



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT ART

COURSE K to 5

## **Curriculum Development Timeline**

**School:** Township of Ocean Elementary Schools

**Course:** Art, Grades K-5

**Department:** Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2007	Justine Salvo	Update Standards
July 2010	Victor Milano	Update Standards
December 2017	Victor Milano	Update Standards
March 2019	Victor Milano	Review
August 2021	Victor Milano	Alignment to Standards & Revisions

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DEPARTMENT ART

COURSE K to 5

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Elements and Principles of Art	21	Creation of Art
2	Elements and Principles of Art	22	Creation of Art
3	Elements and Principles of Art	23	Creation of Art
4	Elements and Principles of Art	24	Creation of Art
5	Elements and Principles of Art	25	Aesthetics
6	Elements and Principles of Art	26	Aesthetics
7	Elements and Principles of Art	27	Aesthetics
8	Elements and Principles of Art	28	Aesthetics
9	History and Culture	29	Aesthetics
10	History and Culture	30	Aesthetics
Week	Marking Period 2	Week	Marking Period 4
11	History and Culture	31	Aesthetics
12	History and Culture	32	Aesthetics
13	History and Culture	33	Critique
14	History and Culture	34	Critique
15	History and Culture	35	Critique
16	History and Culture	36	Critique
17	Creation of Art	37	Critique
18	Creation of Art	38	Critique
19	Creation of Art	39	Critique
20	Creation of Art	40	Critique

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DEPARTMENT ART

COURSE K to 5

Core Instructional & Supplemental Materials including various levels of Texts

Various Types of Paper, Paint, Pastels, Colored Pencils, Brushes, Markers, Crayons, Glue, Scissors, clay, Kiln, Artistic Prints, Books about Artists, Yarn, Pinterest Art Community, Google Arts & Culture Site, Virtual Art Field Trips (List at End of Document) Chrome Books, Google Slides, You Tube for Teacher Videos & Online Murals.

Time Frame - 8  
Weeks/8 Classes

Grades K - 2

### Topic

**Art Has Structure:** Elements and Principles of Art

### Alignment to Standards

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### Learning Objectives and Activities

Students will be able to:

1. Know the elements of art.
2. Know the design principles of pattern and balance.
3. How to recognize the art elements and design principles in works of art.
4. Know how the elements of art and principles of design are used in creating works of art.
5. Know that basic elements of art and principles of design govern art creation and composition.
6. Recognize that the basic elements of art and principles of design is the initial step toward visual literacy.
7. Identify art elements and basic design principles in works of art.
8. Explain how art elements and design principles are used in works of art.
9. Create works of art using art elements and basic design principles.

### Assessments

**Formative:** Checklist of art skills, Participation in guided discussions, Teacher

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DEPARTMENT ART

COURSE K to 5

### Observation

**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

**Benchmark: Initial Art Benchmark Given in September**

### Interdisciplinary Connections

- Mathematics – using measurement in creating designs – 2.MD.A1-4
- Science – Develop sketches, drawings and physical models to illustrate shapes. – K-2-ETS1-2

### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Technology Integration

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

### Career Education

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- Apply appropriate academic and technical skills. – CRP2
- Communicate clearly and effectively and with reason. - CRP4
- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8

Grades K - 2

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DEPARTMENT ART

COURSE K to 5

weeks - 8 classes	
Topic	
<b>Art Has Historical and Multicultural Components: History and Culture</b>	
Alignment to Standards	
<ul style="list-style-type: none"><li>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</li><li>1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</li></ul>	
Learning Objectives and Activities	
<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Understand how the people of different cultures think and feel about art.</li><li>2. Understand how people from different historical periods think and feel about art.</li><li>3. Identify unique characteristics/themes in works of art from different cultures.</li><li>4. Know what unique characteristics/themes can be identified in works of art from different historical periods.</li><li>5. Understand how historic events influence art.</li><li>6. Understand that cultural beliefs and values influence art.</li><li>7. Identify that artwork from different cultures and historical periods has distinct characteristics and common themes.</li><li>8. Identify general characteristics of artworks and themes from various historical periods and world cultures.</li><li>9. Recognize art as a reflection of culture.</li><li>10. Communicate responses to works of art.</li></ol>	
Assessments	
<b><u>Formative:</u> Checklist of art skills, Participation in guided discussions, Teacher Observation</b>	
<b><u>Summative:</u> Rubrics of Works of Art used on Art Journal &amp; Small Projects</b>	
Interdisciplinary Connections	
<ul style="list-style-type: none"><li>Social Studies: 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture</li></ul>	





