Somers Point School District

Curriculum

Art

Grades 3-5

October 2012

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Somers Point School District

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:
- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:
- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

Philosophy

Somers Point School Districts' Fine Art program provides a foundation for a comprehensive education which aides in developing of a wide range of skills significant to many aspects of life, work and technological advances. Stimulating the student body with "hands-on" activities will develop creative thinking skills, problem solving skills, self-expression and competency across the academic curricula.

Fine Art is an important discipline that embodies a wealth of universal ideas, values, feelings and technologies that have become an integral part of our civilization and heritage. A quality Art Education is a vehicle for students to learn and contribute according to their diverse individual learning styles and cultural influences.

Art Education will enrich the understanding of accomplishments made by women and man of diverse ethnic, racial and cultural backgrounds. Accompanied with the use of appropriate technological tools, a student educated through structured and sequential learning activities in a "Discipline Based Arts Education," will acquire the necessary skills to understand, use and appreciate history, creation, and aesthetics in the world around them and criticism in their everyday lives.

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

http://www.state.nj.us/education/aps/njscp/

ART 3-5

Scope and Sequence

Elements	**Art History/Appreciation**
Principles	**Culture**
Aesthetics	
Technology	

		Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
	Grade Level/Subject: **ART 3-5**	
		Topic: Elements
		Goal 1: The student will be able to recognize & use color families to produce desired effects. **Goal 2: Students will use color to create mood and emotion.** **Goal 3: The student will continue to utilize a variety of lines to enhance images.** **Goal 4: Students will continue to create a picture using simple perspective.** **Goal 5: Students will continue to construct 3-D forms.**
Instruction: Ongoing	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	1.1.5. D.1 Identify elements of art and principles of design that are evident in everyday life. **Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.** **1.1.5. D.2** Compare and contrast works of art in various mediums that use the same art elements and principles of design. **The elements of art and principles of design are universal.** **1.2.5. A.2** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. **Characteristic approaches to content, form, style, and design define art genres**. **1.3.5.D.1**Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. **The elements of art and principles of design can be applied in an infinite number of ways to express**	**Essential Questions:** • What Elements of Art are evident in everyday life and objects around you? • How are works of art that use the same elements and principals alike and different? • How are Elements used in the creation of individual and collaborative works of art? **Enduring Understandings:** • Students will be able to identify the Elements of Art in artwork and the world around them. • Students will use them in the creation of artwork both individually and collaboratively. • Students will define, interpret and compare and contrast the meaning and use of Elements of Art in various works of art.	**Learning Activities** • **Students will render a fall landscape by mixing primary and secondary colors hence creating intermediate colors.** • **Students will draw an animal with textural detail. Use color value while rendering.** • **Students will create a winter scene with simple perspective by tearing/gluing shapes from colored papers.** • **Students will construct paper mache animals.** **Materials:** • **Paper, paints** • **Chalk pastels, oil pastels, charcoal** • **Pencils, colored pencils** • **Crayons** **Assessment:** **Teacher Observation** **Teacher Created Rubric**

Instruction: Ongoing	**Grade Level/Subject:** **ART 3-5**	**Big Idea:** Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
		Topic: Elements	
		Goal 1: The student will be able to recognize & use color families to produce desired effects. **Goal 2:** Students will use color to create mood and emotion. **Goal 3:** The student will continue to utilize a variety of lines to enhance images. **Goal 4:** Students will continue to create a picture using simple perspective. **Goal 5:** Students will continue to construct 3-D forms.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	personal responses to creative problems. **1.3.5.D.4** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. **The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.** **1.3.5.D.5** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. **Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.** **1.4.5.A.1** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. **Works of art may be organized**		

		Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
Instruction: Ongoing	**Grade Level/Subject:** **ART 3-5**	**Topic: Elements**
		Goal 1: The student will be able to recognize & use color families to produce desired effects. **Goal 2:** Students will use color to create mood and emotion. **Goal 3:** The student will continue to utilize a variety of lines to enhance images. **Goal 4:** Students will continue to create a picture using simple perspective. **Goal 5:** Students will continue to construct 3-D forms.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). **1.4.5.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). **Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.** **1.4.5.B.4** Define technical proficiency, using the elements of the arts and principles of design. **Levels of proficiency can be assessed throug**		

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
Instruction: Ongoing		**Topic: Principles**
		Goal 1: The student will continue to create simple and repeated pattern. **Goal 2: The student will continue to create movement, rhythm, and balance in a picture plane.**
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings** / **Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**

1.1.5. D.1 Identify elements of art and principles of design that are evident in everyday life. **Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.** **1.1.5. D.2** Compare and contrast works of art in various mediums that use the same art elements and principles of design. **The elements of art and principles of design are universal.** **1.2.5. A.2** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. **Characteristic approaches to content, form, style, and design define art genres**. **1.3.5.D.1**Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. **The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.** **1.3.5.D.4** Differentiate drawing, painting,	**Essential Questions:** • **What Principles of Design are evident in everyday life and objects around you?** • **How are works of art that use the same principles alike and different?** • **How are Principles of Design used in the creation of individual and collaborative works of art?** **Enduring Understandings:** • Students will be able to identify the Principles of Design in artwork and the world around them. • Students will use them in the creation of artwork both individually and collaboratively. • Students will define, interpret and compare and contrast the meaning and use of Principles of Design in various works of art.	**Suggested Learning Activities:** • **Students will draw designs on a cube gum eraser with markers. Students use the eraser as a print block and create repeated designs.** • **Play different forms of music. (jazz, rock, classical, etc) Students will use art mediums to create a visual interpretive representation of the music experience. (Kandinsky art may be an inspiration.)** o **Materials:** • **Eraser** • **Pencil** • **Paint** • **Paper** • **Marker** **Suggested Assessments:** • **Teacher observation and self-critique** • **Teacher created rubric**

	Grade Level/Subject:	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Instruction: Ongoing	**ART 3-5**	**Topic: Principles**	
		Goal 1: The student will continue to create simple and repeated pattern. **Goal 2: The student will continue to create movement, rhythm, and balance in a picture plane.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. **The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.** **1.3.5.D.5** Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. **There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.** **1.4.5.A.1** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. **Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).** **1.4.5.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an		

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
Instruction: Ongoing		**Topic: Principles**
		Goal 1: The student will continue to create simple and repeated pattern. **Goal 2:** The student will continue to create movement, rhythm, and balance in a picture plane.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
individual's imagination and frame of reference (e.g., personal, social, political, historical context). **Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.** **1.4.5.B.4** Define technical proficiency, using the elements of the arts and principles of design. **Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.**		

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
		Topic: Art History/Appreciation
Instruction: Ongoing		**Goal 1:** The student will continue to be introduced to artists and their works. **Goal 2:** The student will be able to discuss similarities and differences in artists' styles. **Goal 3:** Students will further discuss careers in art. **Goal 4:** Students will continue to be introduced to art of various cultures. **Goal 5:** Students will continue to express opinions about works of art.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. **Characteristic approaches to content, form, style, and design define art genres.** **1.2.5.A.3** Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. **Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.** **1.3.5.D.2** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. **Contextual clues to culturally specific thematic content, symbolism, compositional**	**Essential Questions:** **Essential Questions:** • Can you identify a work of art based on the analysis of the artist's use of elements and principles? • How would you describe common characteristics within art genres? • How would you use visual clues to help classify works of art into cultural and **Enduring Understanding:** • Artwork from any era or culture can be classified based on its similarities. • Positive opinions can be based on technical ability and formally communicated using appropriate terminology**.**	**Learning Activities** • Show examples of art created by various artists. (Ex: Vincent Van Gogh- Students recreate "Starry Night" in the style of Van Gogh.) • Show portraits by two different artists. (Ex: Leonardo da Vinci and Pablo Picasso) Students discuss the similarities and differences in their styles. (Abstract/ realistic) • Display the art print, "People and Dog in the Sun" by Joan Miro. Students interpret the shapes in the painting. • Venn diagram to compare and contrast artists and artworks from various eras and cultures. • Guided discussion to teach and support appropriate terminology. **Materials:** • **Paper, pencils** • **Art prints, art books, illustrations, computer images** • **Videos on artists and their styles** • **Oil pastels/Paint** • **Museum websites** • **Feathers, beads, yarn** • **Scissors, glue** **Assessment:** Teacher observation/rubric/critique

