



# 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.*

---

## Curriculum Development Timeline

**School:** Township of Ocean Elementary Schools

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

**Department:** Visual and 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



# 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

Grades/Course: K-5

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



# 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.*

17	Creation of Art	37	Critique
18	Creation of Art	38	Critique
19	Creation of Art	39	Critique
20	Creation of Art	40	Critique

**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.**

**Level** Grades K-2

**Time Frame** 8 Weeks – 8 Classes

### **Topic**

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

### **Essential Questions**

1. What are the elements of art?
2. What are the design principles of pattern and balance?
3. Which art elements and design principles can be recognized in works of art?
4. How are the elements of art and principles of design used in creating works of art?

### **Enduring Understandings**

1. The basic elements of art and principles of design govern art creation and composition.
2. Recognition of the basic elements of art and principles of design is the initial step toward visual literacy.



# 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.*

NJSLS	1.1.2.D.1, 1.1.2.D.2
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify art elements and basic design principles in works of art.</b></li> <li>2. <b>Explain how art elements and design principles are used in works of art.</b></li> <li>3. <b>Create works of art using art elements and basic design principles.</b></li> </ol>	
<b>Learning Activities</b>	
<ol style="list-style-type: none"> <li>1. <b>Group discussion</b></li> <li>2. <b>Visual analysis</b></li> <li>3. <b>Art production</b></li> </ol>	
<b>Assessments</b>	
<p><b>Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation</b></p> <p><b>Summative: Rubrics of Works of Art used on Art Journal &amp; Small Projects</b></p> <p><b>Benchmark: Initial Art Benchmark Given in September</b></p>	
<b>21<sup>st</sup> Century Skills</b>	
<p style="text-align: center;"><b>Career Awareness, Exploration and Preparation – 9.2.4.a.2 &amp; 3</b></p> <p>Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	
<b>Interdisciplinary Connections</b>	
<ul style="list-style-type: none"> <li>● Mathematics – using measurement in creating designs – 2.MD.A1-4</li> <li>● Science – Develop sketches, drawings and physical models to illustrate shapes. – K-2-ETS1-2</li> </ul>	
<b>Technology Integration</b>	
<ul style="list-style-type: none"> <li>● Students will take a virtual field trip to extend their learning on the key concepts of art. 8.1.2.B.1</li> </ul>	
<b>Career Education – Career Ready Practices</b>	
<p><i>All students will demonstrate how to:</i></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen and employee. - CRP1</li> <li>● Apply appropriate academic and technical skills. – CRP2</li> </ul>	



# 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.*

- 
- 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



# 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.*

<b>Level</b>	<b>Grade K-2</b>
<b>Time Frame</b>	<b>8 weeks – 8 Classes</b>
<b>Topic</b>	
<b>Art Has Historical and Multicultural Components: History and Culture</b>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"><li>1. <b>How do the people of different cultures think and feel about art?</b></li><li>2. <b>How did the people from different historical periods think and feel about art?</b></li><li>3. <b>What unique characteristics/themes can be identified in works of art from different cultures?</b></li><li>4. <b>What unique characteristics/themes can be identified in works of art from different historical periods?</b></li></ol>	
<b>Enduring Understandings</b>	
<ol style="list-style-type: none"><li>1. <b>Historic events influence art.</b></li><li>2. <b>Cultural beliefs and values influence art.</b></li><li>3. <b>Artwork from different cultures and historical periods has distinct characteristics and common themes.</b></li></ol>	
<b>NJSLS</b>	<b>1.2.2.A.1, 1.2.2.A.2</b>
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"><li>1. <b>Identify general characteristics of artworks and themes from various historical periods and world cultures.</b></li><li>2. <b>Recognize art as a reflection of culture.</b></li><li>3. <b>Communicate responses to works of art.</b></li></ol>	
<b>Learning Activities</b>	
<ol style="list-style-type: none"><li>1. <b>Group discussion</b></li><li>2. <b>Visual analysis</b></li><li>3. <b>Historical study</b></li><li>4. <b>Multicultural study</b></li></ol>	
<b>Assessments</b>	
<b>Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation</b> <b>Summative: Rubrics of Works of Art used on Art Journal &amp; Small Projects</b>	



# 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.*

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### **Interdisciplinary Connections**

