

Clinton-Glen Gardner School District



Curriculum Management System

Visual Arts
Grades 5-6
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
Revised: September 25, 2012

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CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Christine Steiner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

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Acknowledgments

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Writer's Name: Suzanne Lauricella

**21st Century Life and Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer**

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 5-6
Visual Art**

Scope and Sequence

| Quarter I | |
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| Topic: Art and Composition I. Elements and principles of design enhanced through composition a. Two-dimensional compositional studies i. Technique ii. Art elements iii. Principles of design | Topic: Methods and Materials II. New materials and techniques a. Vocabulary b. Technique c. Medium d. Historical art and cultural references used as inspiration in the creation of two-dimensional works of art |
| Topic: Form and Sculpture III. Sculptures in the round a. Balance b. Movement c. Unity d. Emphasis e. Proportion | |

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| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades 5-6 Visual Art | Topic: Art and Composition | |
| | | Goal 1: The student will be able to effectively utilize the art elements and design principles to generate complex compositional solutions. | |
| | 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 |
| 5-10 | <p>1.1. Create two-dimensional works of art that make visual statements that employ the elements of art and principles of design. (1.3.5.D.1)</p> <p>1.2. Examine the characteristics, content, and symbolism found in works of art from different cultures and historical eras, and use these visual statements as inspiration for original artworks. (1.3.8.D.5)</p> <p>1.3. Generate observational and emotional responses to specific works of art. (1.4.8.A.1)</p> <p>1.4. Experiment with various art media and art mediums to create original works of art. (1.3.5.D.4)</p> <p>1.5. Experiment with various compositional approaches influenced by different genres of art (abstract,</p> | <p>Essential Questions: How is art organized? Where can we find the art elements and principles of design in nature? What makes art unique?</p> <p>Conceptual Understandings: The elements of art and principles of design can be applied in an infinite number of ways to express an idea. The art elements and principles of design are used with purpose in masterworks of art. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and movement. Each art medium has its own materials, processes, skills, and technical application methods.</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: 5 – Monochromatic patterned painting - Color and value study – watercolor - Contour study – warm and cool colors, pattern, contrast 6 – Line – contour study of natural objects patterned background, warm and cool colors - Value – pencil rendering</p> <p>Assessment Models: Teacher observation Rubric Class critique Group/individual assessment Self-assessment Class participation</p> <p>Additional Resources: Smart Board presentation</p> |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades 5-6 Visual Art | Topic: Art and Composition | |
| | | Goal 1: The student will be able to effectively utilize the art elements and design principles to generate complex compositional solutions. | |
| | 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>realism, conceptual art, and others). (1.3.5.D.3)</p> <p>1.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>1.10. Demonstrate how</p> | | <p>Fine Art Reproductions</p> <p>Art Elements and Design Principles visuals</p> <p>Color Wheel</p> <p>Examples of line and value</p> |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades 5-6 Visual Art | Topic: Art and Composition | |
| | | Goal 1: The student will be able to effectively utilize the art elements and design principles to generate complex compositional solutions. | |
| | 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 |
| | productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1) | | |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades 5-6 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 |
| 8–12 | <p>2.1. Compare and contrast works of art in various mediums that use the same art elements and principles of design. (1.1.8.D.2)</p> <p>2.2. Recognize that art reflects societal values and beliefs. (1.2.5.A.1)</p> <p>2.3. Appreciate the contributions of individual artists throughout history. (1.2.5.A.3)</p> <p>2.4. Create two-dimensional works of art that employ the elements of art and principles of design. (1.3.5.D.1)</p> <p>2.5. Differentiate drawing, painting, ceramics, printmaking, etc. by the physical properties of the resulting artworks, and experiment with various art mediums to create original works of art. (1.3.5.D.4)</p> | <p>Essential Questions: How do artists select materials to express ideas or an emotion? How can artists express a similar idea using different mediums?</p> <p>Conceptual Understandings: The study of masterworks of art from diverse cultures and historical eras assists in understanding and appreciation of different cultures. There are a wide variety of art mediums, each having appropriate tools and processes for the creation of artwork. Many genres of art utilize discipline-specific arts terminology. The elements of art and principles of design apply equally to artwork across cultures and historical eras.</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. 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: 5 – Metal Tooling – Haitian Metal art 6 - Linoleum Prints – Pop Art Portraits</p> <p>Assessment Models: Teacher observation Rubric Self-assessment Class participation Group/individual assessment</p> <p>Additional Resources: Smart Board Presentations Fine Art reproductions You Tube – Andy Warhol Visuals of Haitian art</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Methods and Materials | |
| | Subject/Grade Level: Grades 5-6 Visual Art | Goal 2: The student will be able to effectively apply various art media, art mediums, technologies, and processes in the creation of works of 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>2.6. 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>2.7. Differentiate drawing, painting, ceramics, 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>2.8. Demonstrate how art communicates ideas about personal and social values and is inspired by an artist's imagination and frame of reference. (1.4.5.A.3)</p> <p>2.9. Use evaluative tools, such as rubrics, for self-assessment. (1.4.5.B.2)</p> <p>2.10. Use observable, objective criteria to assess the</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Methods and Materials | |
| | Subject/Grade Level: Grades 5-6 Visual Art | Goal 2: The student will be able to effectively apply various art media, art mediums, technologies, and processes in the creation of works of 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>application of the elements of art and principles of design in visual artworks. (1.4.5.B.1)</p> <p>2.11. Utilize specific arts terminology to discuss and categorize works of art. (1.4.5.A.1)</p> <p>2.12. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.13. Design and implement a project management plan using one or more problem-solving strategies. (9.1.8.A.4)</p> <p>2.14. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.15. Model leadership skills during classroom and extra-</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Methods and Materials | |
| | Subject/Grade Level: Grades 5-6 Visual Art | Goal 2: The student will be able to effectively apply various art media, art mediums, technologies, and processes in the creation of works of 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>curricular activities. (9.1.8.C.3)</p> <p>2.16. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.17. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p> | | |