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
Instruction: Ongoing		**Topic: Art History/Appreciation**
		Goal 1: The student will continue to be introduced to artists and their works. **Goal 2:** The student will be able to discuss similarities and differences in artists' styles. **Goal 3:** Students will further discuss careers in art. **Goal 4:** Students will continue to be introduced to art of various cultures. **Goal 5:** Students will continue to express opinions about works of art.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings** / **Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	approach, and stylistic nuance are prevalent in works of art throughout the ages. **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. **Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.** **1.4.5.A.2** Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. **Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.**		

	Grade Level/Subject:	**Big Idea:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Instruction: Ongoing	**ART 3-5**	**Topic: Art History/Appreciation**	
		Goal 1: The student will continue to be introduced to artists and their works. **Goal 2:** The student will be able to discuss similarities and differences in artists' styles. **Goal 3:** Students will further discuss careers in art. **Goal 4:** Students will continue to be introduced to art of various cultures. **Goal 5:** Students will continue to express opinions about works of art.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). **Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.**		

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<tr>
<td rowspan="3">Instruction: Ongoing</td>
<td colspan="2"><u>Grade Level/Subject:</u>

ART 3-5</td>
<td>Big Idea: Active participation in the global arts leads to comprehensive understanding of cultures and their customs.</td>
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	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.
		Topic: Culture
		<u>Goal 1:</u> The student will continue to be exposed to art from various cultures. <u>Goal 2:</u> The student will continue to be exposed to customs from various cultures.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**

Note: The left column is labeled vertically "Instruction: Ongoing"

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. **Art and culture reflect and affect each other.** **1.2.5. A.3** Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. **Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.** **1.3.5. D.2** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. **Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art**	<u>**Essential Questions:**</u> • **How are cultural values and beliefs represented in works of art?** • **What impact can an individual artist have on other artists and art creation?** • **Can you identify common and distinctive characteristics of artworks from diverse cultural and historical eras?** • **Can you create an original design influenced by the elements observed in a particular culture's art?** **Enduring Understanding:** • **Students will understand that works from various historical eras and cultures can convey similar meanings, have similar functions, and reflect societal values and beliefs.** • **Students will understand that individual artist have influence on the artistic community of present and future.**	**Learning Activities** • **Students create a dream catcher. Students learn about the culture of the Native American Indians.** • **Compare and contrast a variety of artwork from diverse cultures and historical eras.** • **Create artwork inspired by works from various cultures, individual artist, and historical eras.** **Materials:** • **paper, pencils, colored pencils.** • **paints** • **oil and chalk pastels** • **music CDs** • **pattern examples** • **prints of Kadinsky art.** **Assessment:** Teacher Observation Teacher Created Rubric Teacher Discussion

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.
Instruction: Ongoing		**Topic: Culture**
		Goal 1: The student will continue to be exposed to art from various cultures. **Goal 2:** The student will continue to be exposed to customs from various cultures.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**

throughout the ages. **1.3.5. D.3 Identify** common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. **Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.** **1.4.5.A.2** Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. **Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.** **1.4.5.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of		

	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.
		Topic: Culture
		Goal 1: The student will continue to be exposed to art from various cultures. **Goal 2:** The student will continue to be exposed to customs from various cultures.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
reference (e.g., personal, social, political, historical context). **Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.**		

