vocabulary:
- Clay
- Bisque Fire
- Potters Needle
- Glaze Fire
- Slip
- Kiln
- Fettling Knife
- Slab

### Technology:
- Internet resources

### Recommended Instructional Activities:
- Slab construction

### Extension Strategies/Activities:
- Discuss the changes that take place during both bisque and a glaze firing.
- Examine the kiln and demonstrate how it works.
- Discuss problem solving in ceramics.
- Spring Art Show display for all students

### Modification Strategies/Activities:
- Projects are modified according to gravel and skill level.
- Follow instructions of IEP’s and 504 plans and modify where necessary.
- Assist all students as needed.
- Provide both visual and oral prompts during
Cross-curricular Connections/Standards:
Physical Education

Suggested Assessments:
Performance Task:
Teacher graded rubrics
Other Assessment Evidence:
Oral class discussion about projects and class critique
Observation of skills, effort, and use of time

Grade 4 Visual Arts Curriculum

<table>
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<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
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</thead>
<tbody>
<tr>
<td>Design Elements - Line</td>
<td>September - June</td>
</tr>
</tbody>
</table>

NJCCCS:
1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Big Ideas:
An understanding of the elements and principles of art is essential to the creative process artistic production.

Essential Questions:
- Does art have boundaries?

Enduring Understandings:
- Breaking accepted norms often gives rise to new forms of artistic expression

Knowledge, Skills, and Instructional Objectives:
Students will be able to:
- compare and contrast different types of lines.
- create a variety of line drawings that show evidence of repetition, pattern, and originality.
- create a landscape drawing that shows evidence of a foreground, mid-ground, and background.
- experiment with contour line drawing.

Instructional Materials/Resources:
Discover Great Artists by Mary Ann Kohl and Kim Solga
Posters and prints that depict various line qualities
Project samples
Various art supplies
Instructional videos
Transparencies
Picture Books

Suggested Vocabulary:
Line
Pattern
Design
Perspective
Contour Line

Technology:
Internet resources

Recommended Instructional Activities:
- Portrait drawing
- Landscape drawing
- Perspective drawing
- Contour line and blind contour line drawing

<table>
<thead>
<tr>
<th>Extension Strategies/Activities:</th>
<th>Modification Strategies/Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display student works in spring art show.</td>
<td>Follow instructions of IEP’s and 504’s and modify where necessary.</td>
</tr>
<tr>
<td>Compare and contrast two different art works that contain line</td>
<td>Assist all students as needed.</td>
</tr>
<tr>
<td></td>
<td>Modify projects according to grade and skill level.</td>
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<tr>
<td></td>
<td>Visual and oral prompts</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Cross-curricular Connections/Standards:</th>
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<tbody>
<tr>
<td>Technology/Language Arts</td>
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<thead>
<tr>
<th>Suggested Assessments:</th>
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<tbody>
<tr>
<td>Performance Task:</td>
<td></td>
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<tr>
<td>Teacher graded rubrics</td>
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<tr>
<td>Other Assessment Evidence:</td>
<td></td>
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<tr>
<td>Oral class discussions/critiques</td>
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<tr>
<td>Observation of skill and effort</td>
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<tr>
<td>Class participation</td>
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**Grade 4 Visual Arts Curriculum**

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
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</thead>
<tbody>
<tr>
<td>Paper Construction</td>
<td>September - June</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>NJCCCS:</th>
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<tbody>
<tr>
<td>1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</td>
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<td>1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</td>
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<td>1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.</td>
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<table>
<thead>
<tr>
<th>Big Ideas:</th>
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<tbody>
<tr>
<td>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</td>
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<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Enduring Understandings:</th>
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<tbody>
<tr>
<td>How does creating and performing in the arts differ from viewing the arts?</td>
<td>The arts serve multiple functions: enlightenment, education, and entertainment.</td>
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<table>
<thead>
<tr>
<th>Knowledge, Skills, and Instructional Objectives:</th>
<th></th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
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<tr>
<td>- use paper construction techniques to create a project influenced by a famous work of art.</td>
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<tr>
<td>- use appropriate art vocabulary.</td>
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<tr>
<td>- recognize that art from one artist has a similar look or style.</td>
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<tr>
<td>- manipulate a variety of different types of papers (texture paper, tissue paper, construction paper, etc.).</td>
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<tr>
<td>- respect their work and the work of others.</td>
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<td>- demonstrate safe and proper use, care, and storage of media, materials, and equipment.</td>
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<tr>
<td>- compare and contrast two artworks made by the same artist.</td>
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<tr>
<td>- create art that expresses personal ideas, interests, and feelings</td>
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<table>
<thead>
<tr>
<th>Instructional Materials/Resources:</th>
<th>Suggested Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover Great Artists by Mary Ann Kohl and Kim Solga</td>
<td>Assemblage</td>
</tr>
<tr>
<td>Cut Paper Play by Sandi Henry</td>
<td>Collage</td>
</tr>
<tr>
<td>Project samples</td>
<td>Pattern</td>
</tr>
<tr>
<td>Prints that depict paper construction from various cultures</td>
<td></td>
</tr>
<tr>
<td>Prints that depict paper construction produced by famous artists</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Technology:</th>
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<tbody>
<tr>
<td>Various internet web sites</td>
<td></td>
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<tr>
<td>Internet art gallery sites</td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Instructional Activities:
- Collage that shows a pattern of color and shape
- Assemblage modeled after a famous work of art

