



LESTER C. NOECKER SCHOOL

ROSELAND SCHOOL DISTRICT

Visual Art Curriculum

Kindergarten - Sixth Grade

Approved by the Roseland Board of Education

August 2025



TABLE OF CONTENTS

INTRODUCTION	Page
• Philosophy	2
• Overall Objectives and Adaptations	3-7
• Role of Art Educator	8
DISCIPLINE BASED EDUCATION:	
• Discipline Based Art Education	9-10
PROGRAM OFFERINGS:	
• Painting	11-12
• Printmaking	13-14
• Drawing	15-16
• Sculpture	17-18
• Fiber Arts	19-20
EVALUATION/ASSESSMENT:	
• Evaluation and Assessment Strategies	21

PHILOSOPHY

Visual arts are basic to the general education of students in grades Kindergarten through 6th. The art experience makes a significant contribution to the growth of our students by stimulating creative thought, fostering self-expression, and promoting critical-thinking and life skills.

Student self-esteem is enhanced through the creation of artwork and the acquisition of technical skills and expertise. The visual arts enable students to bring shape, color and order to their changing world.

A comprehensive foundation in the arts will provide all students with an appreciation of, and sensitivity to themselves and others and the world we live in, while relating to other disciplines to make all learning more meaningful.

OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

GOALS

- Students will demonstrate an understanding of basic art concepts in art history.
- Students will demonstrate an understanding of specific art processes, production techniques, and art elements.
- Students will demonstrate the use of tools and skills as they relate to the creative process.
- Students will exhibit an aesthetic sensibility in art.
- Students will use art knowledge and skills in personal community life.
- Students will demonstrate creative thinking and behavior as they relate to the process of critique.
- Students will acquire knowledge of people's visual art heritages.
- Students will integrate art genres with other classroom curriculums.

STANDARDS

Visual Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Practice: Explore

Anchor Standard 2: Organizing and developing ideas.

Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Practice: Investigate

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Practice: Reflect, Refine, Continue

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

Practice: Analyze

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

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Practice: Select

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Practice: Share

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Practice: Perceive

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Practice: Interpret

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: People evaluate art based on various criteria.

Practice: Analyze

Connecting

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

Enduring Understanding: Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Practice: Synthesize

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

Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Practice: Relate

Media Arts

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Practice: Conceive

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

Practice: Develop

Anchor Standard 3: Refining and completing products.

Enduring Understanding: The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Practice: Construct

Producing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

Practice: Practice

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

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems.

Practice: Integrate

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Practice: Present

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Practice: Perceive

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understandings: Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

Practice: Interpret

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

Practice: Evaluate

Connecting

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

Enduring Understanding: Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

Practice: Synthesize

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

Enduring Understanding: Understanding connections to varied contexts and daily life enhances a media artist's work.

Practice: Relate

*Performance indicators for each anchor standard are grouped by grade level. Please see the Visual Performing Arts NJSLS 2020 for specific performance indicators

OPPORTUNITIES TO DIFFERENTIATE & ACCOMMODATE

- Break down more complex concepts into smaller increments
- Provide preferential seating
- Use special tools and adaptive art materials to assist
- Encourage cooperative partnerships
- Provide visual and supportive materials
- Promote participation
- Utilize systematic assessment and feedback
- Clarify
- Interpret and reinforce
- Modify
- Provide movement breaks as needed
- Provide sensory strategies as needed
- Provide a calming area/safe space

ESSENTIAL QUESTIONS

- Why do we make art?
- What makes art “good”?
- How does art reflect culture and society?
- How does art represent personal expression, exploration, and insight?
- How can we use knowledge of skills and vocabulary to create and appreciate art?
- What inspires our creative process?
- How can we collaborate through the creative process?
From NJSLS
- How is art used to impact the views of a society?
- How does art preserve aspects of life?
- How does engaging in creating art enrich people's lives
- How does making art attune people to their surroundings?
- How do people contribute to awareness and

<ul style="list-style-type: none"> ● Provide fidgets as needed ● Extension ● Provide opportunities for gifted individuals 	<p>understanding of their lives and the lives of their communities through artmaking?</p> <ul style="list-style-type: none"> ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? ● How is a personal preference different from an evaluation? ● What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world? ● What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? ● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
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ROLE OF THE ART EDUCATOR

The dedication and ability of the qualified art educator, who is subject matter knowledgeable, to convey to students the meaning of art is the cornerstone of a quality art program. A teacher who is not only dynamic, but also dedicated, creative, and open to new ideas are the essential elements.