- Mathematics – Using measurement in creating designs – 2.MD.A1-4
- Social Studies – Creating Native American pictures and their hardships. 6.1.4.D.10

#### **Technology Integration**

- Students will use online resources at Google Arts & Culture to explore a problem or issue. 8.1.2.E.1

#### **Career Education – Career Ready Practices**

*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

<b>Level</b>	<b>Grades K-2</b>
<b>Time Frame</b>	<b>8 Weeks - 8 Classes</b>

### **Topic**

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

### **Essential Questions**

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. **What are the elements of art and how do artists use them?**
4. **What are the steps in the creative process?**

### **Enduring Understandings**

1. **All visual art evolves from the basic elements of art.**
2. **Many types of art mediums, materials, tools, processes and methods are available for creating works of art.**



# 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.*

3. Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary.

**NJSLS**      **1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5**

### **Key Concepts and Skills**

1. Use the elements of art in a variety of art mediums.
2. Demonstrate a basic knowledge of simple materials, tools and methods.
3. Use basic art vocabulary.
4. Generate work based on selected themes.

### **Learning Activities**

1. Create two-dimensional and three-dimensional works of art.
2. Create works of art based on age appropriate themes.
3. Create works of art in a variety of mediums and disciplines.

### **Assessments**

**Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation**  
**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **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

### **Technology Integration**

### **Career Education – Career Ready Practices**

*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





# 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.*

- Use technology to enhance productivity. – CRP11

<b>Level</b>	<b>Grades K-2</b>
<b>Time Frame</b>	<b>8 Weeks – 8 Classes</b>
<b>Topic</b>	
Aesthetics: <b>Art Is For Appreciation</b>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"><li>1. What is art?</li><li>2. Who makes art?</li><li>3. Why do people make art?</li><li>4. What can art from different times and places tell us?</li><li>5. How can one respond to a work of art?</li></ol>	
<b>Enduring Understandings</b>	
<ol style="list-style-type: none"><li>1. Art forms/artists have distinct characteristics.</li><li>2. The concept of beauty may vary according to time period and culture.</li><li>3. The meaning communicated by art may vary according to time period and culture.</li><li>4. Art can reflect personal feelings.</li><li>5. Use imagination to create a story based on an arts experience.</li></ol>	
<b>NJSLS</b>	<b>1.4.2.A.1, 1.4.2.A.2-4</b>
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"><li>1. Use basic art vocabulary to describe works of art.</li><li>2. Examine culturally and historically diverse works of art.</li><li>3. Communicate opinion regarding visual art based on observation.</li><li>4. Communicate responses to works of art.</li><li>5. Recognize that artists express thoughts, ideas, values and feelings in visual art.</li><li>6. Identify art elements and basic design principles in a work of art.</li><li>7. Explain how art elements and basic design principles are used in works of art.</li><li>8. Compare and Contrast when talking about diverse types of artwork.</li><li>9. Identify characteristics of the artists who create exemplary works of art.</li></ol>	
<b>Learning Activities</b>	
<ol style="list-style-type: none"><li>1. Group discussion</li></ol>	



# 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.*

2. **Visual analysis**
3. **Historical study**
4. **Multicultural study**

### **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**

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Interdisciplinary Connections**

- Social Studies – Students will learn about and respect other cultures within the classroom and community. 6.1.P.D.4.

### **Technology Integration**

### **Career Education – Career Ready Practices**

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- 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

<b>Level</b>	<b>Grades K-2</b>
<b>Topic</b>	<b>Critique</b>

### **Topic**

### **Art Is For Understanding**

### **Essential Questions**

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?**



# 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.*

### **Enduring Understandings**

1. Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.
2. Examination of the art elements provides a foundation for developing informed opinions regarding works of art.
3. Talking about art helps to promote artistic creativity and artistic creation helps children talk about art.
4. Identification of criteria for evaluating works of art results in deeper understanding of art and art making.

NJSLS

1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3

### **Concepts and Skills**

1. Use basic art vocabulary to talk about art.
2. Identify the main subject or theme in works of art.
3. Identify the art elements and examine how they were used.
4. Reflect on art-making experiences.
5. Compare and contrast works of art.
6. Describe the general characteristics of works of art.

