



Grades 3-5 Elementary Art Curriculum

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Visual Arts Curriculum

Elementary School



Wayne
Township Public Schools

3rd Grade - 5th Grade
Fine Arts & Media Arts

Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy* through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Artistic Process: Creating

- Anchor Standard 1 Conceptualizing and generating ideas.
- Anchor Standard 2 Organizing and developing ideas.
- Anchor Standard 3 Refining and completing products.

Artistic Process: Performing/Presenting/Producing

- Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 5 Selecting, analyzing and interpreting work.
- Anchor Standard 6 Conveying meaning through art.

Artistic Process: Responding

- Anchor Standard 7 Perceiving and analyzing products.
- Anchor Standard 8 Applying criteria to evaluate products.
- Anchor Standard 9 Interpreting intent and meaning.

Artistic Process: Connecting

- Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential questions and enduring understandings in each of the five arts disciplines were used to create the performance indicators that describe what students should be able to do by the end of grade 2, grade 5, grade 8, and grade 12. As illustrated in the example below, the performance indicators translate the anchor standards into specific, measurable learning goals.

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. The practices are indicated in the chart below. (Note: there are subtle differences in the practices that reflect the nuances of each of the respective arts disciplines.)

CREATING	PERFORMING	RESPONDING	CONNECTING
<ul style="list-style-type: none">• Explore• Investigate• Reflect, Refine, Continue	<ul style="list-style-type: none">• Select• Analyze• Share	<ul style="list-style-type: none">• Perceive• Analyze• Interpret	<ul style="list-style-type: none">• Synthesize• Relate

New Jersey Student Learning Standards - Visual Arts & Media Arts

Additional Standards

- [Computer Science and Design Thinking Standards](#)
- [Career Readiness, Life Literacies and Key Skills](#)
- [Computer Science and Design Thinking](#)
- [NJSLS ELA Standards](#)
- [NJSLS Social Studies Standards](#)
- [WIDA Standards](#)

Arts Education and SEL Framework

The Arts Education and Social and Emotional Learning Framework (Arts & SEL Framework) is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education. Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self awareness, self-management, social awareness, relationship skills, and responsible decision making). In some cases, these competencies are being addressed in a tacit way, without making explicit connections to the visual and performing arts standards.

This Framework is the result of careful consideration of the synergistic connections between the five SEL competencies and the eleven anchor standards in the visual and performing arts. The Arts & SEL Framework Essential Questions and Enduring Understandings (Framework EUs and EQs) that resulted from a detailed crosswalk provide a clear understanding of these connections. The Framework provides Arts Educators a greater understanding of how SEL connects to and influences the artistic process. The Arts Education and Social and Emotional Learning Framework is designed to empower Arts Educators to intentionally embed social-emotional learning.

Inspired by a meeting of the SEL4NJ leadership in January 2019, Arts Ed NJ began wrestling with the question, “How do arts educators intentionally connect SEL to their work in the arts classrooms?” Since New Jersey was in the process of revising the state’s visual and performing arts standards (based on the National Core Arts Standards and the Artistic Processes of Creating, Performing, Responding and Connecting) and, since the New Jersey State Department of Education had already adopted competencies for SEL (including the five CASEL competencies and 19 sub-competencies divided among them) in 2017, the SEL and Arts Education Taskforce’s approach would be to crosswalk the two documents to develop a blended way to consider both the SEL competencies and the New Jersey’s Student Learning Standards in the Visual and Performing Arts to coincide with the curricular revision and adoption created by the release of the new standards.

The resulting Framework was designed by the SEL and Arts Education Taskforce, comprised of experts in SEL and Arts Education and led by Bob Morrison for Arts Ed NJ and Dr. Maurice Elias for SEL4NJ. Over an 18-month period, the Taskforce explored all of the intersections between SEL and Arts Education through the lens of the arts education standards. This approach maintained the focus on the primary goal of teaching the arts while making a clear connection to SEL to inform the instructional approach. This allowed the team to illuminate the inherent nature of SEL within arts education and how this can be activated in students intentionally.

SEL Goals are listed throughout the K-5th Grade suggested unit plans. Art Teachers will also accomplish SEL Goals with SEL Table Talks. Throughout the grade level pacing guides SEL Goals are listed under “SEL Table Talks”. Teachers will lead class discussions during the art class work periods. Teachers should encourage small group discussion and sharing time. Students can ask questions throughout the class to encourage an open discussion on all SEL topics.

[Social and Emotional Learning Competencies](#)

3rd GRADE ART

About the 3rd Grade Artist

3

Characteristics of 3rd Graders:

- Enthusiastic, open to new experiences and using new materials
- Anxious to please their peers, careful not to do anything too different from what other students are doing
- Tend to separate themselves by friend groups outside of the classroom but work well in mixed group projects
- Interested in learning to draw realistically, frustrated at times when they're not able to do so
- Appreciate Works of art that deal with fantasy and Imagination and like using those genres in their own artworks
- Enjoy Art Museum visits and learning about the role of artists in society

What 3rd Graders Can Do with Materials:

- General: distribute, collect materials; clean tables; take General responsibility in the art room
- Brushes: wash brushes; mix colors with the brush
- Clay: create sculptures, pinch pots, coil pots, apply glazes
- Paint: mix tempera; understand crayon resist well; are able to use and take care of watercolor paint
- Ink: stamping; brayer prints; monoprints
- Paper: cut well with scissors use a variety of joining methods
- Crayons; color firmly for scratch art
- Metal foil tooling: emboss and stipple

3rd Graders Understanding of Concepts:

- Use overlapping shapes, variation in lines, textures, colors, and sizes.
- Comprehend foreground, middle-ground, and background and show these in several ways.
- Discriminate between warm and cool colors; identify how artists have used color for expression.
- Define symmetrical, asymmetrical, and radial balance.
- Develop personal use of color and other elements effectively in two-dimensional work.
- Become aware of articulation of parts of the human figure.

Suggestions for Teaching 3rd Graders:

1. Allow them to create non-objective works of art through the introduction of historical artworks.
2. Teach them to "see" - teach contour drawing of a hand and the human form
3. Discuss proportions of the human form, have them draw their classmates or themselves.
4. State objectives when beginning a unit, then help them evaluate their work and whether they are meeting the objectives in their artwork.
5. Talk about how things work, the why of form and function.
6. Have them draw flowers, trees, animals, and plants either from life or from reference photos.

3rd grade Interdisciplinary Connections

- Language Arts: write sentences about artwork; create a story and illustrate it
- Mathematics: mapmaking; geometric form; symmetry; multiplication; division
- Science: solar system; electricity; environment; energy; rocks, classify animals, reptiles, birds, amphibians,
- Social Studies: communities, difference is due to location and whether; ancient and foreign cultures; multicultural similarities and differences

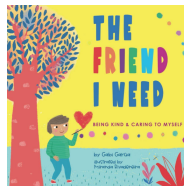
September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	DRAWING 2 MEDIA ARTS	PAINTING	ART HISTORY	PRINT/COLLAGES	SCULPTURE	ART EXHIBIT
<p>3.D.1 I can brainstorm ideas in order to solve problems creatively.</p> <p>3.D.2 I can use my creativity to develop Innovative and unique ideas for my artwork.</p> <p>3.D.3 I can look at something and draw it from observation.</p> <p>3.D.4 I can follow along with the traditional art making process and I can break traditions to be creative.</p> <p>SEL TABLE TALK Match the appropriate consequences (both positive and negative) with the actions associated with positive and negative feelings.</p>	<p>3.D.5 I can create an interesting design that fills my paper's space.</p> <p>3.D.6 I can create a work of art that shows attention was paid to the positive and negative space.</p> <p>3.MA.1 I can photograph my artwork and manipulate it by rotating and flipping the image to animate my art.</p>	<p>3.P.1 I can create a work of art and then reflect, refine and revise after discussing and describing my personal choices.</p> <p>3.P.2 I can develop a work of art through practice and constructive critiques and know that the more I work on my artwork the better it will become.</p> <p>3.P.3 I can create a work of art that improves the world around me.</p> <p>SEL TABLE TALK Identify one's skills and interests. Distinguish areas where one needs support.</p>	<p>3.AH.1 I can look at a work of art and tell you what I see and interpret what the artist was trying to communicate.</p> <p>3.AH.2 I can use art vocabulary and manners to respectfully discuss a work of art with a classmate.</p> <p>SEL TABLE TALK Identify situations that produce positive and negative emotions. Identify body sensations (e.g., tight muscles, racing heart, distracted, etc.) associated with positive and negative emotions. Continue to effectively identify one's own emotions, with increasing vocabulary.</p>	<p>3.PC.1 I can talk about my artwork with peers and change the work to make it better.</p> <p>3.PC.2 I am a responsible artist that cares for art materials.</p> <p>3.PC.3 I can create works of art that empower myself and other people.</p> <p>SEL TABLE TALK Define confident attitude, insecure attitude and negative attitude. Describe the impact of one's attitude on the ability to complete tasks, handle challenges and pursue goals.</p>	<p>3.S.1 I can talk about how art informs people around the world.</p> <p>3.S.2 I know that art helps us learn about people during different times and in different places.</p> <p>3.S.3 I can look at art from another time and place and make educated guesses about who created it and what it was used for.</p> <p>SEL TABLE TALK Use "I" messages to present one's own perspective and feelings in response to an emotional experience. Recognize one's own thoughts and emotions in order to act before becoming overwhelmed</p>	<p>3.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display.</p> <p>3.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.</p> <p>SEL TABLE TALK Distinguish between short term and long-term goals. Describe the steps in setting and working to achieve a goal. Evaluate what they might have done differently to achieve greater success on a recent goal. Understand the relationship between prosocial behavior in the classroom and goal achievement.</p>