The art educator will:

- Use and adapt the visual arts curriculum as designed by the art educators of the four sending districts in compliance with the State Standards. The sending districts will collaborate in their efforts to assess curriculum content.
- Participate in local, state, and national art education organizations.
- Pursue opportunities provided by the local, state, community relationships and programs.
- Reinforce the purpose of the Visual and Performing Arts Standards - to improve student achievement in art education, not art-as-entertainment, not art-assembly projects, not art-as-activity.
- Stay up to date with current teaching methods and research in art education.
- Maintain and emphasize proper classroom safety procedures.
- Model and maintain proper care of the art room and materials.
- Encourage cross-curricular connections with other subject areas
- Maintain positive staff relationships with parents and community.
- Encourage and support artist-in-residence programs and/or a visiting artist.

DISCIPLINE-BASED ART EDUCATION

The four components of Discipline-Based Art (art appreciation, aesthetics, criticism, and production) are addressed in the planning of each unit of study. While these components are equally important, they are not meant to be weighted in terms of time provided or emphasis in a lesson. Ideally, each instructional strategy or lesson plan should contain interrelated elements of each discipline. The application is determined by the individual teacher regarding the amount of time or emphasis to place on each.

A lesson may emphasize creative expression or refinement of skills, and it may introduce an historical fact or cultural context of the art form to be created, as well as include aesthetics and criticism. It is the role of the art teacher to cover all the objectives stated in this document in his/her own way, allowing the students to develop individually and creatively in each lesson.

- Aesthetics: Make and support value judgments, take part in discussing the nature of art, and discuss value judgments of self and others.
- Art History: Recognize and respond to the fundamentals of art and its place in history.
- Art Critique: Describing, analyzing, supporting, interpreting, and valuing works of art.
- Art Production: Creating art through the application of skills, techniques, and processes appropriate to art media.

DISCIPLINE BASED ART EDUCATION

APPROACHES IN DISCIPLINE-BASED ART EDUCATION

ART HISTORY	ART PRODUCTION	ART CRITIQUE	AESTHETICS
<p>Historical, cultural, and social contexts</p> <p>Chronological sense of time and place</p> <p>Specific artist and period of time</p> <p>Multicultural context</p> <p>Media, mode, and theme</p>	<p>Creating a work of art</p> <p>Expressing ideas and feelings through a variety of processes</p> <p>Transforming ideas imagined or observed into a visual form</p> <p>Using a variety of media to express imagined/observed ideas</p> <p>Developing skills and techniques in producing art</p> <p>Offering opportunities for choice where possible</p>	<p>Analyze/Critique</p> <p>Surveying</p> <p>Analyzing and interpreting the meaning of art works with descriptive vocabulary</p> <p>Discussing various art media as a form of visual communication</p> <p>Describing or writing about works of art</p> <p>Discussing and critiquing a subject, theme, or media</p>	<p>A philosophical basis for art</p> <p>Aesthetic experience</p> <p>Choosing and reacting to art with reasons</p> <p>Reacting and choosing media in art production experiences</p> <p>Developing an aesthetic awareness of art in everyday life</p> <p>Discussing and writing about a theme or subject the artist has chosen</p> <p>Reacting and choosing media in art production experiences</p>

UNIT 1: PAINTING

Students celebrate the art of painting through a variety of experiences. They are introduced to and develop an understanding of the elements of art and principles of design. As children grow, they are encouraged to interpret and analyze artworks and develop problem-solving and critical-thinking skills. Painting skills and techniques are refined as the students are encouraged to express themselves creatively.

