

Clinton-Glen Gardner School District



Curriculum Management System

Visual Arts

Grades 3-4

August 2011

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: August 23, 2011
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CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individual is acknowledged for assistance in the preparation of this Curriculum Management System:

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**21st Century Life and Careers Integration: Jessica Latanzio Crespo
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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the visual art program is to contribute to students' regular, sequential arts instruction.

As with any language, artistic literacy provides the tools necessary to express one's self. The visual arts curriculum provides the tools with which students can become artistically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

<http://www.state.nj.us/education/cccs/2009/final.htm>

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Careers were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Careers may be found at:

<http://www.state.nj.us/education/cccs/standards/9/>

**Grades 3-4
Visual Art**

Scope and Sequence

Quarter I	
<p>Topic: How Artists Organize Their Work</p> <p>I. Art Elements and Principles of Design in review</p> <ul style="list-style-type: none"> a. Art elements b. Principles of design c. Historical and cultural art references are utilized as inspiration for the creation of original works of art 	
Quarter II	
<p>Topic: Art in Our World</p> <p>II. Cultural inspiration and art form exploration</p> <ul style="list-style-type: none"> a. Cultural and environmental themes b. Art media c. Art mediums d. Two-dimensional and three-dimensional art forms 	
Quarter III	
<p>Topic: Methods and Materials</p> <p>III. Media, technique, and material exploration</p> <ul style="list-style-type: none"> a. Technical skill development b. Art materials c. Art media d. Tools and techniques 	
Quarter IV	
<p>Topic: Talking About Art</p> <p>IV. Learning the language of critique</p> <ul style="list-style-type: none"> a. Art vocabulary b. Methods of critique 	<p>Topic: The Imagination in Art</p> <p>V. Exploring the imaginary world and artistic expression</p> <ul style="list-style-type: none"> a. Surrealistic b. Fantasy c. Mythical art

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 Visual Art	Topic: How Artists Organize Their Work	
		Goal 1: The student will be able to utilize the art elements and principles of design to create complex visual statements, and further develop problem-solving skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-8	<p>1.1. Identify elements of art and principles of design that are evident in every day life. Compare and contrast works of art that use the same art elements and principles of design. (1.1.5.D.1, 1.1.5.D.2)</p> <p>1.2. Relate common artistic elements that define distinctive art genres in visual art. (1.2.5.A.2)</p> <p>1.3. Recognize the contributions of individual artists in visual art throughout history. (1.2.5.A.3)</p> <p>1.4. Create two- and three-dimensional works of art that make visual statements and employ the elements of art and principles of design. (1.3.5.D.1)</p> <p>1.5. Make aesthetic responses to artworks based on arrangement and historical, personal and cultural points</p>	<p>Essential Questions: How can an artist use the art elements and principles of design to make a strong, visual statement? How can a work of art capture our interest? What can we see when we look at an artwork?</p> <p>Conceptual Understandings: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p> <p>The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.</p> <p>Works of art may be organized according to their functions and artistic purposes.</p> <p>Visual art has its own discipline-specific arts terminology.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: 3 – Line, pattern texture drawings, animals and our environment 3 – Value studies, Cezanne' shading and complementary color schemes 3 – Keith Haring – proportion and movement 4 – Monochromatic color scheme – Picasso Cubist bulldogs 4 – Landscape, perspective, harmony and repetition</p> <p>Assessment Models: Teacher observation Class participation Tests/quizzes Group/individual assessment Self-assessment</p> <p>Additional Resources:</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 Visual Art	Topic: How Artists Organize Their Work	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>of view. (1.4.5.A.2)</p> <p>1.6. Assess the application of the elements of art and principles of design in artworks using observable, objective criteria. (1.4.5.B.1)</p> <p>1.7. Use discipline-specific terminology to evaluate the strengths and weaknesses of works of visual art. (1.4.5.B.3)</p> <p>1.8. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>1.9. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.10. Apply critical thinking and problem-solving skills in classroom and family settings.</p>		<p>Smart board presentations on the elements of art and design principles</p> <p>Fine art reproductions</p> <p>Color wheel visual</p>