New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Creating</u> 1.5.5.Cr1a - Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects. <u>Media Arts:</u> 1.2.5.Re7a - Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting Diversity and Inclusion Mandate
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3rd Grade Learning Targets	3.D.1 I can brainstorm ideas in order to solve problems creatively. 3.D.2 I can use my creativity to develop Innovative and unique ideas for my artwork. 3.D.3 I can look at something and draw it from observation. 3.D.4 I can follow along with the traditional art making process and I can break traditions to be creative.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> • 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Cr1a

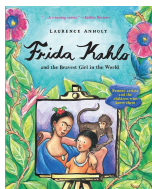
MY SYMBOLIC LANGUAGE

Activity Summary	Students will learn about self care during the reading of The Friend I Need. They will discuss ways that they can take care of themselves and talk about positive personality traits they possess. Students will develop a symbolic language using these personality traits and will draw symbols to represent them. These symbols will later be used in their symbolic self portraits.
Suggested Art Materials	Drawing paper, pencil, colored pencil
Suggested Resources	The Friend I Need, Being Kind & Caring to Myself by Gabi Garcia
Learning Targets	3.D.1 I can brainstorm ideas in order to solve problems creatively. 3.D.2 I can use my creativity to develop innovative and unique ideas for my artwork.
Art Elements & Principles	Shape, Emphasis
Vocabulary Words	Symbol, Symbolic Language, Self Care
SEL Goal 2 Self-Awareness	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL Goal 12 Relationship Skills	Establish and maintain healthy relationships



SYMBOLIC SELF PORTRAIT

Activity Summary	Students will learn about the life and art of Frida Kahlo. They will analyze her symbolic self portraits in order to discover facts about the artist. Students will learn the basics of drawing a portrait in proportion and will create a self portrait. They will place their symbols from the previous unit around and/or on their self portraits.
Suggested Art Materials	Drawing paper, pencils, colored pencils, mirrors
Suggested Resources	Frida Kahlo and the Bravest Girl in the World by Laurence Anholt
Learning Targets	3.D.3 I can look at something and draw it from observation. 3.D.4 I can follow along with the traditional art making process and I can break traditions to be creative.
Art Elements & Principles	Balance, Space, Value, Form
Vocabulary Words	Self Portrait, Observational Drawing
SEL Goal 3 - Self Awareness	Recognize one's personal traits, strengths and limitations.

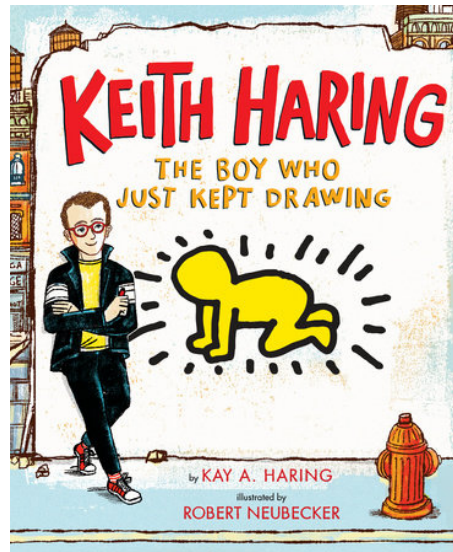


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Creating</u> 1.5.5.Cr1a - Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects. <u>Media Arts:</u> 1.2.5.Pr4a - Practice combining various academic, arts, media forms, and content into unified media artworks, such as animation, music, and dance. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3rd Grade Learning Targets	3.D.5 I can create an interesting design that fills my paper's space. 3.D.6 I can create a work of art that shows attention was paid to the positive and negative space.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. New Jersey Core Curriculum Content Standards: ELA Integration of Knowledge and Ideas <ul style="list-style-type: none"> • RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Cr1a

JUST KEEP DRAWING

Activity Summary	Students will learn about the life and art of Keith Haring. Students will learn how Haring used symbols to create his art and broke traditions in the Art world. Students will learn about positive and negative space as they create simplified, graphic drawings inspired by Haring's style. Students will be introduced to basic figure drawing techniques. Students can then photograph their drawings and add them to a Google Slideshow, they can rotate, turn and flip their image and then add music to their presentation.
Suggested Art Materials	Drawing Paper, Marker
<u>Suggested Resources</u>	Keith Haring: The Boy Who Just Kept Drawing by Kat A. Haring
Learning Targets	3.D.5 I can create an interesting design that fills my paper's space. 3.D.6 I can create a work of art that shows attention was paid to the positive and negative space. 3.MA.1 I can photograph my artwork and manipulate it by rotating and flipping the image to animate my art.
Art Elements & Principles	Space, Balance, Shape, Unity, Emphasis, Line
Vocabulary Words	Positive and Negative Space

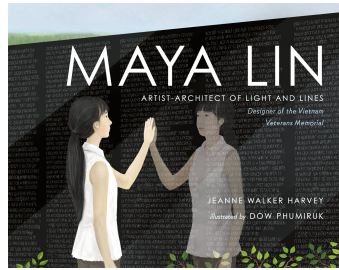


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Creating</u></p> <p>1.5.5.Cr3a - Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Asian American Pacific Islander Mandate</p>
Enduring Understanding	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
3rd Grade Learning Targets	<p>3.P.1 I can create a work of art and then reflect, refine and revise after discussing and describing my personal choices.</p> <p>3.P.2 I can develop a work of art through practice and constructive critiques and know that the more I work on my artwork the better it will become.</p> <p>3.P.3 I can create a work of art that improves the world around me.</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: Math</p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> • 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Cr3a

COLLABORATIVE INSTILLATION

Activity Summary	Students will learn about the life and art of Maya Lin. They will then work together to design an art installation using paint. They will select a cause that they feel is important that they would like to recognize. Students will be encouraged to discuss their ideas and their work with their peers throughout the art making process. They will reflect and refine their work after critiquing over the process of the unit.
Suggested Art Materials	Roll Paper, multiples of a specific shape, tempera paint
Suggested Resources	Maya Lin Artist-Architect of Lines and Light by Jeanne Walker Harvey
Learning Targets	3.P.1 I can create a work of art and then reflect, refine and revise after discussing and describing my personal choices. 3.P.2 I can develop a work of art through practice and constructive critiques and know that the more I work on my artwork the better it will become.
Art Elements & Principles	Color, Space, Unity,
Vocabulary Words	Memorial, Instillation, Collaboration



ODE TO NATURE

Activity Summary	Students will learn how Jadav Payeng changed his community by regrowing the forests. Students will learn about the importance of taking care of their environment and how they can create change within their own communities. Students will create a painting that they feel will help others appreciate the beauty of nature. They will be encouraged to mix the colors observed in photos.
Suggested Art Materials	Paper, marker, tempera paint, oil pastels, images of animals in danger of extinction and landscapes.
Suggested Resources	The Boy Who Grew a Forest: The True Story of Jadav Payeng by Sophia Gholz
Learning Targets	3.P.3 I can create a work of art that improves the world around me.
Art Elements & Principles	Space, Shape, Color, Texture, Form, Balance
Vocabulary Words	Color Mixing, Foreground, Middleground, Background