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DEPARTMENT ART

COURSE K to 5

- Social Studies: 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Technology Integration

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

### Career Education

*All students will demonstrate how to:*

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- Communicate clearly and effectively and with reason. - CRP4
- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades K - 2

### Topic

**Creation of Art: Art Is For Making Images**

Alignment to Standards

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DEPARTMENT ART

COURSE K to 5

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
- 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

### Learning Objectives and Activities

**Students will be able to:**

1. **Understand what kind of tools and materials artists work with and how they are used.**
2. **Know what kind of mediums artists work with and how they are used.**
3. **Know what the elements of art are and how artists use them.**
4. **Know what the steps in the creative process are.**
5. **Understand that all visual art evolves from the basic elements of art.**
6. **Know that many types of art mediums, materials, tools, processes and methods are available for creating works of art.**
7. **Know that each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary.**
8. **Use the elements of art in a variety of art mediums.**
9. **Demonstrate a basic knowledge of simple materials, tools and methods.**
10. **Use basic art vocabulary.**
11. **Generate work based on selected themes.**

### Assessments

**Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation**

**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

### Interdisciplinary Connections

- Mathematics – Creating Shapes and Understanding their Attributes – 2.G.A.1
- Science – Develop sketches, drawings and physical models to illustrate shapes. – K-2-ETS1-2

**Career Readiness, Life Literacies, and Key Skills**

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COURSE K to 5

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

### Technology Integration

- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

### Career Education

*All students will demonstrate how to:*

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- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades K - 2

### Topic

### Aesthetics: **Art Is For Appreciation**

### Alignment to Standards

- 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

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COURSE K to 5

- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

### Learning Objectives and Activities

**Students will be able to know:**

1. **What is art?**
2. **Who makes art?**
3. **Why do people make art?**
4. **What can art from different times and places tell us?**
5. **How can one respond to a work of art?**
6. **Art forms/artists have distinct characteristics.**
7. **The concept of beauty may vary according to time period and culture.**
8. **The meaning communicated by art may vary according to time period and culture.**
9. **Art can reflect personal feelings.**
10. **Use imagination to create a story based on an arts experience.**
11. **Use basic art vocabulary to describe works of art.**
12. **Examine culturally and historically diverse works of art.**
13. **Communicate opinion regarding visual art based on observation.**
14. **Communicate responses to works of art.**
15. **Recognize that artists express thoughts, ideas, values and feelings in visual art.**
16. **Identify art elements and basic design principles in a work of art.**
17. **Explain how art elements and basic design principles are used in works of art.**
18. **Compare and Contrast when talking about diverse types of artwork.**
19. **Identify characteristics of the artists who create exemplary works of art.**

### Assessments

**Formative:** Art Games, Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

### Interdisciplinary Connections

- ELA: SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Career Readiness, Life Literacies, and Key Skills

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- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades K - 2

### Topic

### Art Is For Understanding

### Alignment to Standards

- 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details,

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DEPARTMENT ART

COURSE K to 5

mood, and formal characteristics.

- 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

### Learning Objectives and Activities

Students will be able to know:

1. **What vocabulary words are needed when looking at and talking about art?**
2. **What do you see when you look at a work of art?**
3. **How do we know if an artwork is successful?**
4. **Can there be more than one opinion about a work of art?**
5. **What is the theme or main subject in a work of art?**
6. **Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.**
7. **Examination of the art elements provides a foundation for developing informed opinions regarding works of art.**
8. **Talking about art helps to promote artistic creativity and artistic creation helps children talk about art.**
9. **Identification of criteria for evaluating works of art results in deeper understanding of art and art making.**
10. **Use basic art vocabulary to talk about art.**
11. **Identify the main subject or theme in works of art.**
12. **Identify the art elements and examine how they were used.**
13. **Reflect on art-making experiences. Compare and contrast works of art.**
14. **Describe the general characteristics of works of art.**

### Assessments

**Formative:** Art Games, Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

**Benchmark:** Final Benchmark Given to Students To Assess Growth

### Interdisciplinary Connections

- ELA - Determine a central idea or theme of a text and analyze their development; summarize a key supporting detail and idea. - NJSLA.R2