### Extension Strategies/Activities:  
- Explore the use of paper construction in famous works of art.
- Display student works in spring art show
- Explore famous works of art that incorporate assemblage techniques
- Venn Diagram to compare and contrast two works of art

### Modification Strategies/Activities:  
- Follow instructions of IEP’s and 504’s and modify where necessary.
- Assist all students as needed.
- Modify projects according to grade and skill level.

### Cross-curricular Connections/Standards:  
Library/Language Arts

### Suggested Assessments:  
**Performance Task:**  
Teacher graded rubrics

**Other Assessment Evidence:**  
Oral class discussions/critiques
Observation of skill and effort

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## Grade 4 Visual Arts Curriculum

### Theme/Unit:  
Color

### Suggested Sequence:  
September - June

### NJCCCS:
1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.
1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:
- How does creating and performing in the arts differ from viewing the arts?
- The arts serve multiple functions: enlightenment, education, and entertainment.

### Knowledge, Skills, and Instructional Objectives:
*Students will be able to:*
- recognize that color is an important part of the world around us and an important element of art.
- identify primary, secondary, and tertiary colors.
- use appropriate art vocabulary.
- create secondary and tertiary colors and arrange them on a color wheel.
- define the color concepts of neutral, complementary, warm, and cool colors.
- identify analogous color schemes.
- demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- compare and contrast two artworks made by the same artist.
**Instructional Materials/Resources:**
- Color Wheel
- Posters
- Color Paddles
- Project samples
- Various art supplies
- Worksheets
- Transparencies
- Videos/DVDs
- Magazines
- Prints that depict use of color in famous works of art

**Suggested Vocabulary:**
- Primary Colors
- Secondary colors
- Color Wheel
- Intermediate/Tertiary Colors
- Neutral Colors
- Complementary Colors
- Analogous Colors
- Warm and Cool Colors
- Values
- Tints
- Shades

**Technology:**
- Internet Resources
- Overhead projector

**Recommended Instructional Activities:**
- Painting and/or drawing that demonstrates the use of warm or cool colors
- Creation of a color wheel that shows primary, secondary, and tertiary colors
- Experiment with mixing tertiary colors (paint and/or water color)
- Mixed media project showing one color family (tints and shades of one color)

**Extension Strategies/Activities:**
- Explore the use of color in famous works of art.
- Display student works in spring art show
- Problem solving in art covered throughout the year

**Modification Strategies/Activities:**
- Follow instructions of IEPs and 504 plans and modify where necessary
- Assist all students as needed
- Modify projects according to grade and skill level
- Visual and oral prompts

**Cross-curricular Connections/Standards:**
Technology/Language Arts

**Suggested Assessments:**
- Performance Task: Teacher graded rubrics
- Other Assessment Evidence: Observation of participation, skill, effort, and use of time

**Grade 4 Visual Arts Curriculum**

**Theme/Unit:** Painting

**Suggested Sequence:** September - June

**NJCCCS:**
- 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
- 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles
**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
- Does art have boundaries?

**Enduring Understandings:**
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Knowledge, Skills, and Instructional Objectives:**
*Students will be able to:*
- respect their work and the work of others.
- demonstrate safe and proper use, care, and storage of painting supplies and materials.
- use appropriate art vocabulary.
- create art that expresses personal feelings, ideas, interests, and feelings.
- recognize that art from one artist has a similar look or style.
- compare and contrast two artworks made by the same artist.
- demonstrate personal insight through observing and reflecting on a work of art.