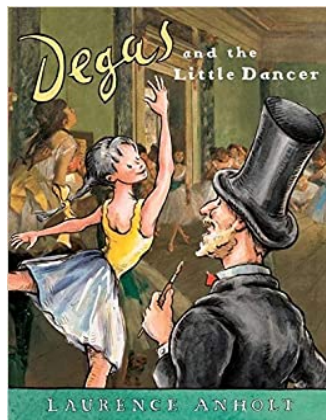
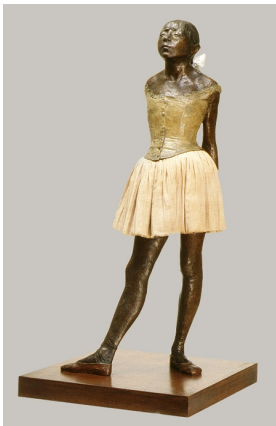


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Responding</u> 1.5.5.Re8a - Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Questions	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
3rd Grade Learning Targets	3.AH.1 I can look at a work of art and tell you what I see and interpret what the artist was trying to communicate. 3.AH.2 I can use art vocabulary and manners to respectfully discuss a work of art with a classmate.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> • 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Re9a

GETTING TO KNOW DEGAS AND THE LITTLE DANCER

Activity Summary	Students will learn about Degas's sculpture "The Little Dancer". They will look at the sculpture in order to discuss their opinion of the work. Students will be asked to analyze what they see as they critique the work of art.
Suggested Art Materials	Images and or video of Degas Little Dancer
Suggested Resources	Degas and the Little Dancer by Laurence Anholt
Learning Targets	3.AH.1 I can look at a work of art and tell you what I see and interpret what the artist was trying to communicate. 3.AH.2 I can use art vocabulary and manners to respectfully discuss a work of art with a classmate.
Art Elements & Principles	This is a good unit to review all elements and principles that have been introduced
Vocabulary Words	Art Critique, mood, reading a work of art
SEL Goal 16 Relationship Skills	Identify who, when, where, or how to seek help for oneself or others when needed

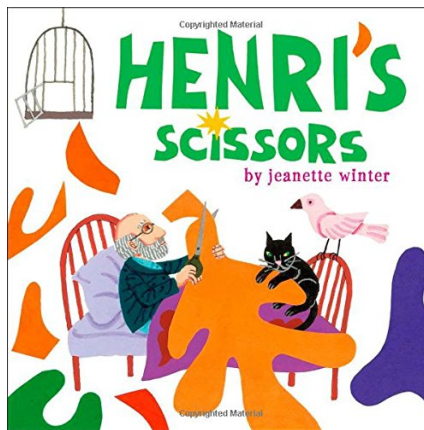


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Creating</u> 1.5.5.Cr2c - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
3rd Grade Learning Targets	3.PC.1 I can talk about my artwork with peers and change the work to make it better. 3.PC.2 I am a responsible artist that cares for art materials. 3.PC.3 I can create works of art that empower myself and other people.
Assessment	Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: ELA RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. New Jersey Core Curriculum Content Standards: Math Drawing shapes connects to students learning geometric shapes in math class. <ul style="list-style-type: none"> • 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Cr2c

UNDERWATER COLLAGES

Activity Summary	Students will work on an underwater collage that can be completed individually or as a collaboration. Classes will be introduced to the collage work of Henry Matisse and will see how Matisse used simplified organic shapes to create his artwork. Students will then create a work of art that may include printed papers, found papers, images of underwater sea life and/or plant life. Students will be encouraged throughout the process to have peer discussions that will lead to revisions and improvements to their artwork.
Suggested Art Materials	Construction paper, printmaking supplies, stamps, glue sticks, found paper, images of coral reefs, images of sea life
<u>Suggested Resources</u>	Henri's Scissors by Jeanette Winter
Learning Targets	3.PC.1 I can talk about my artwork with peers and change the work to make it better. 3.PC.2 I am a responsible artist that cares for art materials. 3.PC.3 I can create works of art that empower myself and other people.
Art Elements & Principles	Shape, Form, Space, Texture, Rhythm
Vocabulary Words	Collage, Printmaking, Overlapping

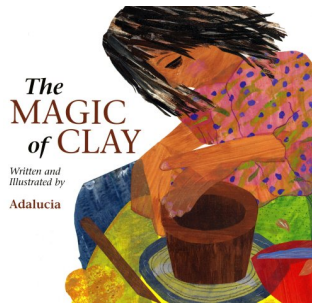


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Connecting</u></p> <p>1.5.5.Cn11a - Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9. 2 Career Awareness, Exploration, Preparation, and Training</p> <p><u>Career Awareness and Planning</u></p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Diversity and Inclusion Mandate</p>
Enduring Understandings	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions	How does art help us understand the lives of people of different times, places, and cultures?
3rd Grade Learning Targets	<p>3.S.1 I can talk about how art informs people around the world.</p> <p>3.S.2 I know that art helps us learn about people during different times and in different places.</p> <p>3.S.3 I can look at art from another time and place and make educated guesses about who created it and what it was used for.</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: Math</p> <p>Drawing shapes connects to students learning geometric shapes in math class.</p> <ul style="list-style-type: none"> • 3.G.A.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.A.3: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Cn11a

ANCIENT ARTIFACTS, MODERN MOMENTS

Activity Summary	Students will look at examples of ancient ceramic pieces and make educated guesses about the people who created them and what their function was. They will learn about archeologists and the processes they use to recover and research artifacts. “The Magic of Clay” will give students an opportunity to learn about the science of clay. Students will create a time capsule sculpture to tell future generations about themselves. Students will create a clay slab that describes a special moment in their lives. They will use additive and subtractive techniques to create a low relief sculpture.
Suggested Art Materials	Clay, clay tools, glaze or paint, images of ancient pottery
Suggested Resources	The Magic of Clay by Adalucia Quan
Learning Targets	3.S.1 I can talk about how art informs people around the world. 3.S.2 I know that art helps us learn about people during different times and in different places. 3.S.3 I can look at art from another time and place and make educated guesses about who created it and what it was used for.
Art Elements & Principles	Form, shape, texture
Vocabulary Words	Archeologist, artifact, relief, additive, subtractive

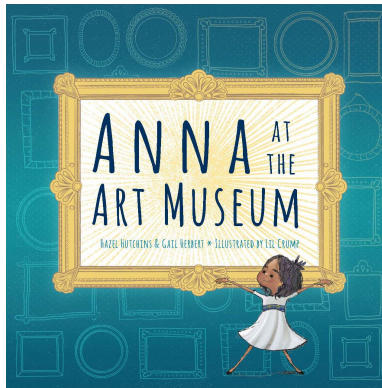


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Producing</u></p> <p>1.5.5.Pr6a - Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9. 2 Career Awareness, Exploration, Preparation, and Training</p> <p><u>Career Awareness and Planning</u></p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
3rd Grade Learning Targets	<p>3.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display.</p> <p>3.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: Math</p> <p>Students can map out and graph how many works of art will fit on a wall for an art exhibit.</p> <ul style="list-style-type: none"> • 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent a work of art.