GOALS <ol style="list-style-type: none">1. Demonstrate creative thinking and behavior.2. Develop knowledge of painting processes and production techniques.3. Explore color and form in works of art.4. Recognize and utilize a variety of painting materials.5. Cultivate an awareness of career opportunities in the field of painting.6. Emphasize quality and craftsmanship in a painting.7. Utilize the elements of art and principles of design.	SUGGESTED ACTIVITIES <ul style="list-style-type: none">• Tempera painting, watercolor, crayon-resist technique• Variety of papers and surfaces, paint with other media, such as ink, crayon, marker, washes, wet on wet, tints and tones, shades, color mixing SUGGESTED RESOURCES <ul style="list-style-type: none">• Posters, videos, books, software, handouts, magazines, calendars, computers, digital cameras, internet websites,• Museum educational departments, historical societies, community members, video streaming, smartboards, iPads
SUGGESTED MEDIA AND MATERIALS <ul style="list-style-type: none">• Tempera• Watercolor• Crayon• Chalk pastel• Brushes• Oil pastel• Sponges• Sticks• Acrylics	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none">• Lecture and demonstration• Studio experience s• Discussion• Cooperative learning• Interdisciplinary studies• Assessment Strategies• Technology• Critiques

<u>Unit 1: PAINTING</u>	<u>Approximate # of days:</u> 6-8 weeks	<u>Time of year:</u> September-October
Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p><u>Math</u> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Social Studies</u> 6.1.2.Civics.PD1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Science</u> K-2- ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<u>Health/Physical Education</u> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).		
Assessment	Integrated Accommodations & Modifications	Career Education
<u>Pre-Assessment</u> -Performed/written task <u>Formative</u> -Observation, checklist, critiques, participation tracking <u>Summative</u> -Artist statement, self-evaluation, narratives, group discussions, critiques, etc. <u>Alternative Assessments</u> -Based on students individual needs and IEP requirements Benchmark	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 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.

PAINTING COURSE OBJECTIVES

Kindergarten - Grade 3

1. Apply and mix colors.
2. Develop knowledge of color theory.
3. Utilize the process of critique as it relates to painting.
4. Develop an understanding of the expressive nature of art
5. Mix primary colors into secondary colors.
6. Mix primary colors and secondary colors into tertiary colors
7. Utilize the elements of art in painting.
8. Recognize and use various painting media.
9. Begin to develop knowledge in its art historical context.

Grades 4-6

1. Utilize and apply the principles of color theory.
2. Advance knowledge of color theory by practicing and applying principles of hue, tints, tones, shades, intensity, and color schemes.
3. Develop an understanding of good composition.
4. Utilize the process of a painting to create space and form.
5. Utilize the elements of art and principles of design in a painting
6. Expand upon knowledge of painting in its historical context.

Unit 2: PRINTMAKING

Students will explore a variety of experiences in the printmaking process. Processes and techniques are aligned with developmental levels, while creative expression and problem-solving are encouraged. In addition to studying ways in which printmakers and graphic artists express themselves, students will look at printmaking in its historical context.

GOALS <ol style="list-style-type: none">1. Develop knowledge of various printmaking processes2. Explore and master techniques of creating multiple images from an original3. Recognize and differentiate between the additive and subtractive printmaking processes4. Develop knowledge of the historical and cultural influences of printmaking5. Emphasize quality and craftsmanship in a print6. Develop an awareness of the aesthetic qualities of prints7. Cultivate an awareness of career opportunities in the field of printmaking.	SUGGESTED ACTIVITIES <ul style="list-style-type: none">• Simple printmaking processes such as mono print or found objects, relief printing with simple incised plates, brayer and inking of relief plate. SUGGESTED RESOURCES <ul style="list-style-type: none">• Posters, videos, books, software, magazines, calendars, digital cameras, museum educational departments.
SUGGESTED MEDIA AND MATERIALS <ul style="list-style-type: none">• scratch foam, e-z cut, ink, brayers, found objects, paint, printmaking paper	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none">• Lecture and demonstration• Studio experiences• Discussion• Cooperative learning• Interdisciplinary studies• Assessment strategies• Technology• Critiques