Suggested days of Instruction	Curriculum Management System	Topic: How Artists Organize Their Work	
	<u>Subject/Grade Level:</u> Grades 3-4 Visual Art	<u>Goal 1:</u> The student will be able to utilize the art elements and principles of design to create complex visual statements, and further develop problem-solving skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.4.A.5) 1.11. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 1.12. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 1.13. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 1.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 Visual Art	Topic: Art in Our World	
		Goal 2: The student will be able to apply styles and techniques from cultural artworks to create a work of art with personal meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-8	<p>2.1. Identify elements of art and principles of design that are evident in everyday life. (1.1.5.D.1)</p> <p>2.2. Recognize works of visual art as a reflection of societal values and beliefs. (1.2.5.A.1)</p> <p>2.3. Determine the impact of significant contributions of artists from diverse cultures throughout history. (1.2.5.A.3)</p> <p>2.4. Create two- and three-dimensional artworks that employ the elements of art and principles of design. (1.3.5.D.1)</p> <p>2.5. Identify distinctive characteristics of artworks from diverse cultural eras using stylistic terminology (cubist, surreal, impressionistic), and experiment with compositional approaches. (1.3.5.D.2)</p>	<p>Essential Questions: What can we learn by studying the art of different cultures? Does the purpose of art vary in different cultures? Why do people make art?</p> <p>Conceptual Understandings: Artists have created art for a variety of purposes and functions throughout history.</p> <p>Many cultures throughout history have used weaving as an art form</p> <p>Many cultures communicate ideas in their artwork through the use of symbolism.</p> <p>Art is created for a variety of purposes and functions.</p> <p>Art from various cultures can be identified by the use of materials, colors, symbols, subject matter, and technique.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: 3 – Clay slab weaving 4 – Mexican Amate painting</p> <p>Assessment Models: Teacher observation Class participation Group/individual assessment Self-assessment Class critique</p> <p>Additional Resources: Smart board presentations Fine art reproductions Weaving examples from various cultures Mexican Amate painting examples</p>

Suggested days of Instruction	Curriculum Management System	Topic: Art in Our World	
	Subject/Grade Level: Grades 3-4 Visual Art	Goal 2: The student will be able to apply styles and techniques from cultural artworks to create a work of art with personal meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.6. Make informed aesthetic responses to artworks based on personal, cultural, and historical points of view. (1.4.5.A.2)</p> <p>2.7. Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria. (1.4.5.B.1)</p> <p>2.8. Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art. (1.4.5.B.3)</p> <p>2.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school,</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Art in Our World	
	Subject/Grade Level: Grades 3-4 Visual Art	Goal 2: The student will be able to apply styles and techniques from cultural artworks to create a work of art with personal meaning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and during play). (9.1.4.C.1)</p> <p>2.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.13. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>2.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Methods and Materials	
	Subject/Grade Level: Grades 3-4 Visual Art	Goal 3: The student will be able to utilize new mediums, art media, and technique in the development of two- and three-dimensional works of art, while further developing complex compositions incorporating the art elements and design principles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-8	<p>3.1. Identify elements of art and principles of design that are evident in everyday life. (1.1.5.D.1)</p> <p>3.2. Compare and contrast works of art in various mediums that use the same art elements and principles of design. (1.1.5.D.2)</p> <p>3.3. Relate common artistic elements that define distinctive art. (1.2.5.A.3)</p> <p>3.4. Determine the impact of significant contributions of artists throughout history. (1.2.5.A.3)</p> <p>3.5. Create two-and three-dimensional artworks that employ the elements of art and principles of design. (1.3.5.D.1)</p> <p>3.6. Differentiate drawing, painting, ceramics,</p>	<p>Essential Questions: What are some of the many ways artists create art? How can an artist make a strong visual statement by carefully selecting materials and techniques? What can you learn by exploring various art media and art materials?</p> <p>Conceptual Understandings: The elements of art and principles of design are universal. Art and culture reflect and affect each other. Characteristic approaches to content, form, style, and design define art genres. The elements of art and principles of design can be applied in an infinite number of ways to solve creative problems. The characteristics and physical properties of various materials for use in art-making present infinite possibilities for potential application. Works of art may be organized according to their functions and artistic purposes.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: 3 – Printmaking (exploring techniques and methods) 3 – Wire sculpture (Calder) 3 – Mixed media landscape 4 – Clay sculptures (Safari Day animals, additive/subtractive techniques) 4 – Impressionism – Monet' mixed media water lily composition</p> <p>Assessment Models: Teacher observation Class critique Class participation Self-assessment Group/individual assessment</p> <p>Additional Resources: Smart board presentations</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 3-4 Visual Art	Topic: Methods and Materials	
		Goal 3: The student will be able to utilize new mediums, art media, and technique in the development of two- and three-dimensional works of art, while further developing complex compositions incorporating the art elements and design principles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>sculptures, printmaking and others by the physical properties of the resulting artworks, and experiment with various art media and art mediums. (1.3.5.D.4)</p> <p>3.7. Demonstrate how art communicates ideas about personal and social values and is inspired by an artist's imagination and social, personal, political, historical frame of reference. (1.4.5.A.3)</p> <p>3.8. Define technical proficiency using the elements of art and principles of design. (1.4.5.B.4)</p> <p>3.9. Assess the application of the elements of art and principles of design using observable, objective criteria. (1.4.5.B.1)</p> <p>3.10. Participate in brainstorming sessions to seek information, ideas, and</p>		<p>Fine art reproductions Monet' DVD You Tube – Calder, Monet' Rousseau visuals Printmaking visual samples Wire sculpture examples (African, Calder)</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 3-4 Visual Art	Topic: Methods and Materials	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.13. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>3.14. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Methods and Materials	
	<u>Subject/Grade Level:</u> Grades 3-4 Visual Art	<u>Goal 3:</u> The student will be able to utilize new mediums, art media, and technique in the development of two- and three-dimensional works of art, while further developing complex compositions incorporating the art elements and design principles.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <p>extra-curricular activities. (9.1.4.F.2)</p> <p>3.15. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Talking About Art	
	Subject/Grade Level: Grades 3-4 Visual Art	Goal 4: The student will be able to understand that critique in an organized system for looking at and talking about art and that an artwork can be qualitatively assessed using observable criteria.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-4	<p>4.1. Compare and contrast works of art in various mediums that use the same art elements and principles of design. (1.1.2.D.2)</p> <p>4.2. Identify characteristic theme-based works of art from various historical periods and world cultures. (1.2.2.A.1)</p> <p>4.3. Employ basic verbal and visual art vocabulary to demonstrate knowledge of materials, tools, and methodologies used to create and tell visual stories. (1.3.2.D.3)</p> <p>4.4. Identify aesthetic qualities of exemplary works of art. (1.4.2.A.1)</p> <p>4.5. Use discipline specific arts terminology to evaluate the strengths and weaknesses of artworks. (1.4.5.B.3)</p>	<p>Essential Questions: Why is it important to use specific vocabulary and criteria when talking about a work of art? Why do people critique artwork? Why do people have varying opinions about the quality and meaning of an artwork?</p> <p>Conceptual Understandings: Critiquing a work of art using specific language helps us understand the meaning behind the artwork. People may have different opinions about an artwork. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. Contextual clues are embedded in works of art and provide insight into artistic intent. Artists and audiences sometimes disagree about artwork. When assessing artwork, it is important to consider the context for its creation.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Critique various artworks using 4-step critique model Art critic/museum game</p> <p>Assessment Models: Teacher observation Class participation Self-assessment Quiz/Test</p> <p>Additional Resources: Smart board presentations on critique</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 3-4 Visual Art	Topic: Talking About Art	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.6. Assess the application of the elements of art and principles of design using observable, objective criteria. (1.4.5.B.1)</p> <p>4.7. Recognize that individuals may hold differing opinions and reactions to a work of art. (1.4.5.B.5)</p> <p>4.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>4.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 3-4 Visual Art	Topic: Talking About Art <u>Goal 4:</u> The student will be able to understand that critique in an organized system for looking at and talking about art and that an artwork can be qualitatively assessed using observable criteria.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>(9.1.4.D.1)</p> <p>4.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>4.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>			