SUGGESTED 3rd GRADE ACTIVITIES FOR 1.5.5.Pr6a

MAKING A MUSEUM

Activity Summary	Students will take a look at how a museum takes care of works of art and prepares them for presentation in a gallery space. Students will take all of the artwork they have created this school year and select one piece that they will prepare for display. Students will make sure that the work is preserved to the best of their ability and will mount and label their work for exhibition.
Suggested Art Materials	Students' Art Portfolios, Mounting Paper, Labels, Glue Sticks
<u>Suggested Resources</u>	Anna at the Art Museum by Hazel Hutchins and Gail Herbert
Learning Targets	3.AE.1 I can select my best works of art for an art exhibit and tell you why I have selected them for display. 3.AE.2 I can tell you how a museum takes care of works of art and prepares them for presentation in a gallery space.
Art Elements & Principles	This is a good opportunity to review all elements and principles of art with students.
Vocabulary Words	Art museum, art restoration



4th GRADE ART

About the 4th Grade Artist

4

Characteristics of 4th Graders:

- are developing a sense of humor; love comics and cartoon characters
- can develop feelings of inferiority about their lack of ability to draw what they see
- compare their work to that of their peers
- open to viewing different art styles and do not yet judge if something is “good” or “bad”

What 4th graders Can Do with Materials:

- Brushes: successfully wash paint; care for watercolor; wash brushes and clean up
- Clay: ceramic healing; pinch pot; clay animal; portrait and figure sculpture; apply glazes
- Paint: mix colors to make tints and shades; watercolor wash and resists
- Ink: breaker printing; glue line printing; collagraph; mono print on plastic sheets; pen-and-ink
- Paper: cut skillfully with scissors; score; curl; fold origami shapes
- Sculpture Materials: handle plaster gauze well; do additive sculpture; paper mache

4th Graders Understanding of Concepts:

- Comprehend color scheme based on color wheel: warm / cool, contrasting, mood, grayed colors.
- Develop a more realistically proportions human figure; movement will be shown
- Become aware of how artists depict animals and the human figure through looking at art
- Can identify media, subject matter, and art forms such as sculpture, watercolor, and portraits, landscapes.
- Comprehend that form follows function in design, and can point out or bring in specific examples.
- Understand that many artists express themselves and their cultural identities through their artwork.
- Recognize architecture from various climates and cultures of the world based on the construction materials used, including their own regional architecture.

Suggestions for Teaching 4th Graders

1. Show various styles of art, and discuss aesthetic issues: could something that is “ugly” be art?
2. Avoid having them copy as many lack confidence in their ability to draw. Remind them to avoid symbols such as balloon trees, happy faces, and rainbows.
3. Introduce still life to foster the decision-making process, emphasizing unity, variety, emphasis.
4. Introduce proportions of the face; do self portrait; draw fellow students; discuss body proportion; learn to really look.
5. Encourage the exploration of color schemes through an open-ended landscape assignment.

4th Grade Interdisciplinary Connections

- Language Arts: research skills related to artists; bookmaking
- Mathematics: estimating fractions; shapes: trapezoids, parallelogram, pentagon, hexagon, octagon; measuring lengths; computer drawings; metric system
- Science: ecology; constellations selling; weather forecast; space travel; late and color;
- Social Studies: American culture; State history; regions of the world, Tundra, rainforests, deserts,

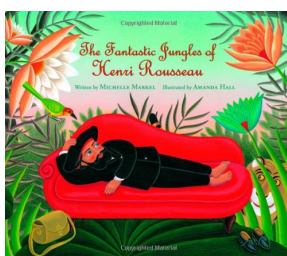
September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	DRAWING 2	PAINTING	ART HISTORY	PRINT/COLLAGES	SCULPTURE	ART EXHIBIT
<p>4.D.1 I can create a work of art inspired by a master artist.</p> <p>4.D.2 I can use a photograph as a reference for creating my artwork.</p> <p>4.D.3 I can create a work of art with my classmates.</p> <p>4.D.4 I can create a work of art that educates the viewer about my opinions.</p>	<p>4.D.4 I can create art to express my feelings and emotions.</p> <p>4.D.5 I can use art to help me work through different emotions I am feeling.</p> <p>4.D.6 I can create an observational drawing of a still life.</p> <p>4.D.7 I can see the value in others' artwork even though they may have a different style of working than I do.</p>	<p>4.P. 1 I can look around my world and find inspiration to create a work of art.</p> <p>4.P.2 I can talk about art work using the vocabulary words I have learned in art class.</p> <p>4.P.3 I can create a work of art that shows my connection to my community and/or culture.</p> <p>4.P.4 I can tell you how making art enriches my life.</p> <p>SEL TABLE TALK Understand that social cues may be different among various groups and contexts. Develop skills to participate in conversations where individuals have different views. Expand vocabulary to communicate needs to feel respected and/or demonstrate respect for others when presented with conflict.</p>	<p>4.AH.1 I can analyze and interpret art from the past</p> <p>4.AH.2 I can compare and contrast the artwork of different artists.</p> <p>4.AH.3 I can use my own life experiences when discussing a work of art.</p> <p>SEL TABLE TALK With increasing independence and vocabulary, describe a spectrum of emotions in others (i.e. sadness could be frustration, loneliness, disappointment) . Describe potential causes for emotions Use listening skills to identify the feelings and perspectives of others.</p>	<p>4.PC.1 I can create a work of art that is carefully crafted while safely and respectfully using art materials, tools and equipment.</p> <p>4.PC.2 I can experiment with my art materials to create new, unique solutions while creating.</p> <p>SEL TABLE TALK With increasing independence, identify manners that are appropriate in different social situations (i.e. face-to-face interactions, social/electronic communication, in school, on the sidewalk). Understand that social cues may be different among various groups and contexts.</p>	<p>4.S.1 - I can look at the art of different cultures and different time periods and learn about the lives of the people who created the artwork</p> <p>4.S.2 - I can look at a functional work of art and discuss what it's purpose may be.</p> <p>4.S.3 - I can create a functional work of art that helps me in my daily life.</p> <p>SEL TABLE TALK Demonstrate knowledge of contributions of various social and cultural groups Recognize similarities and differences between cultures. Recognize examples of stereotyping, discrimination, and prejudice, and how it hurts people.</p>	<p>4.AE.1 I can tell you what a curator in an art museum does.</p> <p>4.AE.2 I can curate my own exhibit using artwork I have created this year.</p> <p>SEL TABLE TALK With increasing independence begin to recognize that everyone has personal strengths and those resources can be used to achieve personal goals. Name positive and negative social and environmental influences on personal and academic success.</p>

New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Creating</u></p> <p>1.5.5.Cr1b - Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</p> <p><u>Creativity and Innovation</u></p> <p>9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Questions	How do artists determine what resources and criteria are needed to formulate artistic investigations? Why do artists follow or break from established traditions?
4th Grade Learning Targets	<p>4.D.1 I can create a work of art inspired by a master artist.</p> <p>4.D.2 I can use a photograph as a reference for creating my artwork.</p> <p>4.D.3 I can create a work of art with my classmates.</p> <p>4.D.4 I can create a work of art that educates the viewer about my opinions.</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: ELA</p> <ul style="list-style-type: none"> • RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions) • RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Cr1b

HIDDEN IN THE JUNGLE

Activity Summary	Students will look at the artwork of Henri Rousseau and learn about the life of this self taught artist. Rousseau is a great example of how artists create art not because others think you are good at it but because you simply want to create. Students will be encouraged to look at how Rousseau hid things in his paintings, using overlapping and camouflage. Students will create a Rousseau inspired drawing of hiding/hidden animal(s)
Suggested Art Materials	Drawing Paper, Construction Paper, oil pastels, construction paper crayons
Suggested Resources	The Fantastic Jungles of Henri Rousseau by Michelle Markel, Images of animals
Learning Targets	4.D.1 I can create a work of art inspired by a master artist. 4.D.2 I can use a photograph as a reference for creating my artwork.
Art Elements & Principles	Texture, Emphasis, Unity, Balance, Space
Vocabulary Words	Texture, Emphasis, Unity, Balance, Space, Camouflage, Overlapping, Collage



SAVING THE PLANET WITH ART

Activity Summary	Students will work together to create a work of art that expresses the need to help their community become aware of local or global climate change issues. Students will gain inspiration from the book "Our House is on Fire" and learn about the life and message of Greta Thunberg. Students will learn that their art can be used as a communication tool to express their opinion and deliver a message to the viewer. They will create a work of art about an environmental topic that they are concerned about.
Suggested Art Materials	Large Drawing Paper, Markers, colored pencils, images/articles dealing with environmental issues
Suggested Resources	Our House is On Fire by Jeanette Winter
Learning Targets	4.D.3 I can create a work of art with my classmates. 4.D.4 I can create a work of art that educates the viewer about my opinions.
Art Elements & Principles	Space, Unity, Variety, Collaboration
Vocabulary Words	Space, Unity, Variety, Collaboration, Environmental Art, Lettering, Symbols