<u>Unit 2: PRINTMAKING</u>	<u>Approximate # of days:</u> 6-8 weeks	<u>Time of year:</u> November-December
Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p><u>Math</u> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Social Studies</u> 6.1.2.Civics.PD1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Science</u> K-2- ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<u>Health/Physical Education</u> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).		
Assessment	Integrated Accommodations & Modifications	Career Education
<u>Pre-Assessment</u> -Performed/written task <u>Formative</u> -Observation, checklist, critiques, participation tracking <u>Summative</u> -Artist statement, self-evaluation, narratives, group discussions, critiques, etc. <u>Alternative Assessments</u> -Based on students individual needs and IEP requirements	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 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.

PRINTMAKING COURSE OBJECTIVES

Kindergarten - Grade 3

During this course of study, the students will:

1. Use a simple printing process.
2. Identify printmaking as a form of creating multiple images.
3. Use a variety of found objects to create a monoprint.
4. Create a relief print using an incised plate.
5. Demonstrate how to use a brayer to ink a plate.
6. Explore the use of relief printing techniques.
7. Apply the process of critique to their own work and to the work of others.

Grades 4-6

During this course of study, the students will:

1. Demonstrate the proper and safe use of tools and techniques.
2. Explore the various printmaking processes.
3. Recognize and identify printmaking in its historical and cultural context.
4. Be able to use specific printmaking terminology and vocabulary when discussing or describing work.

Unit 3: DRAWING

Through the emerging use of drawing skills, the students produce works that explore the possibilities of line, form, and color. They develop the ability to perceive that drawing is a means of expression that underlies every form of pictorial representation. Creative expression is encouraged using a variety of tools, media, and materials. Aesthetics are incorporated through an investigation of drawing in its historical and cultural context.

GOALS <ol style="list-style-type: none">1. Develop and apply drawing skill and techniques2. Demonstrate knowledge of line, form, and color3. Develop organizational skills and hand eye coordination4. Emphasize quality and craftsmanship in drawing.5. Apply the elements of art and principles of design6. Explore the historical and cultural influences of drawing.7. Utilize the process of critique as it applies to self and others.	SUGGESTED ACTIVITIES <ul style="list-style-type: none">● Contour Line Drawing● One Point- Perspective● Imaginary Drawing● Patterning● Texture● Shading● Highlighting SUGGESTED RESOURCES <ul style="list-style-type: none">● Posters, videos, software, smartboard, video streaming, powerpoint presentations, textbooks, calendars, computers, digital cameras, websites, museum educational departments, and loan programs, historical societies, community members
SUGGESTED MEDIA AND MATERIALS <ul style="list-style-type: none">● Pencils● Colored Pencils● Markers● Crayons● Oil Pastels● Chalk Pastels● Charcoal	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none">● Lecture and strategies● Studio Experiences● Discussion● Cooperative Learning● Interdisciplinary Studies● Assessment strategies

<u>Unit 3: DRAWING</u>	<u>Approximate # of days:</u> 6-8 weeks	<u>Time of year: U</u> January-February
Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p><u>Math</u> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Social Studies</u> 6.1.2.Civics.PD1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Science</u> K-2- ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<u>Health/Physical Education</u> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).		
Assessment	Integrated Accommodations & Modifications	Career Education
<u>Pre-Assessment</u> -Performed/written task <u>Formative</u> -Observation, checklist, critiques, participation tracking <u>Summative</u> -Artist statement, self-evaluation, narratives, group discussions, critiques, etc. <u>Alternative Assessments</u> -Based on students individual needs and IEP requirements	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 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.

DRAWING COURSE OBJECTIVES

Kindergarten - Grade 3

During this course of study, the students will:

1. Use line in a drawing to demonstrate the ability to draw from direct observation.
2. Use a variety of drawing media and materials to draw from observation or the imagination.
3. Develop the ability to create a contour line drawing.
4. Develop the ability to create simple gesture drawings.
5. Explore the elements of art and principles of design through the creation of artwork(s)
6. Identify and apply spatial relationships in works of art

Grades 4-6

During this course of study, the students will:

1. Use two- and three-dimensional objects for reference.
2. Refine ability to apply positive and negative space to create spatial relationships.
3. Utilize one-point perspective.
4. Identify and apply the elements of art and principles of design in the creation of artwork(s)

UNIT 4: SCULPTURE

Sculpture experiences are provided through a variety of unique and exciting opportunities. K-6 students are introduced to sculpture as they develop skills in a variety of processes. Creative expression is encouraged as students expand and refine technique. Aesthetics and critique are explored and incorporated to further develop the ability to perceive, discriminate, analyze, value and judge works of art.