Suggested days of Instruction	Curriculum Management System	Topic: Imagination in Art	
	Subject/Grade Level: Grades 3-4 Visual Art	Goal 5: The student will be able to create complex compositions that incorporate imagination, dream-like images inspired by surrealism, mythical art and fantasy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-6	<p>5.1. Identify elements of art and principles of design that are evident in everyday life. (1.1.5.D.1)</p> <p>5.2. Relate common artistic elements that define art genres in visual art. (1.2.5.A.2)</p> <p>5.3. Determine the impact of individual artists in visual art throughout history. (1.2.5.A.3)</p> <p>5.4. Analyze social, historical, and political impact of artists on culture. (1.2.8.A.3)</p> <p>5.5. Identify common and distinctive characteristics of artworks from diverse historical eras using appropriate terminology, and experiment with compositional approaches influenced by these styles. (1.3.5.D.2)</p>	<p>Essential Questions: Where does an artist find inspiration? How can an artist demonstrate a dream-like image? How does an artist reflect their values and beliefs in their work?</p> <p>Conceptual Understandings: Art styles and movements change with time and often reflect the values, beliefs, and social issues of their times. Characteristic approaches to content, form, style, and design define art genres. Artists are influenced by the art of other cultures and time periods. Artists often utilize ideas from myths and legends for visual imagery. Artists explore their dreams and subconscious thoughts in the creation of Surrealist art. Each of the genres of art is associated with appropriate vocabulary and a stylistic approach to art making</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: 3 – Eric Carle mythical creature collage 4 - Surrealistic collage 4 - Chinese Dragon Fans</p> <p>Assessment Models: Teacher observation Class participation Class critique Group/individual assessment Self-assessment</p> <p>Additional Resources: Smart board presentations Fine Art reproductions – surrealistic/fantasy Chinese Dragons Dali, Chagall, Eric Carle</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 3-4 Visual Art	Topic: Imagination in Art	
		Goal 5: The student will be able to create complex compositions that incorporate imagination, dream-like images inspired by surrealism, mythical art and fantasy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.6. Employ basic discipline-specific terminology to categorize works of visual art. (1.4.5.A.1)</p> <p>5.7. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's frame of reference and imagination. (1.4.5.A.3)</p> <p>5.8. Use discipline-specific arts terminology to evaluate the strengths and weaknesses of a work of art. (1.4.5.B.3)</p> <p>5.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school,</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 Visual Art	Topic: Imagination in Art	
		Goal 5: The student will be able to create complex compositions that incorporate imagination, dream-like images inspired by surrealism, mythical art and fantasy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and during play). (9.1.4.C.1)</p> <p>5.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>5.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		