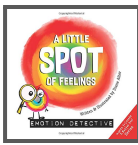


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Creating</u> 1.5.5.Cr1b - Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers. <u>Media Arts:</u> 1.2.5.Re7b - Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
Essential Questions	How do artists determine what resources and criteria are needed to formulate artistic investigations? Why do artists follow or break from established traditions? How does collaboration expand the creative process? How do artists determine what resources and criteria are needed to formulate artistic investigations? Why do artists follow or break from established traditions?
4th Grade Learning Targets	4.D.4 I can create art to express my feelings and emotions. 4.D.5 I can use art to help me work through different emotions I am feeling. 4.D.6 I can create an observational drawing of a still life. 4.D.7 I can see the value in others' artwork even though they may have a different style of working than I do.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: ELA <ul style="list-style-type: none"> • SL.4.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Cr1b

SEEING MY EMOTIONS AND FEELINGS

Activity Summary	Students will learn how to name their feelings and emotions. Students will create an emotional map and select colors and shapes to represent different emotions. The act of making non objective, abstract art as an outlet to express emotions will be introduced to students. We will also discuss who students can reach out to for help when emotions and feelings become too much to deal with on their own.
Suggested Art Materials	Drawing Paper, Oil Pastels, Chalk Pastels
Suggested Resources	A Little Spot of Feelings - Emotion Detective By Diane Alber
Learning Targets	4.D.4 I can create art to express my feelings and emotions. 4.D.5 I can use art to help me work through different emotions I am feeling.
Art Elements & Principles	Color, Shape
Vocabulary Words	Color, Shape, Non Objective Art, Abstract Art
9.4 Life Literacies and Key Skills - Critical Thinking and Problem-solving	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
SEL Goal 1 Self-Awareness	Recognize one's feelings and thoughts.
SEL Goal 19 Responsible Decision-Making	Evaluate personal, ethical, safety and civic impact of decisions



OBSERVATIONAL STILL LIFE

Activity Summary	Students will look at the observational fruit still lifes of Paul Cezanne. We will analyze ways he creates realism by using overlapping, highlight, shadow and correct proportion. Students will look at a still life of fruit and draw what they see. They will be encouraged to look for the small details as they draw.
Suggested Art Materials	Drawing Paper, Oil Pastel, Still Life Objects
Suggested Resources	Cezanne's Parrot by Amy Guglielmo
Learning Targets	4.D.6 I can create an observational drawing of a still life. 4.D.7 I can see the value in others' artwork even though they may have a different style of working than I do.
Art Elements & Principles	Proportion, Balance
Vocabulary Words	Observational Still Life, Overlapping, Shadow, Highlight, Proportion
SEL Goal 10 Social Awareness	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

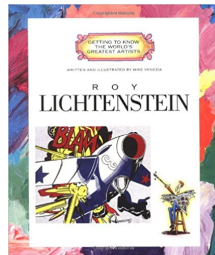


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Connecting</u> 1.5.5.Cn10a - Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Questions	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
4th Grade Learning Targets	4.P.1 I can look around my world and find inspiration to create a work of art. 4.P.2 I can talk about art work using the vocabulary words I have learned in art class. 4.P.3 I can create a work of art that shows my connection to my community and/or culture. 4.P.4 I can tell you how making art enriches my life.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: ELA <ul style="list-style-type: none"> • RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Cn10a

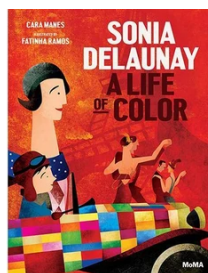
ONOMATOPOEIA IN COLOR

Activity Summary	Students will learn about the life and art of Pop Artist, Roy Lichtenstien. They will look at how he took images from everyday life and transformed them into large paintings. We will focus specifically on his onomatopoeia paintings. Students will create a Lichtenstein inspired painting.
Suggested Art Materials	Paper, Newspaper, Magazines, Primary Tempera Paint, Scissors, Brushes, Glue Sticks
Suggested Resources	Roy Lichtenstein by Mike Venezia, examples of advertising from magazines and newspapers, images from comic books and cartoons
Learning Targets	4.P. 1 I can look around my world and find inspiration to create a work of art. 4.P.2 I can talk about art work using the vocabulary words I have learned in art class.
Art Elements & Principles	Emphasis, Color, Shape
Vocabulary Words	Emphasis, Color, Shape, Onomatopoeia, Primary Colors, Pop Art



ABSTRACTING COLOR AND SHAPE

Activity Summary	Students will learn about the life and art of painter Sonia Delaunay. Students will take a look at how our cultural traditions and the communities we live in or have lived in can inspire our artwork. We will look at how she used color to create abstract fields of shapes in her paintings. Students will experiment with drawing shapes that they are connected to that will fill their composition's space. They will learn how to mix tints and shade and will be encouraged to experiment with different color combinations. Throughout the art making process we will discuss how art enriches the maker's life.
Suggested Art Materials	Paper, liquid tempera paint, brushes, water cups. color wheel
Suggested Resources	Sonia Delaunay: A Life of Color by Cara Manes, color wheels
Learning Targets	4.P.3 I can create a work of art that shows my connection to my community and/or culture. 4.P.4 I can tell you how making art enriches my life.
Art Elements & Principles	Color, Shape, Unity
Vocabulary Words	Color, Shape, Unity, Composition, Tints, Shades

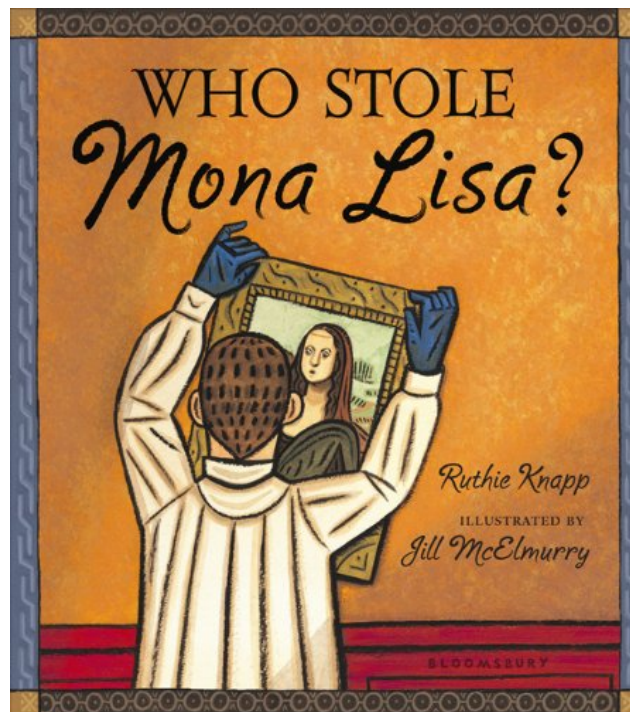
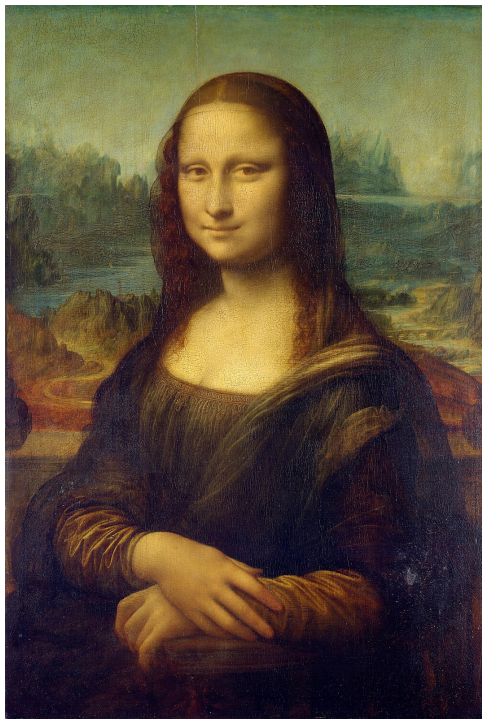


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Responding</u> 1.5.5.Re8a - Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Questions	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
4th Grade Learning Targets	4.AH.1 I can analyze and interpret art from the past 4.AH.2 I can compare and contrast the artwork of different artists. 4.AH.3 I can use my own life experiences when discussing a work of art.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: ELA <ul style="list-style-type: none"> • RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Re8a

WHO STOLE THE MONA LISA

Activity Summary	Students will learn about the history of the painting the Mona Lisa. They will discuss the work and its history and compare and contrast it to other famous portraits. Students will look for emotional cues in these paintings and analyze the faces in an attempt to see if they can determine what emotion the subject matter was feeling.
Suggested Art Materials	Images of a wide variety of portraits, these should include: adults, children, men, women, of different ethnicities
Suggested Resources	National Portrait Gallery
Learning Targets	4.AH.1 I can analyze and interpret art from the past 4.AH.2 I can compare and contrast the artwork of different artists. 4.AH.3 I can use my own life experiences when discussing a work of art.
Art Elements & Principles	All previously introduced elements and principles can be discussed and reviewed with students at this time.
Vocabulary Words	Analyze, interpret, "reading" a work of art, critique
SEL Goal 11 Social Awareness	Demonstrate an awareness of the expectations for social interactions in a variety of settings.