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| Suggested days of Instruction | Curriculum Management System | Topic: Form and Sculpture | |
| | Subject/Grade Level: Grades 5-6 Visual Art | Goal 3: The student will be able to utilize the principles of proportion, balance, unity, emphasis, and movement in creating three-dimensional sculptures. | |
| | 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 |
| 8-10 | <p>3.1. 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>3.2. Recognize artworks as a reflection of societal values and beliefs. (1.2.5.A.1)</p> <p>3.3. Create three-dimensional works of art that make visual statements and employ the art elements and principles of design. (1.3.5.D.1)</p> <p>3.4. Examine characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras and use as inspiration for creating original works of art. (1.3.8.D.5)</p> <p>3.5. Make informed aesthetic responses to artworks based on personal, cultural,</p> | <p>Essential Questions: How do artists select the mediums for their sculptures? How must an artist consider the exhibition space when creating a sculpture? How can an artist convey a message or show emotion in a three-dimensional object?</p> <p>Conceptual Understandings: Artists organize and thoughtfully arrange their work using the art elements and principles of design. Artists record history and contribute to society. Art may embrace multiple solutions to a problem. Universal themes exist in art across historical eras and cultures. The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</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: 5 – Monochromatic patterned paper sculptures - Art history abstract sculptures 6 – Oaxacan Clay Sculptures - Clay gargoyles</p> <p>Assessment Models: Teacher observation Class participation Self-assessment Rubric Group/Individual oral assessment Class critique</p> <p>Additional Resources: Smart Board presentations Crizmac DVD on Zeny Fuentes Oaxacan sculptures</p> |

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| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades 5-6 Visual Art | Topic: Form and Sculpture Goal 3: The student will be able to utilize the principles of proportion, balance, unity, emphasis, and movement in creating three-dimensional sculptures. | |
| | 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 historical points of view. (1.4.5.A.2)</p> <p>3.6. Demonstrate how art communicates ideas about personal and social values. (1.4.5.A.3)</p> <p>3.7. Use discipline-specific arts terminology to evaluate the strengths and weaknesses of artworks. (1.4.5.B.3)</p> <p>3.8. Use evaluative tools, such as rubrics, for self-assessment. (1.4.5.B.2)</p> <p>3.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>3.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> | | <p>Fine Art Reproductions</p> <p>Student examples</p> |

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| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades 5-6 Visual Art | Topic: Form and Sculpture | |
| | | Goal 3: The student will be able to utilize the principles of proportion, balance, unity, emphasis, and movement in creating three-dimensional sculptures. | |
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| | <p>3.11. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>3.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p> | | |