**Instructional Materials/Resources:**
- Discover Great Artists by Mary Ann Kohl and Kim Solga
- Instructional videos and worksheets
- Picture Books
- Prints/Posters
- Various types of paint and art supplies

**Suggested Vocabulary:**
- Medium
- Color
- Tempera
- Watercolor
- Tint
- Shade
- Intensity
- Foreground
- Mid-ground
- Background

**Technology:**
- [www.artlex.com](http://www.artlex.com)
- [www.deepspacesparkle.com](http://www.deepspacesparkle.com)

**Recommended Instructional Activities:**
- Design a portrait or landscape
- Claude Monet's bridge multi-media painting
- Explore the work of African American artists

**Extension Strategies/Activities:**
- Explore different painting techniques used in famous works of art.
- Display student works in spring art show

**Modification Strategies/Activities:**
- Follow instructions of IEPs and 504 plans and modify where necessary
- Assist all students as needed.
- Modify projects according to skill level

**Cross-curricular Connections/Standards:**
- Library/Language Arts

**Suggested Assessments:**
- Performance Task:
- Teacher graded rubrics
- Other Assessment Evidence:
- Oral class discussion/class critique
- Observation of student work, effort, and use of time
- Class participation

**Grade 4 Visual Arts Curriculum**

**Theme/Unit:**
- Clay Hand-Building

**Suggested Sequence:**
- September - June

**NJCCCS:**
1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music,
theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.

| Big Ideas: | Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. |
| Essential Questions: | How does creating art differ from viewing art? |
| Enduring Understandings: | The artistic process can lead to unforeseen or unpredictable outcomes. |

| Knowledge, Skills, and Instructional Objectives: | Students will be able to: |
| Instructions Materials/Resources: | construct a clay project using proper hand building techniques. |
| | choose and use the proper tools during the construction of a clay project. |
| | Clay supplies and tools |
| | Teacher and student project samples |
| | Posters |
| | Glaze selection chart |
| | Various colors of glaze |
| | Picture books |

| Suggested Vocabulary: | Clay | Potters Needle |
| | Slip | Coil |
| | Fettling Knife | Bisque Fire |
| | Glaze Fire | Kiln |

| Technology: | Internet resources |

| Recommended Instructional Activities: | Coil Pot |

| Extension Strategies/Activities: | Discuss the changes that take place during both bisque and a glaze firing. |
| | Examine the kiln and demonstrate how it works. |
| | Discuss problem solving in ceramics. |
| | Spring Art Show display for all students |

| Modification Strategies/Activities: | Projects are modified according to gravel and skill level. |
| | Follow instructions of IEP’s and 504 plans and modify where necessary. |
| | Assist all students as needed. |
| | Provide both visual and oral prompts during instruction. |

| Cross-curricular Connections/Standards: | Library |

| Suggested Assessments: | Performance Task: |
| | Teacher graded rubrics |

| Other Assessment Evidence: | Oral class discussion about projects and class critique |
| | Observation of student work, effort, and use of time |
### Grade 5 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit: Clay Hand-building</th>
<th>Suggested Sequence: 5 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCCS:</strong></td>
<td><strong>Big Ideas:</strong></td>
</tr>
<tr>
<td>1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</td>
<td>An understanding of the elements and principles of art is essential to the creative process and artistic production.</td>
</tr>
<tr>
<td>1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</td>
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</tr>
<tr>
<td>1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</td>
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</tr>
<tr>
<td>1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.</td>
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<tr>
<td>1.4.5.A.2 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</td>
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<tr>
<td>1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</td>
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</tbody>
</table>

**Essential Questions:**
- How do underlying structures unconsciously guide the creation of art works?

**Knowledge, Skills, and Instructional Objectives:**
- Students will be able to create a clay Ganesh figure using the pinch pull technique of hand building.

**Instructional Materials/Resources:**
- We will discuss the sculpture of Ganesha and its cultural significance to the Hindu people of India.
- We will discuss other lucky icons used in their lives (four left lover).
- We will create Ganesha from clay using the pinch pull method of hand building.
- After work has dried and is fired, we will decorate the clay with gems, glitter, and paint to portray all of the powerful attributes that Ganesha needs to destroy obstacles in life.