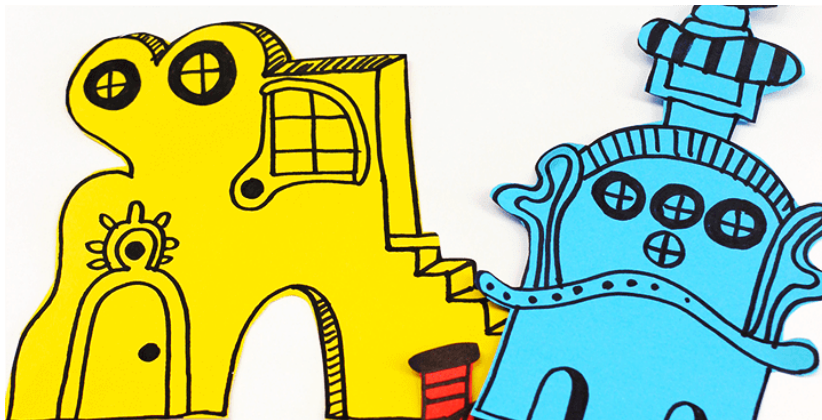


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Creating</u></p> <p>1.5.5.Cr2b - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</p> <p><u>Creativity and Innovation</u></p> <p>9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions	<p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p>
4th Grade Learning Targets	<p>4.PC.1 I can create a work of art that is carefully crafted while safely and respectfully using art materials, tools and equipment.</p> <p>4.PC.2 I can experiment with my art materials to create new, unique solutions while creating.</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: Math</p> <ul style="list-style-type: none"> • 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Cr2b

DESIGNING LIKE AN ARCHITECT

Activity Summary	Students will learn about the life and art of architect, Zara Hadid. Students will see how she thought outside the box while designing structures that looked different from the existing architecture around her. They will have the opportunity to discuss her work and their opinions of her architecture in small groups. Students will design printed papers using a variety of printing methods. They will be encouraged to safely experiment with a variety of materials to create unique papers. Students will then use their printed papers to design an architectural structure. They will be encouraged to create a building different from anything they have ever seen.
Suggested Art Materials	Construction Paper, Relief Printing Tools, Stamps, Tempera Paint, Ink, Scissors, Glue
Suggested Resources	"The World is Not a Rectangle" by Jeanette Winter
Learning Targets	4.PC.1 I can create a work of art that is carefully crafted while safely and respectfully using art materials, tools and equipment. 4.PC.2 I can experiment with my art materials to create new, unique solutions while creating.
Art Elements & Principles	Unity, Balance, Shape
Vocabulary Words	Printmaking, collage, architecture, architect

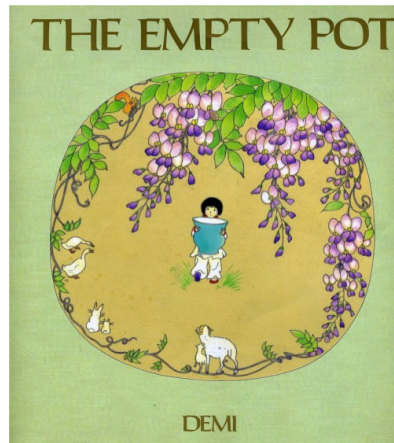


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts <u>Connecting</u> 1.5.5.Cn11a - Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills <u>Creativity and Innovation</u> 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p> <p>WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions	How does art help us understand the lives of people of different times, places, and cultures?
4th Grade Learning Targets	4.S.1 - I can look at the art of different cultures and different time periods and learn about the lives of the people who created the artwork 4.S.2 - I can look at a functional work of art and discuss what it's purpose may be. 4.S.3 - I can create a functional work of art that helps me in my daily life.
Assessment	<p><u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: ELA</p> <ul style="list-style-type: none"> • RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Cn11a

The Empty Pot

Activity Summary	Students will look at functional pottery from a variety of cultures. They will compare and contrast the different vessels shapes, designs, colors, and functions. Students will read the book "The Empty Pot" and discuss what they would like their vessel's job to be. Students will learn a variety of handbuilding techniques as they design and build with clay.
Suggested Art Materials	Air Dry Clay or Earthenware Clay, Clay Tools
<u>Suggested Resources</u>	Images of Pottery from different time periods and cultures, "The Empty Pot" by Demi
Learning Targets	4.S.1 - I can look at the art of different cultures and different time periods and learn about the lives of the people who created the artwork 4.S.2 - I can look at a functional work of art and discuss what it's purpose may be. 4.S.3 - I can create a functional work of art that helps me in my daily life.
Art Elements & Principles	Shape, Form, Balance
Vocabulary Words	Coil, Pinch, Score, Slip



New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Presenting</u> 1.5.5.Pr4a - Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Essential Questions	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
4th Grade Learning Targets	4.AE.1 I can tell you what a curator in an art museum does. 4.AE.2 I can curate my own exhibit using artwork I have created this year.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math <ul style="list-style-type: none"> • 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

SUGGESTED 4th GRADE ACTIVITIES FOR 1.5.5.Pr4a

THE MUSEUM OF ME

Activity Summary	Students will learn about the role of a curator at an art museum. They will read the book “The Museum of Me” and discuss how they can curate their own mini art show by selecting their best pieces of the year. Students can create a virtual museum by taking pictures of their work, a school exhibit and display their art or an at home exhibit where they hang their artwork in their home.
Suggested Art Materials	Students’ Art Portfolios, Cameras, Bulletin Boards, Chromebooks
Suggested Resources	“The Museum of Me” by Emma Lewis Museum Curator - Kid's Dream Job - Can You Imagine That?
Learning Targets	4.AE.1 I can tell you what a curator in an art museum does. 4.AE.2 I can curate my own exhibit using artwork I have created this year.
Art Elements & Principles	This is a good opportunity to review all elements and principles with students.
Vocabulary Words	Curator, Art Museum, Exhibition, Gallery Space
SEL Goal 4 Self-Awareness	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL Goal 6 Self Management	Recognize the skills needed to establish and achieve personal and educational goals



5th GRADE ART

About the 5th Grade Artist

5

Characteristics of 5th Graders:

- Enjoy being designers - doing an actual assignment to design clothing, furniture, a house, etc.
- Eager to help; enthused about art; take responsibility; are helpful to classmates; work well in group; open-minded to creative problem solving
- Interested in new learning tools and techniques; capable of working with almost any material
- Some lose confidence in their artistic ability because their drawings are not real enough or think their classmates projects are better
- Boys and girls tend to stay separate with different interests, hobbies, activities
- Able to concentrate for longer periods of time
- Giftedness in art becomes apparent at this age when children who love art will devote long hours to it

What 5th Graders Can Do with Materials:

- General: charcoal; pastel; pencil; colored pencils
- Equipment: use scissors; lino tools; cutting knives
- Clay: clay tile; boxes; slab or coil constructions; portion of a mural
- Paint: tempura; watercolor; acrylic;
- Ink and Markers: Ink wash; control of line; markers used with style and control
- Paper: folding; scoring; cutting with scissors; controlled tearing
- Fabric Decoration: batik; printing; tie-dye; stitchery; applique
- Sculpture Materials: assemblage I found materials; paper mache and plaster gauze; ceramic sculpture

5th Graders Understanding of Concepts:

- Learn that artists are commissioned to do artwork for public places.
- Respect that art materials must be used appropriately.
- Able to recognize differences in artworks from a variety of cultures.
- Recognize the artist's intention in using ideas and using colors to create mood.
- Identify symbols, natural images, and objects used to create artworks.
- Understand and use several different ways of showing depth, overlapping, differences in color and size and perspective.
- Discriminate that light, distance, relative size, and motion affect the appearance of an object.