GOALS <ol style="list-style-type: none">1. Apply the elements and media of sculpture to produce a work of art.2. Demonstrate knowledge, methods of production, types of decorations, and techniques used.3. Demonstrate an awareness of the art of sculpture as an extension of self-expression.4. Develop a knowledge of artists, styles, historical, and cultural aspects5. Cultivate an awareness of career opportunities in the field of sculpture.	SUGGESTED ACTIVITIES <ul style="list-style-type: none">● Pinch with textural designs and /or additions● Simple structures, such as animals, coil method of construction, slab construction with texture and/or additions, glazing techniques, incising, sgraffito, drape method, impressions, appliqué, score/slip.● Plaster Craft and paper mache sculptures SUGGESTED RESOURCES <ul style="list-style-type: none">● Posters, sculptural visuals, videos, books, magazines, digital images, websites
SUGGESTED MEDIA AND MATERIALS <ul style="list-style-type: none">● Ceramic Clay● Air Dry Clay● Model Magic● Glaze● Slip● Cardboard● Foil● Wood	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none">● Lecture and demonstration● Studio experience● Interdisciplinary studies● Art historical resources and references● Assessment strategies● Peer and teacher critique

<u>Unit 4: SCULPTURE</u>	<u>Approximate # of days:</u> 6-8 weeks	<u>Time of year:</u> March-April
Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p><u>Math</u> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Social Studies</u> 6.1.2.Civics.PD1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Science</u> K-2- ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<u>Health/Physical Education</u> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).		
Assessment	<u>Integrated Accommodations & Modifications</u>	Career Education
<u>Pre-Assessment</u> -Performed/written task <u>Formative</u> -Observation, checklist, critiques, participation tracking <u>Summative</u> -Artist statement, self-evaluation, narratives, group discussions, critiques, etc. <u>Alternative Assessments</u> -Based on students individual needs and IEP requirements	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 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.

SCULPTURE COURSE OBJECTIVES

Kindergarten - Grade 3

During this course of study, the students will:

1. Apply pinch and basic techniques in a clay construction.
2. Create a clay construction using combined techniques.
3. Develop a sculpture that is structurally sound
4. Develop an awareness of proper terminology and clay vocabulary.
5. Develop an understanding of surface decoration.

Grades 3-6

During this course of study, the student will:

1. Expand upon knowledge of proper terminology and clay vocabulary.
2. Apply pinch, slab & coil techniques in a clay construction.
3. Create a clay construction using combined techniques.
4. Recognize the importance of craftsmanship.
5. Expand upon their knowledge of surface decoration.
6. Create a sculpture or construction using paper mache or plaster

UNIT 5: FIBER ARTS

Multiple experiences are offered at all grade levels in fiber art design. Concepts and applications on a developmental level are experienced and creative expression is encouraged. The students develop awareness and capabilities to use the elements and principles of design in an original artwork. This will critique, analyze, and problem-solve as they explore different media.

GOALS <ol style="list-style-type: none">1. Explore fiber arts as an art form.2. Develop eye-hand coordination in a textile design.3. Develop an understanding of various fibers and materials in creating an artwork.4. Acquire knowledge and use of basic stitchery techniques.5. Develop knowledge of the historical/cultural influences.6. Explore various fiber arts processes.7. Cultivate an awareness of career opportunities in the field of fiber arts.	SUGGESTED ACTIVITIES <ul style="list-style-type: none">● Cut paper weaving● Cardboard loom weaving● Burlap stitchery● Wall hanging● Textile paintings● Tapestry weaving SUGGESTED RESOURCES <ul style="list-style-type: none">● Posters, videos, software, smart board, video streaming, powerpoint presentations, text books, calendars, computers, digital cameras, internet websites, museum educational departments, loan programs, historical societies, community members.
SUGGESTED MEDIA AND MATERIALS <ul style="list-style-type: none">● Yarn, burlap, canvas, paper, muslin, fabrics, thread, ribbons, raffia, feathers, twigs.	INSTRUCTIONAL STRATEGIES <ul style="list-style-type: none">● Lecture and demonstration● Studio experience● Discussion● Cooperative learning● Interdisciplinary studies● Use of assessment stratifies● Technology● Critiques