### **Learning Activities**

1. Visual analysis
2. Group discussion
3. Verbal Reflection

### **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

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Interdisciplinary Connections**

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



# 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.*

### **Technology Integration**

- Students will use teacher made videos from YouTube to enhance their learning and expand their knowledge base. 8.1.2.a.3

### **Career Education – Career Ready Practices**

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- 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

<b>Level</b>	<b>Grades 3-5</b>
<b>Time Frame</b>	<b>8 Weeks – 8 Classes</b>
<b>Topic</b>	
Elements and Principles of Art: <b>Art Has Structure</b>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. What art elements and design principles can be recognized in works of art?</li> <li>2. How are the elements of art and principles of design used in creating works of art?</li> <li>3. Which art elements and design principles can be recognized in the objects and spaces in our everyday lives?</li> </ol>	
<b>Enduring Understandings</b>	
<ol style="list-style-type: none"> <li>1. The basic elements of art and principles of design govern art/design creation and composition.</li> <li>2. Recognition of the basic elements of art and principles of design is the initial step towards visual literacy.</li> </ol>	
<b>NJSLS</b>	<b>1.1.5.D.1</b>
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Identify art elements and basic design principles in works of art.</li> <li>2. Explain how art elements and design principles are used in works of art.</li> </ol>	



# 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.*

### **3. Create works of art using art elements and basic design principles.**

#### **Learning Activities**

1. **Group discussion**
2. **Visual analysis**
3. **Art production**

#### **Assessments**

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

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

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

#### **21<sup>st</sup> Century Skills**

##### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### **Interdisciplinary Connections**

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

#### **Technology Integration**

- Students will take a virtual field trip to extend their learning on the key concepts of art. 8.1.5.C.1

#### **Career Education – Career Ready Practices**

*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



# 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.*

<b>Level</b>	<b>Grades 3-5</b>
<b>Topic</b>	<b>History and Culture</b>
<b>Topic</b>	
<b>Art Has Historical and Multicultural Components</b>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"><li>1. How do the people of different cultures think and feel about art?</li><li>2. How did the people from different historical periods think and feel about art?</li><li>3. What unique characteristics/themes can be identified in works of art from different cultures?</li><li>4. What unique characteristics/themes can be identified in works of art from different historical periods?</li><li>5. What impact can an individual artist have on society and other artists?</li></ol>	
<b>Enduring Understandings</b>	
<ol style="list-style-type: none"><li>1. Historic events influence art.</li><li>2. Cultural beliefs and values influence art.</li><li>3. Artwork from different cultures and historical periods has distinct characteristics and common themes.</li><li>4. The contributions of an individual artist can sometimes influence a generation of artists and create a new art genre.</li></ol>	
<b>NJSLS</b>	<b>1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3</b>
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"><li>1. Identify general characteristics of artworks and themes from various historical periods and world cultures.</li><li>2. Recognize art as a reflection of culture.</li><li>3. Communicate responses to works of art.</li></ol>	
<b>Learning Activities</b>	
<ol style="list-style-type: none"><li>1. Group discussion</li><li>2. Visual analysis</li><li>3. Historical study</li><li>4. Multicultural study</li></ol>	



# 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.*

### **Assessments**

**Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation**  
**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Interdisciplinary Connections**

**Social Studies** - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.4.A.15

### **Technology Integration**

- Students will use Google Arts & Culture to research art designs from different cultures and create a Google Slide to present information. 8.1.5.E.1

### **Career Education – Career Ready Practices**

*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

<b>Level</b>	<b>Grades 3-5</b>
<b>Time Frame</b>	<b>8 Weeks – 8 Classes</b>
<b>Topic</b>	
<b>Creation of Art: Art Is For Making Images</b>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"> <li>1. <b>What kind of tools and materials do artists work with and how are they used?</b></li> <li>2. <b>What kind of mediums do artists work with and how are they used?</b></li> <li>3. <b>How do artists use the elements of art and basic principles of design?</b></li> <li>4. <b>What are the steps in the creative process?</b></li> <li>5. <b>Why do artists choose different types of tools, materials and mediums to create works</b></li> </ol>	



# 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.*

**of art?**

### **Enduring Understandings**

1. All visual art evolves from the basic elements of art.
2. Many types of art mediums, materials, tools, processes and methods are available for creating works of art.
3. Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary.
4. The characteristics and physical properties of the various materials used for art-making present infinite possibilities for personal expression.