Suggestions for Teaching 5th Graders

1. Let them point out strengths and weaknesses in their artwork and changes that might improve it.
2. Introduce many different styles of Art and discuss whether something has to be real to express the artist's idea.
3. Assign research projects about artists.
4. Enlist them to assist on hanging artwork, organizing materials, any of the art room jobs
5. Review concepts of realism, abstraction, positive and negative space, light and shadow, texture.
6. Introduce 1 and 2 point perspectives.
7. Do group work, reporting, and projects.

Fifth Grade Interdisciplinary Connections

- Language Arts: advertising; group work on research of famous Americans
- Mathematics: decimals; fraction; angles; Roman numerals; length, metric and feet
- Science: Machinery; habitat; human function; astrology; flight; environmental preservation; use of microscope; classification
- Social Studies: American history; cultural symbols; environment; geography

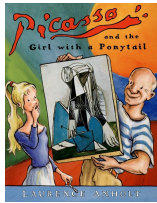
September - October	October - November	December - January	January	February - March	April - May	June
DRAWING 1	MEDIA ARTS	PAINTING	ART HISTORY	PRINT/COLLAGE	SCULPTURE	ART EXHIBIT
<p>5.D.1 I can talk about an artist's processes and interpret their work.</p> <p>5.D.2 I can compare and contrast the visual characteristics of different works of art.</p> <p>5.D.3 I can gain inspiration from the work of another artist in my own artwork.</p> <p>SEL TABLE TALK- Understand and practice strategies for managing one's own emotions, thoughts and behaviors.</p> <p>SEL TABLE TALK- Recognize and identify the thoughts, feelings and perspectives of others.</p>	<p>5.MA.1 I can copy, paste, rotate and flip images.</p> <p>5.MA.2 I can create movement in digital artwork.</p> <p>5.MA.3 I know how to properly use clip art and images.</p> <p>5.MA.4 I know how to create an aesthetically pleasing design.</p> <p>5.MA.5 I know what copyright is and how to avoid it.</p> <p>5.MA.6 I can gain endurance while working through a project.</p>	<p>5.P.1 I can create a work of art that uses color, line and shape to express my emotions</p> <p>5.P.2 I can create a work of art that preserves my way of life.</p> <p>5.P.3 I can communicate how art is used to inform the viewer about the artist's views and opinions.</p> <p>SEL TABLE TALK- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</p>	<p>5.AH.1 I can evaluate a work of art using criteria that I helped develop.</p> <p>5.AH.2 I can tell you how personal preference is different from an evaluation.</p>	<p>5.PM.1 I can experiment and develop skills in printmaking by experimenting and practicing new techniques.</p> <p>SEL TABLE TALK- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.</p>	<p>5.S.1 I can develop an understanding about a society and their culture by looking at the peoples' artwork.</p> <p>5.S.2 I can demonstrate an awareness of an individual's experience using their art to gain awareness.</p>	<p>5.AH.1 I know how a work of art is prepared for an art show and how it is preserved for storage.</p> <p>5.AH.2 I can develop criteria to select my best work for a presentation or a portfolio.</p> <p>SEL TABLE TALK- Identify ways to resist inappropriate social pressure.</p> <p>SEL TABLE TALK- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p>

New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Responding</u> 1.5.5.Re7a - Speculate about artistic processes, interpret, and compare works of art and other responses. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting Holocaust Mandate
Enduring Understanding	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
Essential Questions	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
5th Grade Learning Targets	5.D.1 I can talk about an artist's processes and interpret their work. 5.D.2 I can compare and contrast the visual characteristics of different works of art. 5.D.3 I can gain inspiration from the work of another artist in my own artwork.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Social Studies <ul style="list-style-type: none"> • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Re7a

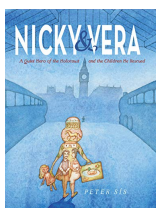
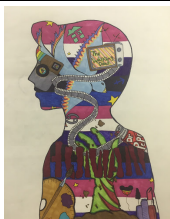
PICASSO INSPIRED PORTRAITS

Activity Summary	Students will look at the portraits of Pablo Picasso and interpret his work and processes. They will learn about Cubism and discover ways that Picasso created abstract images while working with the human form from observation. Students will be shown early examples of Picasso's portraits and compare and contrast works from different time periods. Students will create a drawing where they abstract a face from a graphic. This can be a photo of a celebrity or something from a magazine. Students will be encouraged to experiment with lines, placement of facial features and abstract colors and shapes. Students can also represent emotions and thoughts.
Suggested Art Materials	Drawing Paper, Sharpies, Colored Markers and/or Colored Pencils
Suggested Resources	Picasso and the Girl with Ponytail by Laurence Anholt
Learning Targets	5.D.1 I can talk about an artist's processes and interpret their work. 5.D.2 I can compare and contrast the visual characteristics of different works of art.
Art Elements & Principles	Shape, Form, Color
Vocabulary Words	Cubism, Abstract
SEL Goal 5 Self Management	Understand and practice strategies for managing one's own emotions, thoughts and behaviors.



SYMBOLIC SILHOUETTES

Activity Summary	Students will be introduced to the book Nicky and Vera by Peter Sis. Students will recognize and identify the thoughts, feelings and perspectives of the characters in the book. Illustrations throughout the book show how each individual contains their own unique identity. Symbols are used to show what each person loves and is interested in. Students will draw a silhouette that contains imagery and symbols that represent them on a personal level.
Suggested Art Materials	Drawing Paper, Sharpies, Colored Markers and/or Colored Pencils
Suggested Resources	Nicky and Vera by Peter Sis
Learning Targets	5.D.3 I can gain inspiration from the work of another artist in my own artwork.
Art Elements & Principles	Shape, Balance, Unity
Vocabulary Words	Silhouette, Symbols, Symbolic Language
SEL Goal 8 - Social Awareness	Recognize and identify the thoughts, feelings and perspectives of others.



New Jersey Student Learning Standards**Visual and Performing Arts: 1.2 Media Arts**Create

- 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
- 1.2.5.Cr1e: Model ideas and plans in an effective direction.
- 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

Produce

- 1.2.5.Pr4b - Demonstrate understanding of combining a variety of academic, arts, and content with an emphasis on coordinating elements into a comprehensive media artwork.
- 1.2.5.Pr4c - Create media artworks through integration of multiple contents and forms.
- 1.2.5.Pr5a - Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- 1.2.5.Pr5b - Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
- 1.2.5.Pr5c - Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.

Respond

- 1.2.5.Re8a - Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Connect

- 1.2.5.Cn10a - Use, examine and access internal and external resources to create media artworks, such as interests, knowledge, and experiences.
- 1.2.5.Cn10b - Identify, examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.
- 1.2.5.Cn11a - Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
- 1.2.5.Cn11b - Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Career Readiness, Life Literacies, and Key Skills: 9.2 Career Awareness, Exploration, Preparation, and TrainingCareer Awareness and Planning

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

	<p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4 Life Literacies and Key Skills</p> <p><u>Digital Citizenship</u></p> <p>9.4.5.DC.1: Explain the need for and use of copyrights.</p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.
Essential Questions	<p>How do media artists generate ideas and formulate artistic intent? How can creative risks be encouraged? How do media artists work? How do media artists learn from trial and error?</p> <p>How can artists construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?</p>
5th Grade Learning Targets	<p>5.MA.1 I can copy, paste, rotate and flip images.</p> <p>5.MA.2 I can create movement in digital artwork.</p> <p>5.MA.3 I know how to properly use clip art and images.</p> <p>5.MA.4 I know how to create an aesthetically pleasing design.</p> <p>5.MA.5 I know what copyright is and how to avoid it.</p> <p>5.MA.6 I can gain endurance while working through a project</p>
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <ul style="list-style-type: none"> • <i>Formative</i>: Observations, class participation, evidence of practice • <i>Summative</i>: Individual and collaborative works of art, art displays • <i>Benchmark</i>: Students will show correct use of art tools, medium and understanding of learned art concepts • <i>Alternative</i>: Options may include teacher created assignments and alternative selection of works of art
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: ELA</p> <ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SUGGESTED 5th GRADE ACTIVITIES FOR 1.2 Media Arts