**Suggested Vocabulary:**
- Icon
- Good fortune
- Mudra
- Lotus Flower

**Technology:**
- Online videos of Ganesha’s festival

**Recommended Instructional Activities:**
- Clay pinch-pull method
- Clay slab method
- Using slip properly
- Using clay tools correctly
- Creating their personal style in this clay project

**Extension Strategies/Activities:**
- Ganesh sculpture at the Philadelphia Museum of Art

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:** Language Arts

**Suggested Assessments:**
- Clay Rubric
## Grade 5 Visual Arts Curriculum

### Theme/Unit: Critique

**Suggested Sequence:** 8 mins. Daily

**NJCCCS:**
- 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
- 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

**Big Ideas:**
Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

**Essential Questions:**
- When is art criticism vital and when is it beside the point?

**Enduring Understandings:**
- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

**Knowledge, Skills, and Instructional Objectives:**
Student will be able to create an oral presentation based on analytical critique of a painting in the room. Students will be able to create presentations that will dramatize a painting into a television news report known as WMSTV to include an opening statement, location, and an interview with a witness.

**Instructional Materials/Resources:**
- Prints by artists displayed in the room.

**Suggested Vocabulary:**
- dramatize

**Technology:**
Knowledge of television news presentations.

**Recommended Instructional Activities:**
- Students will choose a painting from around the room.
- Use a rubric and terms/skills learned in class to create an analytical critique
- Use examples from WMSTV clips to add presentation and drama elements and create a news repost about the chosen painting
  - Include: opening, location, witness interview, design elements and technique
- Present news report through WMSTV

**Extension Strategies/Activities:**
- WMSTV presentation and use
- Ask after presentation what design elements were used

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:**
- Technology

**Suggested Assessments:**
- Critique Rubric

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### Theme/Unit: Cultural/ Japanese Teahouse

**Suggested Sequence:** 4-5 Sessions

**NJCCCS:**
- 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make
cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

**Big Ideas:**
In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

**Essential Questions:**
• Culture affects self-expression, whether we realize it or not.

**Enduring Understandings:**
• Does art define culture or does culture define art?

**Knowledge, Skills, and Instructional Objectives:**
- Students will be able to discuss and identify the characteristics of the architecture of the Japanese teahouse in the collection at the Philadelphia Museum of Art during the class trip.
- Students will be able to create a Japanese teahouse using design elements with scratchboard, construction paper and other art supplies.
- Students will be able to create work that will reflect the beliefs and viewpoints of the Japanese culture.
- Students will be able to demonstrate an understanding of the functions of the architectural details in this structure.

**Instructional Materials/Resources:**
- Model Japanese teahouse
- Scratchboard
- Construction paper
- Scissors
- Origami paper
- Colored pencils
- glue

**Suggested Vocabulary:**
- Teahouse
- architecture
- Line design
- scratchboard
- Various terminology introduced at the tea ceremony:
  - Geta shoes
  - Kyoto
  - sun ka raku
- Shinto
- kimono
- Tea host/hostess
- shogun

**Technology:**
- Online review of taiko drumming and Zen gardens

**Recommended Instructional Activities:**
- Students will start by visiting the Japanese Teahouse in the Philadelphia Museum of Art.
- Students will discuss the unique architectural aspects that make the teahouse unique and a work of Japanese art.
- Students will use knowledge of Japanese architecture to create a teahouse on a scratchboard
  - Students are to include various symbols of Japanese culture
- The scratchboard must then be presented to the class and explained to show understanding of culture

**Extension Strategies/Activities:**
- Students will participate in an authentic Japanese Tea Ceremony as a closing activity. The art room will be transformed into a Japanese tea house and students will wear kimonos or hopi coats, drink tea and enjoy sweets and music from Japan

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:**
- Social Studies

**Suggested Assessments:**
- Critique Rubric
<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
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<tbody>
<tr>
<td>Picasso/ Design Elements</td>
<td>8 sessions</td>
</tr>
</tbody>
</table>

**NJCCCS:**

1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
- How do underlying structures unconsciously guide the creation of art works?

**Enduring Understandings:**
- Underlying structures in art can be found via analysis and inference.

**Knowledge, Skills, and Instructional Objectives:**
- Students will be able to create a design using cubist-style forms based on their study of the *Three Musicians* by Pablo Picasso.
- Students will be able to illustrate appropriate level drawing skills, pattern use, color repetition and 3-d forms.