**NJSLS**

**1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.4, 1.3.5.D.5**

### **Key Concepts and Skills**

1. Use the elements of art and basic principles of design in a variety of art mediums and disciplines.
2. Demonstrate a basic knowledge of simple materials, tools and methods.
3. Use basic art vocabulary.
4. Generate work based on selected themes.
5. Practice visual problem solving.
6. Compose works of art in response to characteristics observed in the art of various cultures and historical periods.

### **Learning Activities**

1. Create two-dimensional and three-dimensional works of art.
2. Create works of art based on age appropriate themes.
3. Create works of art in a variety of mediums and disciplines.

### **Assessments**

**Formative: Checklist of art skills, Participation in guided discussions, Teacher Observation**  
**Summative: Rubrics of Works of Art used on Art Journal & Small Projects**

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Interdisciplinary Connections**

- Social Studies – Students will share art work design and describe why it is important to understand the perspectives of others. 6.1.4.D.20

### **Technology Integration**

### **Career Education – Career Ready Practices**





# 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.*

*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

<b>Level</b>	<b>Grades 3-5</b>
<b>Topic</b>	<b>Aesthetics</b>

### **Topic**

**Art Is For Appreciation**

### **Essential Questions**

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?**

### **Enduring Understandings**

1. **Art forms/artists have distinct characteristics.**
2. **The concept of beauty may vary according to time period and culture.**
3. **The meaning communicated by art may vary according to time period and culture.**
4. **Art can reflect personal feelings.**

<b>NJSLS</b>	<b>1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3</b>
--------------	--

### **Key Concepts and Skills**

1. **Use basic art vocabulary to describe works of art.**
2. **Examine culturally and historically diverse works of art.**
3. **Communicate opinion regarding visual art based on observation.**
4. **Communicate responses to works of art.**
5. **Recognize that artists express thoughts, ideas, values and feelings in visual art.**
6. **Identify art elements and basic design principles in a work of art.**
7. **Explain how art elements and basic design principles are used in works of art.**



# 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.*

### **Learning Activities**

1. **Group discussion**
2. **Visual analysis**
3. **Historical study**
4. **Multicultural study**

### **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**

### **21<sup>st</sup> Century Skills**

#### **Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Interdisciplinary Connections**

- Social Studies - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.  
6.1.4.D.13

### **Technology Integration**

### **Career Education – Career Ready Practices**

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- 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

<b>Level</b>	<b>Grades 3-5</b>
<b>Time Frame</b>	<b>8 Weeks – 8 classes</b>
<b>Topic</b>	
<b>Critique: Art Is For Understanding</b>	
<b>Essential Questions</b>	



# 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.*

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?

### **Enduring Understandings**

1. Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.
2. Examination of the art elements provides a foundation for developing informed opinions regarding works of art.
3. Talking about art helps to promote artistic creativity and artistic creation helps children talk about art.
4. Identification of criteria for evaluating works of art results in deeper understanding of art and art making.

NJSLS

1.1.5.D.2, 1.3.5.D.3, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5

### **Concepts and Skills**

1. Use basic art vocabulary to talk about art.
2. Identify the main subject or theme in works of art.
3. Identify the art elements and examine how they were used.
4. Reflect on art-making experiences.
5. Compare and contrast works of art.
6. Describe the general characteristics of works of art.

### **Learning Activities**

1. Visual analysis
2. Group discussion
3. Reflection
4. Venn diagram

### **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

### **21<sup>st</sup> Century Skills**

**Career Awareness, Exploration and Preparation – 9.2.4.a.2 & 3**

Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes. Explain why knowledge and skills acquired in the elementary grades lay the foundation



# 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.*

for future academic and career success.

### **Interdisciplinary Connections**

ELA - Compare, contrast and reflect on (historical/cultural context and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.4.9

### **Technology Integration**

- Students will use teacher made videos from YouTube to enhance their learning and expand their knowledge base. 8.2.5.D.3

### **Career Education – Career Ready Practices**

*All students will demonstrate how to:*

- Act as a responsible and contributing citizen and employee. - CRP1
- 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

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



# 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.*

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>



# 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.*

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

#### **ELL:**

- 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
- 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



# 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.*

- 
- |   |
|---|
| <ul style="list-style-type: none"><li>• Modified or constrained spelling word lists</li><li>• Provide anchor charts with high frequency words and phonemic patterns</li></ul> |
|---|