Career Readiness, Life Literacies, and Key Skills

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- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades 3 - 5

### Topic

Elements and Principles of Art: **Art Has Structure**

### Alignment to Standards

- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

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COURSE K to 5

### Learning Objectives and Activities

**Students will be able to know:**

1. What art elements and design principles can be recognized in works of art?
2. How are the elements of art and principles of design used in creating works of art?
3. Which art elements and design principles can be recognized in the objects and spaces in our everyday lives?
4. The basic elements of art and principles of design govern art/design creation and composition.
5. Recognition of the basic elements of art and principles of design is the initial step towards visual literacy.
6. Identify art elements and basic design principles in works of art.
7. Explain how art elements and design principles are used in works of art.
8. Create works of art using art elements and basic design principles.

### Assessments

**Formative:** Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

### Interdisciplinary Connections

- Mathematics – Students will create sketches and drawings and identify lines and angles. 4.G.A.1 & 3

### Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

### Technology Integration

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DEPARTMENT ART

COURSE K to 5

- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

### Career Education

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- Apply appropriate academic and technical skills. – CRP2
- Communicate clearly and effectively and with reason. - CRP4
- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades 3 - 5

### Topic

### Art Has Historical and Multicultural Components

### Alignment to Standards

- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

### Learning Objectives and Activities

**Students will be able to know:**

1. **How do people of different cultures think and feel about art?**

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2. **How did the people from different historical periods think and feel about art?**
3. **What unique characteristics/themes can be identified in works of art from different cultures?**
4. **What unique characteristics/themes can be identified in works of art from different historical periods? Historic events influence art.**
5. **Cultural beliefs and values influence art.**
6. **Artwork from different cultures and historical periods has distinct characteristics and common themes.**
7. **The contributions of an individual artist can sometimes influence a generation of artists and create a new art genre.**
8. **What impact can an individual artist have on society and other artists?**
9. **Identify general characteristics of artworks and themes from various historical periods and world cultures.**
10. **Recognize art as a reflection of culture.**
11. **Communicate responses to works of art.**

### Assessments

**Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation**

**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

### Interdisciplinary Connections

- Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)

### Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

### Technology Integration

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DEPARTMENT ART

COURSE K to 5

- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

### Career Education

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- Apply appropriate academic and technical skills. – CRP2
- Communicate clearly and effectively and with reason. - CRP4
- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades 3 - 5

### Topic

### Creation of Art: Art Is For Making Images

### Alignment to Standards

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

### Learning Objectives and Activities

**Students will be able to know:**

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Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT ART

COURSE K to 5

1. What kind of tools and materials do artists work with and how are they used?
2. What kind of mediums do artists work with and how are they used?
3. How do artists use the elements of art and basic principles of design?
4. What are the steps in the creative process?
5. Why do artists choose different types of tools, materials and mediums to create works of art?
6. All visual art evolves from the basic elements of art.
7. Many types of art mediums, materials, tools, processes and methods are available for creating works of art.
8. Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary.
9. The characteristics and physical properties of the various materials used for art-making present infinite possibilities for personal expression.
10. Use the elements of art and basic principles of design in a variety of art mediums and disciplines.
11. Demonstrate a basic knowledge of simple materials, tools and methods.
12. Use basic art vocabulary.
13. Generate work based on selected themes.
14. Practice visual problem solving.
15. Compose works of art in response to characteristics observed in the art of various cultures and historical periods.

### Assessments

**Formative:** Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

### Interdisciplinary Connections

- Science: 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

### Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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COURSE K to 5

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

### Technology Integration

- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

### Career Education

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- Apply appropriate academic and technical skills. – CRP2
- Communicate clearly and effectively and with reason. - CRP4
- Demonstrate creativity and innovation. - CRP6
- Utilize critical thinking to make sense of problems and persevere in solving them. – CRP 8
- Use technology to enhance productivity. – CRP11

Time Frame 8  
weeks - 8 classes

Grades 3 - 5

### Topic

### **Aesthetic: Art Is For Appreciation**

### Alignment to Standards

- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of

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COURSE K to 5

an individual or society.

- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

### Learning Objectives and Activities

**Students will be able to know:**

1. **What is art?**
2. **Who makes art?**
3. **Why do people make art?**
4. **What can art from different times and places tell us?**
5. **How can one respond to a work of art?**
6. **How do personal experiences and cultural background influence the way people respond to works of art?**
7. **Art forms/artists have distinct characteristics.**
8. **The concept of beauty may vary according to time period and culture.**
9. **The meaning communicated by art may vary according to time period and culture.**
10. **Art can reflect personal feelings.**
11. **Use basic art vocabulary to describe works of art.**
12. **Examine culturally and historically diverse works of art.**
13. **Communicate opinion regarding visual art based on observation.**
14. **Communicate responses to works of art.**
15. **Recognize that artists express thoughts, ideas, values and feelings in visual art.**
16. **Identify art elements and basic design principles in a work of art.**
17. **Explain how art elements and basic design principles are used in works of art.**

### Assessments

**Formative:** Interactive Games, Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

### Interdisciplinary Connections

- Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)

Career Readiness, Life Literacies, and Key Skills

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Time Frame 8  
weeks - 8 classes

Grades 3 - 5

### Topic

### Critique: Art Is For Understanding

### Alignment to Standards

- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
- 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

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- 1.5.5.Re7b: Analyze visual arts including cultural associations
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

### Learning Objectives and Activities

**Students will be able to know:**

1. What vocabulary words are needed when looking at and talking about art?
2. What should you look for and consider when you examine works of art?
3. How do we know if an artwork is successful?
4. Can there be more than one opinion about a work of art?
5. What is the theme or main subject in a work of art?
6. Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.
7. Examination of the art elements provides a foundation for developing informed opinions regarding works of art.
8. Talking about art helps to promote artistic creativity and artistic creation helps children talk about art.
9. Identification of criteria for evaluating works of art results in deeper understanding of art and art making.
10. Use basic art vocabulary to talk about art.
11. Identify the main subject or theme in works of art.
12. Identify the art elements and examine how they were used.
13. Reflect on art-making experiences.
14. Compare and contrast works of art.
15. Describe the general characteristics of works of art.

### Assessments

**Formative:** Interactive Games, Checklist of art skills, Participation in guided discussions, Teacher Observation

**Summative:** Rubrics of Works of Art used on Art Journal & Small Projects

**Benchmark:** Final Benchmark Given to Students To Assess Growth

### Interdisciplinary Connections

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- ELA - RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### Career Readiness, Life Literacies, and Key Skills

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COURSE K to 5

### **Museum Websites for Virtual Art Field Trips and Technology Integration**

American Museum of Natural History – <http://www.amnh.org>  
The Art Institute of Chicago – <http://www.artic.edu>  
Asian Art Museum of San Francisco – <http://www.asianart.org>  
The Baltimore Museum of Art – <http://www.artbma.org>  
Brooklyn Museum of Art – <http://www.brooklynart.org>  
The Cleveland Museum of Art – <http://clevelandart.org>  
The Frick Collection – <http://www.frick.org>  
Georgia O’Keeffe Museum – <http://www.okeeffemuseum.org>  
International Center for Photography – <http://www.icp.org>  
The Jewish Museum – <http://www.thejewishmuseum.org>  
The Los Angeles County Museum of Art – <http://www.lacma.org>  
The Metropolitan Museum of Art – <http://www.metmuseum.org>  
Montclair Art Museum – <http://www.montclair~art.org>  
The Morgan Library – <http://www.morganlibrary.org>  
Museum of American Folk Art – <http://folkartmuseum.org>  
The Museum of Modern Art – <http://www.moma.org>  
Nassau County Museum of Art – <http://www.nassaumuseum.org>  
National Gallery of Art – <http://www.nga.gov>  
The Norman Rockwell Museum – <http://www.nrm.org>  
Pennsylvania Academy of the Fine Arts – <http://www.pafa.org>  
Philadelphia Museum of Art – <http://www.philamuseum.org>  
San Francisco Museum of Modern Art – <http://www.sfmoma.org>  
Seattle Art Museum – <http://www.seattleartmuseum.org>  
Sterling and Francine Clark Art Institute – <http://www.clarkart.org>  
Smithsonian National Museums – <http://www.si.edu:80>  
Virginia Museum of Fine Arts – <http://www.vmfa.state.va.us>  
Whitney Museum of American Art – <http://www.whitney.org>  
Winterthur Museum – <http://www.winterthur.org>

**Modifications (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)**

**ELL:**

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

### ***Supports for Students With IEPs:***

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### ***At-Risk Students:***

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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