**Instructional Materials/Resources:**
- Cubist style model art
- Pablo Picasso Art
- *Three Musicians* by Pablo Picasso

**Suggested Vocabulary:**
- Cubism
- value
- geometric
- pattern
- repetition
- balance
- realism
- overlapping

**Technology:**
- [http://www.zyama.com/index.htm](http://www.zyama.com/index.htm)
- [www.pbskids.org/africanian/piano](http://www.pbskids.org/africanian/piano)

**Recommended Instructional Activities:**
- Students will start with comparing cubist style painting and identifying cubist elements
- Students will discuss the unique aspects of *Three Musicians* by Pablo Picasso
- Students will create the a cubist style design using the following
  - Illustrate appropriate level drawing skills, pattern use, color repetition and 3-D forms.
  - Use of African masks in the art room
  - Musical instruments from Africa

**Extension Strategies/Activities:**
We will visit the Philadelphia Museum of Art and see the original “Three Musicians”. Students will participate in a role playing activity. The “curator” of the Philadelphia Museum of Art will debate with the “curator” of the Museum of Modern Art and

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time
debate which version of the Three Musicians is the better painting.

Cross-curricular Connections/Standards:
Language Arts

Suggested Assessments:
Picasso Rubric

<table>
<thead>
<tr>
<th>Grade 6 Visual Arts Curriculum</th>
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<tbody>
<tr>
<td><strong>Theme/Unit:</strong></td>
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<tr>
<td>Drawing</td>
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<tr>
<td><strong>NJCCCS:</strong></td>
</tr>
<tr>
<td>1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</td>
</tr>
<tr>
<td>1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals</td>
</tr>
<tr>
<td><strong>Big Ideas:</strong></td>
</tr>
<tr>
<td>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</td>
</tr>
<tr>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>• How do underlying structures unconsciously guide the creation of art works?</td>
</tr>
<tr>
<td><strong>Knowledge, Skills, and Instructional Objectives:</strong></td>
</tr>
<tr>
<td>Students will be able to create a drawing in colored pencil using shading techniques of 3-D forms.</td>
</tr>
<tr>
<td><strong>Instructional Materials/Resources:</strong></td>
</tr>
<tr>
<td>Drawing paper</td>
</tr>
<tr>
<td>Colored pencils</td>
</tr>
<tr>
<td>3-D forms</td>
</tr>
<tr>
<td>T squares</td>
</tr>
<tr>
<td>Rulers</td>
</tr>
<tr>
<td><strong>Recommended Instructional Activities:</strong></td>
</tr>
<tr>
<td>• Students will start with comparing various 3-D styles by various artists</td>
</tr>
<tr>
<td>• Students will discuss the unique aspects of 3-D design</td>
</tr>
<tr>
<td>• Students will create their own 3-D design which will include the following: illustrate appropriate level drawing skills, pattern use, color repetition and 3-d forms.</td>
</tr>
<tr>
<td><strong>Extension Strategies/Activities:</strong></td>
</tr>
<tr>
<td>Identify other works which include the same 3-D elements used in student designs.</td>
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<tr>
<td><strong>Cross-curricular Connections/Standards:</strong></td>
</tr>
<tr>
<td>Language Arts, Technology</td>
</tr>
<tr>
<td><strong>Suggested Assessments:</strong></td>
</tr>
<tr>
<td>3-D design elements rubric</td>
</tr>
</tbody>
</table>
### Grade 6 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay Hand building</td>
<td>7 sessions</td>
</tr>
</tbody>
</table>

#### NJCCCS:
1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3 - Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

#### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

#### Essential Questions:
- Does art define culture or does culture define art?

#### Enduring Understandings:
- Culture affects self-expression, whether we realize it or not.

#### Knowledge, Skills, and Instructional Objectives:
Students will be able to
- Create a clay castle using the coil, pinch-pull method of hand building learned in 5th grade.
- Choose a theme for their castle, such as a snow castle, haunted castle or underwater castle.
- Fire and glaze and then decorate their work with decorative materials to reflect their theme.

#### Instructional Materials/Resources:
- Pictures various castles
- Clay
- Various design examples

#### Suggested Vocabulary:
- Clay hand building
- Proportion
- Positive space
- Negative space

#### Technology:
- Internet resources

#### Recommended Instructional Activities:
- Students will start by reviewing the pinch-pull clay method.
- Students will review various design elements found in different castles.
- Students will create their castle using the pinch-pull method.
- The clay then must be dried and then fired.
- The work will then be glazed with 4 coats of glaze and fired again.
- After the final glaze firing, students will detail with glitter, paint pens, and gems to reflect their various design elements.