Note: The left margin contains vertical text reading "Instruction: Ongoing"

Instruction: Ongoing	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.
		Topic: Aesthetics
		Goal 1: The student will continue to be exposed to art from various cultures. **Goal 2: The student will continue to be exposed to customs from various cultures.**
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	1.1.5. D.1 Identify elements of art and principles of design that are evident in everyday life. **Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.** 1.1.5. D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design. **The elements of art and principles of design are universal.** 1.2.5. A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. **Characteristic approaches to content, form, style, and design define art genres**. **1.3.5.D.2** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.	**Essential Questions:** • **How do personal, cultural, and historical points of view affect your response to works of art?** • **How is an artist's work influenced by their individual background?** **Enduring Understanding:** • **Students will understand that artworks can be defined and categorized according to their purpose and common elements.** • **Students will recognize that artwork can be inspired by the individual artist's cultural and historical background.** • **Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.** • **The point of studying the arts is to foster meaning, deeper emotional response, and more inventive decision making.**	**Learning Activities** • **Interpret artwork inspired by works from various cultures, individual artist, and historical eras.** • Understand the concept of aesthetics through exposure, discussion, and formal response. • Creation of works of art inspired by an artist's personal, cultural, and historical background. **Materials:** • **Music CDs** • **Pattern examples** • **Prints/computer images** • **Websites** • **Art books** **Assessment:** Teacher Observation Teacher Created Rubric Teacher Discussion

Instruction: Ongoing	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.
		Topic: Aesthetics
		Goal 1: The student will continue to be exposed to art from various cultures. **Goal 2:** The student will continue to be exposed to customs from various cultures.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. **Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.** **1.3.5.D.5** Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. **There are many types of aesthetic arrangements for the exhibition of art. Creating or**		

Instruction: Ongoing	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.	
		Topic: Aesthetics	
		Goal 1: The student will continue to be exposed to art from various cultures. **Goal 2:** The student will continue to be exposed to customs from various cultures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	assembling gallery exhibitions requires effective time management and creative problem-solving skills. **1.4.5.A.1** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. **Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).** **1.4.5.A.2** Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. **Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.** **1.4.5.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). **Criteria for determining the**		

Instruction: Ongoing	Grade Level/Subject: **ART 3-5**	**Big Idea:** Active participation in the global arts leads to comprehensive understanding of cultures and their customs.	
		Topic: Aesthetics	
		<u>**Goal 1:**</u> **The student will continue to be exposed to art from various cultures.** <u>**Goal 2:**</u> **The student will continue to be exposed to customs from various cultures.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions / Enduring Understandings**	**Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment**
	aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.		

<table>
<tr>
<td rowspan="4">Instruction: Ongoing</td>
<td>Grade Level/Subject:
ART 3-5</td>
<td colspan="2">Big Idea: Active participation in the global arts leads to comprehensive understanding of cultures and their customs.</td>
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<tr>
<td></td>
<td colspan="2">Topic: Technology</td>
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<tr>
<td></td>
<td colspan="2"><u>Goal 1:</u> The student will continue to be exposed to art from various cultures.
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<td></td>
<td>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.</td>
<td><u>Essential Questions:</u>

• How can you use technology to use and create art?

<u>Enduring Understandings:</u>

• Students will recognize and differentiate between works of art that use technology.

• Students will utilize technology in the creation of art.</td>
<td>Suggested Learning Activities:

• Utilize available art making/viewing technologies as appropriate.

<u>Materials:</u>
• Power Point
• Google
• DVDs
• I pads

<u>Assessments:</u>
• Teacher observation

• Teacher created rubric.</td>
</tr>
</table>

ART 3-5

COURSE BENCHMARKS

The student will be able to...

Students will continue their awareness of art elements and principles. Students will continue to improve their use of art skills. Students increase their knowledge of artists and art styles. Students increase their awareness of art from numerous cultures. Students continue to gain appreciation of how art is an integral part of their lives.