<u>Unit 5: FIBER ARTS</u>	<u>Approximate # of days:</u> 6-8 weeks	<u>Time of year:</u> May-June
Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
<p><u>Math</u> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Social Studies</u> 6.1.2.Civics.PD1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others and sharing opinions. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><u>Science</u> K-2- ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	<p>8.1.2.DA.3: Identify and describe patterns in data visualizations</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>

<u>Health/Physical Education</u> 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).		
Assessment	Integrated Accommodations & Modifications	Career Education
<u>Pre-Assessment</u> -Performed/written task <u>Formative</u> -Observation, checklist, critiques, participation tracking <u>Summative</u> -Artist statement, self-evaluation, narratives, group discussions, critiques, etc. <u>Alternative Assessments</u> -Based on students individual needs and IEP requirements	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. 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.

FIBER ARTS COURSE OBJECTIVES

Kindergarten - Grade 3

During this course of study, the students will:

1. Use the techniques of over/under to create a simple weaving.
2. Use simple stitchery techniques.
3. Demonstrate the ability to use a variety of textiles materials in a work of art.
4. Develop an awareness of the tactile qualities of various fabrics.
5. Develop an awareness of surface decoration.
6. Demonstrate an understanding of fabric decoration with painting, printing, appliqué, and stitchery.
7. Weave on a loom.
8. Develop awareness of decorative and functional use of textile art.
9. Utilize the process of critique to communicate their response to works of art.

Grades 4-6

During this course of study, the students will:

1. Develop and use the principles and terminology of weaving and stitchery.
2. Identify the design qualities in fiber art.
3. Weave on a loom.
4. Emphasize quality and craftsmanship in fiber art processes.
5. Identify and apply the elements of art and principles of design in an artwork.
6. Demonstrate an understanding of the visual message in fiber art.
7. Expand upon knowledge of fiber arts vocabulary and processes

EVALUATION AND ASSESSMENT

Evaluation and assessment serve an important function in the art program. Evaluation of curriculum, lesson and classroom evaluation, student evaluation, student self-evaluation, and teacher self-evaluation must be an on-going part of a quality art education. Planning and instruction without attending to the evaluation strategies can result in meaningless classroom activity.

Evaluation strategies are woven into the art curriculum and address multiple levels of inquiry. Evaluation serves the educational process in a positive and productive manner. Evaluation should be viewed as a helpful and constructive tool, rather than a judgment.

The main purpose of evaluation is to demonstrate to individuals how much they have learned (or taught) and to help them realize what they need to learn (or teach).

GUIDE TO ASSESSMENT:

Observation

- Group discussions, critiques with students
- Self-evaluation, narratives

Performance

- Art production: technical skills, process, projects, product
- Illustration
- Group discussion
- Visual identification reproductions, art objects, etc.

Self-evaluation

- Statements and conclusions (criticism-written or verbal)
- Expressive, sensory (aesthetics)

Student/Teacher evaluation

- Statement and conclusion: aesthetics, criticism (verbal or written)
- Use of elements/principles of design
- Craftsmanship

Peer evaluation

- Critique
- Discussion

No one method is ever used. Final grades and evaluation recorded are determined by the individually assessed body of work (including production and completion of work based on an individual student's potential within a time frame) and understood by the student and teacher. All assignments and tasks must be completed within the time frame established.

The art educator is concerned about the individual differences in students and assessments; therefore, assessments are diversified and must meet the needs of many students' developmental characteristics, learning styles, and knowledge/skill levels.