#### Extension Strategies/Activities:
- Various castles from around the world; England, Japan, Mexico

#### Modification Strategies/Activities:
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

#### Cross-curricular Connections/Standards:
- Language Arts

#### Suggested Assessments:
- Clay Rubric
### Theme/Unit: Balsa Foam Carvings

**Suggested Sequence:** 6 Sessions

**NJCCCS:**
- 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- 1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- 1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
- How do underlying structures unconsciously guide the creation of art works?
- Does are have boundaries?

**Enduring Understandings:**
- Underlying structures in art can be found via analysis and inference.

**Knowledge, Skills, and Instructional Objectives:**
Students will be introduced to the concept of subtractive carving and negative space. Examples of these are provided for visual understanding. A sketch will show that they are ready to proceed with the carving activity. Stylus pens will be used to carve the Balsa foam block into a sculpture. Work will be painted with tempera paint and also have a painted or construction paper background that shows symmetry and balance.

**Instructional Materials/Resources:**
- Balsa form, stylus pens, tempera paints, newspapers.
- Examples of bas-relief sculptures from different cultures.

**Suggested Vocabulary:**
- Symmetry, balance, negative space, positive space, bas-relief sculpture.

**Technology:**
- Online websites that depict bas-relief sculpture.

**Recommended Instructional Activities:**
- Carving, painting, designing, collage

**Extension Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:**
- Technology

**Suggested Assessments:**
- Critique Rubric

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### Grade 6 Visual Arts Curriculum

### Theme/Unit: Cultural/ Serengeti

**Suggested Sequence:** 5 Sessions

**NJCCCS:**
- 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical,
**Big Ideas:**
In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

**Essential Questions:**
- Culture affects self-expression, whether we realize it or not.

**Enduring Understandings:**
- Does art define culture or does culture define art?

**Knowledge, Skills, and Instructional Objectives:**
Students will be able to:
- Create a landscape based on research of the animals, vegetation, and cultural aspects of the Serengeti plains in Africa.

**Instructional Materials/Resources:**
- Construction paper
- Pictures of the Serengeti

**Suggested Vocabulary:**
- Serengeti
- Plains
- vegetation

**Technology:**
- [http://www.serengeti.org/animals.html](http://www.serengeti.org/animals.html)
- [http://pbskids.org/africa/piano/piano.html](http://pbskids.org/africa/piano/piano.html)

**Recommended Instructional Activities:**
- Students will start by viewing pictures of animals and plants in the African Serengeti
- Students will discuss the elements of landscape in the Serengeti
- Students will use knowledge of the Serengeti to create an accurate landscape
  - Students are to include various plants and animals found within

**Extension Strategies/Activities:**

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:**
- Social Studies

**Suggested Assessments:**
- Culture Rubric

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**Grade 7 Visual Arts Curriculum**

**Unit:** Acrylic Painting

**Suggested Sequence:** 8 - 10 sessions

**NJCCCS:**

1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
How does creating and performing in the arts differ from viewing the arts?

**Enduring Understandings:**
Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

**Knowledge, Skills, and Instructional Objectives:**
Student will be able to create an acrylic landscape painting that will demonstrate the concepts of distance and color mixing techniques.

**Instructional Materials/Resources:**
References of landscapes
painting supplies

**Suggested Vocabulary:**
Horizon line
Foreground
background

**Technology:**
Paintings will be scanned onto computer and a digital image for a notecard will be created by the student using Publisher.

**Recommended Instructional Activities:**
1. Students will start by viewing pictures of various landscapes
2. Students will discuss composition of a landscape.
3. Students will review the concepts of distance within paintings
4. Students will experiment with color mixing by creating secondary and tertiary colors, color values, and understanding hues and complementary colors

**Extension Strategies/Activities:**
Work will be developed into blank note cards and sold to parents to benefit a charity. Cards will be donated to the local senior citizens at our holiday dinner.

**Modification Strategies/Activities:**
Extra help as needed
Modified directions or assignments
Modified rubrics
Extended time

**Cross-curricular Connections/Standards:** Language Arts, Geography

**Suggested Assessments:**
Acrylic Painting Rubric

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**Grade 7 Visual Arts Curriculum**

**Unit:**
Clay Hand building

**Suggested Sequence:**
8 sessions

**NJCCCS:**
1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals

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

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

**Big Ideas:**
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
### Mount Holly Township Public Schools
### Visual Arts Curriculum Guide

<table>
<thead>
<tr>
<th>Essential Questions: Does art define culture or does culture define art?</th>
<th>Enduring Understandings: Culture affects self-expression, whether we realize it or not.</th>
</tr>
</thead>
</table>

| Knowledge, Skills, and Instructional Objectives: Students will be able to create a clay bus with passengers and cargo in the style of the Latin American Tap Taps using hand building techniques. |

| Instructional Materials/Resources: Examples of Tap Taps from Haiti Book: Tap Tap | Suggested Vocabulary: Clay hand building terminology |
| Technology: Internet resources |

<table>
<thead>
<tr>
<th>Recommended Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review examples of Tap Taps and review the book “Tap Taps.” Discuss examples.</td>
</tr>
<tr>
<td>• Create 5 clay images for the rooftop that pertain to the student.</td>
</tr>
<tr>
<td>• Roll out the slab of the bus; add clay images to the roof and other clay embellishments.</td>
</tr>
<tr>
<td>• Clay must be dried and fired. Glaze coat is next and a final firing.</td>
</tr>
<tr>
<td>• Glazed clay is embellished with Jazz Glass paint for final details.</td>
</tr>
</tbody>
</table>

| Extension Strategies/Activities: Various images of Tap Taps from around the world |
| Modification Strategies/Activities: Extra help as needed |
| Modified directions or assignments |
| Modified rubrics |
| Extended time |

| Cross-curricular Connections/Standards: Language Arts |
| Suggested Assessments: Clay Rubric |

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### Grade 7 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Unit: Drawing</th>
<th>Suggested Sequence: 8 sessions</th>
</tr>
</thead>
</table>

| NJCCCS: 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. |

| Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. |

| Essential Questions: How do underlying structures unconsciously guide the creation of art works? | Enduring Understandings: Underlying structures in art can be found via analysis and inference. |

| Knowledge, Skills, and Instructional Objectives: Students will be able to create a drawing of a 3-D stuffed animal with shading from direct observation. |

| Instructional Materials/Resources: Drawing paper Colored pencils Stuffed animals | Suggested Vocabulary: 3-D forms, smudge, pencil values, highlight, Core values, cast shadow |
| Technology: Online drawing websites and video sites |

<table>
<thead>
<tr>
<th>Recommended Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will start by reviewing various 3-D shapes</td>
</tr>
<tr>
<td>• Students will discuss the unique aspects of each stuffed animal</td>
</tr>
<tr>
<td>• Students will review and experiment with shading techniques using drawing pencils</td>
</tr>
<tr>
<td>• Students will create their own 3-D design which will include the following</td>
</tr>
</tbody>
</table>
• Basic shapes combine to create the animal's form
• 3-D form is defined by use of shading, using highlighted and shaded areas.
• Light, medium, and dark values.

**Extension Strategies/Activities:**
Identify other works which include the same 3-D elements used in student designs.

**Modification Strategies/Activities:**
Extra help as needed
Modified directions or assignments
Modified rubrics
Extended time

**Cross-curricular Connections/Standards:**
Language Arts, Technology

**Suggested Assessments:**
3-D design elements rubric

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**Grade 8 Visual Arts Curriculum**

**Theme/Unit:**
Clay Hand building

**Suggested Sequence:**
8 sessions

**NJCCCS:**
1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.6 - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

**Big Ideas:**
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**
- Does art define culture or does culture define art?

**Enduring Understandings:**
- Culture affects self-expression, whether we realize it or not.

**Knowledge, Skills, and Instructional Objectives:**
Students will be able to create a tile mosaic from a clay slab using hand building techniques.

**Instructional Materials/Resources:**
- Examples of previous student tiles
- Clay
- Glaze
- Hand building supplies

**Suggested Vocabulary:**
- Clay hand building terminology
- Glaze

**Technology:**
- Online websites for hand building clay

**Recommended Instructional Activities:**
- Students will start by reviewing the slab clay method
- Students will review examples of previous tiles
- Students will create their tile using the slab method
- The clay then must be dried and then fired.
- The work will then be glazed with 4 coats of glaze and fired again.
- After the final glaze firing, students will detail with glitter, paint pens, and gems to reflect their various design elements
### Extension Strategies/Activities:
Examples of tile are from references

### Modification Strategies/Activities:
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

### Cross-curricular Connections/Standards:
Language Arts

### Suggested Assessments:
Clay Rubric

### Grade 8 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Suggested Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>8 sessions</td>
</tr>
</tbody>
</table>

#### NJCCCS:

- **1.3.8.D.1** - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusory depth, value, and pattern).
- **1.3.8.D.2** - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- **1.3.8.D.5** - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
- **1.3.8.D.6** - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

#### Big Ideas:
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

#### Essential Questions:
- How do underlying structures unconsciously guide the creation of art works?

#### Enduring Understandings:
- Underlying structures in art can be found via analysis and inference.

#### Knowledge, Skills, and Instructional Objectives:
Students will be able to create and design a 3-D mask from Pariskraft and design it using art elements and principles of design.

#### Instructional Materials/Resources:
- Jazz glass paint
- Mask supplies for Pariskraft

#### Suggested Vocabulary:
- Pattern
- color values
- Repetition
- balance
- Unity
- repetition
- Symmetrical
- asymmetrical

#### Technology:
Students can research balance and motifs online

#### Recommended Instructional Activities:
- Students will start by reviewing symmetrical/asymmetrical balance
- Students will discuss the unique aspects of using Pariskraft
- Students will review the concept of repetition of a motif
- Students will create their own 3-D design which will include the following
  - Appropriate art elements and principles of design as identified on rubric
  - Repetition of a pattern, asymmetrical balance, advanced motifs

#### Extension Strategies/Activities:
- Identify other works which include the repetition and balance. Identify masks of different cultures

#### Modification Strategies/Activities:
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time
### Grade 8 Visual Arts Curriculum

<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Sequence:</strong></td>
<td>5-6 sessions</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</tr>
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<tbody>
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</table>

**Big Ideas:**
Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

#### Essential Questions:
- How do underlying structures unconsciously guide the creation of art works?

#### Enduring Understandings:
- Underlying structures in art can be found via analysis and inference.

#### Knowledge, Skills, and Instructional Objectives:
Students will be able to create a still life drawing of 3-D forms using color values and shading.

<table>
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<tr>
<th>Instructional Materials/Resources:</th>
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<tbody>
<tr>
<td>Drawing paper</td>
</tr>
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<td>Colored pencils</td>
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<tr>
<th>Suggested Vocabulary:</th>
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<tbody>
<tr>
<td>Composition</td>
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<tr>
<td>Overlapping</td>
</tr>
<tr>
<td>Shading</td>
</tr>
<tr>
<td>Color values</td>
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<tr>
<td>Tone</td>
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**Technology:**
Use 3-D design assist programs

<table>
<thead>
<tr>
<th>Recommended Instructional Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will start by reviewing various 3-D styles</td>
</tr>
<tr>
<td>Students will choose a still life object to draw</td>
</tr>
<tr>
<td>Students will discuss the unique aspects of their individual chosen object</td>
</tr>
<tr>
<td>Students will review and experiment with shading techniques and color values</td>
</tr>
<tr>
<td>Students will create their own 3-D design which will include the following</td>
</tr>
<tr>
<td>- Appropriate shading from direct observation and color values</td>
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### Cross-curricular Connections/Standards:
Language Arts, Technology

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### Grade 8 Visual Arts Curriculum

**Theme/Unit:** Paper Mache’ Animal Sculptures  
**Suggested Sequence:** 6 sessions

**NJCCCS:**
- 1.1.8.D.1- Describe the intellectual and emotional significance conveyed by the application of the elements of Art and principles of design in different historical eras and cultures.
- 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- 1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- 1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

**Big Ideas:**
An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**
- Does art have boundaries?

**Enduring Understandings:**
- Underlying structures in art can be found via analysis and inference.

**Knowledge, Skills, and Instructional Objectives:**
- Students will create a design for a Paris Kraft mask that depicts asymmetrical balance and repletion using cultural inspirations for their motifs.
- Students will create the mask using Paris Kraft using paints and decorative supplies and will have a background that depicts balance and repetition.

**Instructional Materials/Resources:**
- Newspapers
- Masking tape
- Wallpaper paste
- Dowels tempera paint
- Beads
- Yarn
- Examples of paper

**Suggested Vocabulary:**
- Repetition
- Form
- Unity
- Motif
- Sculpture

**Technology:**
- [www.monkeybiz.co.za](http://www.monkeybiz.co.za)
  
  students are to research online for African patterns

**Recommended Instructional Activities:**
- View and discuss examples of paper mache
- Review paper mache techniques
- Design paper mache animals

**Extension Strategies/Activities:**
- Design paper mache museum to display paper mache animals

**Modification Strategies/Activities:**
- Extra help as needed
- Modified directions or assignments
- Modified rubrics
- Extended time

**Cross-curricular Connections/Standards:** Social Studies, cross-cultural connections

**Suggested Assessments:**
- Paper Mache’ Animal Sculptures Rubric