GOOGLE SLIDES

Activity Summary	Students will create a google slide based off of criteria given by their teacher. Students will learn how to copy and paste images and clip art and how to create an aesthetically pleasing design on Google slides. Examples of Topics: Advertisement for their favorite Food, Advertisement for their favorite Toy, Billboard for their favorite place
Suggested Art Materials	Chromebook, Google Slides
Adaptations	Touch Screen Technology
Suggested Resources	Sean Charmatz Jason Naylor Hal Lasko Erik Johansson
Learning Targets	5.MA.1 I can copy, paste, rotate and flip images. 5.MA.2 I can create movement in digital artwork. 5.MA.3 I know how to properly use clip art and images. 5.MA.4 I know how to create an aesthetically pleasing design. 5.MA.5 I know what copyright is and how to avoid it. 5.MA.6 I can gain endurance while working through a project
Art Elements & Principles	Balance
Vocabulary Words	Copy, Paste, Aesthetic, Movement, Meaning, Experimental Design, Copyright, Digital Identity, Fair Use, Prototyping



DIGITAL FOOTPRINT

Activity Summary	Students will learn about what a digital footprint is and create their own rendition of their digital footprint by using the Google slides template. Students will search for images that have meaning to them and fill the template to fill their digital footprint.
Suggested Art Materials	Chromebook, Google Slides
Adaptations	Touch Screen Technology
Suggested Resources	Slide Resources Sean Charmatz Jason Naylor Hal Lasko Erik Johansson
Learning Targets	5.MA.1 I can copy, paste, rotate and flip images. 5.MA.2 I can create movement in digital artwork. 5.MA.3 I know how to properly use clip art and images. 5.MA.4 I know how to create an aesthetically pleasing design. 5.MA.5 I know what copyright is and how to avoid it. 5.MA.6 I can gain endurance while working through a project
Art Elements & Principles	Balance
Vocabulary Words	Copy, Paste, Aesthetic, Movement, Meaning, Experimental Design

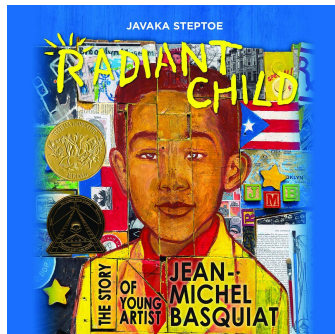


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p>1.5.5.Cn11b - Communicate how art is used to inform others about global issues, including climate changes.</p> <p>WIDA Standards</p> <p>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p>Diversity and Inclusion Mandate</p>
Enduring Understanding	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions	<p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>
5th Grade Learning Targets	<p>5.P.1 I can create a work of art that uses color, line and shape to express my emotions</p> <p>5.P.2 I can create a work of art that preserves my way of life.</p> <p>5.P.3 I can communicate how art is used to inform the viewer about the artist's views and opinions.</p>
Assessment	<p>Art Room Assessments</p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: ELA</p> <ul style="list-style-type: none"> • W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Cn11a

MAKING MEANING WITH BASQUIAT

Unit Summary	Students will learn about the life and artwork of Jean-Michel Basquiat. They will learn about Basquiat's rise to fame in New York City and how his determination and perseverance helped him succeed. Students will then create a self portrait narrative about a time they had to overcome an obstacle using Basquiat's layering techniques and simplifying of objects. They will be encouraged to show emotion in their drawings, multiple colors and text.
Suggested Art Materials	Dark colored construction paper, tempera paint, brushes, oil pastels, markers,
<u>Suggested Resources</u>	Radiant Child by Javaka Steptoe
Learning Targets	5.P.1 I can create a work of art that uses color, line and shape to express my emotions 5.P.2 I can create a work of art that preserves my way of life. 5.P.3 I can communicate how art is used to inform the viewer about the artist's views and opinions.
Art Elements & Principles	Unity, Balance, Color, Line, Shape,
Vocabulary Words	Modern Art, Abstracting, Layering
SEL Goal 7 Self Management	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

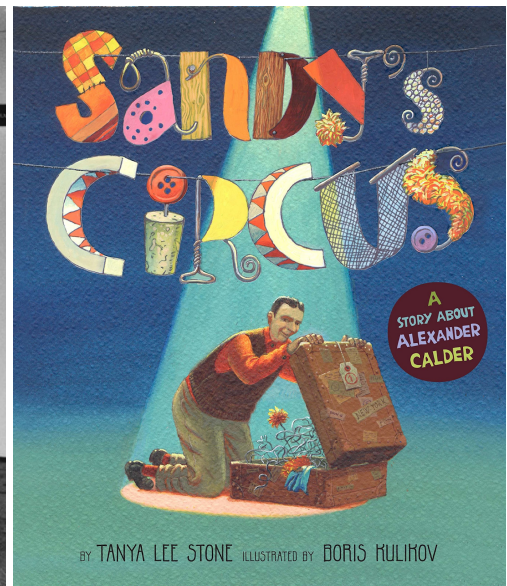


New Jersey Student Learning Standards	<p>Visual and Performing Arts: 1.5 Visual Arts</p> <p><u>Responding</u> 1.5.5.Re9a - Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p><u>Media Arts:</u> 1.2.5.Re9a - Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.</p> <p>WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p>
Enduring Understanding	People evaluate art based on various criteria.
Essential Questions	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
5th Grade Learning Targets	5.AH.1 I can evaluate a work of art using criteria that I helped develop. 5.AH.2 I can tell you how personal preference is different from an evaluation.
Assessment	<p><u>Art Room Assessments</u></p> <p>Examples may include, but are not limited to the following.</p> <p><i>Formative:</i> Observations, class participation, evidence of practice</p> <p><i>Summative:</i> Individual and collaborative works of art, art displays</p> <p><i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts</p> <p><i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art</p>
Differentiation	<ul style="list-style-type: none"> • Art Specific Strategies for Differentiation • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
Interdisciplinary Connections	<p>New Jersey Core Curriculum Content Standards: ELA</p> <ul style="list-style-type: none"> • SL.5.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Re9a

CALDER'S CIRCUS

Unit Summary	Students will learn about the art of Alexander Calder and investigate his work titled "The Circus". Students will work together to develop a set of criteria to critique Calder's work. Additional images of wire work will also be shown and students will use the same criteria to judge it. They will discuss whether the criteria should be changed when looking at a new artist and why the criteria materials when evaluating a work of art.
Suggested Art Materials	Images of wire artworks
Suggested Resources	Sandy's Circus by Tanya Lee Stone
Learning Targets	5.AH.1 I can evaluate a work of art using criteria that I helped develop. 5.AH.2 I can tell you how personal preference is different from an evaluation.
Art Elements & Principles	This is good time to review all elements and principles of art
Vocabulary Words	Critique, Evaluation, Criteria

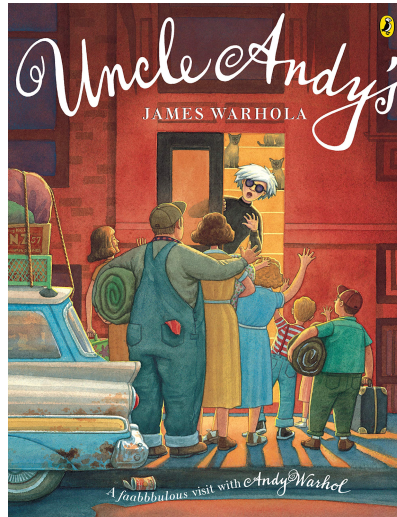


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Creating</u> 1.5.5.Cr2a - Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create?
5th Grade Learning Targets	5.PM.1 I can experiment and develop skills in printmaking by experimenting and practicing new techniques.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math <ul style="list-style-type: none"> • 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Cr2a

Pop Art Prints

Activity Summary	Students will learn about the life and art of Andy Warhol through the introduction of “Uncle Andy’s” by James Warhola. They will discuss how he used everyday objects as inspiration for his work. Students will then select an object from popular culture and create a series of prints based on that object.
Suggested Art Materials	Foam Printmaking Sheets, Ink, Paper
Suggested Resources	Uncle Andy’s by James Warhola
Learning Targets	5.PM.1 I can experiment and develop skills in printmaking by experimenting and practicing new techniques.
Art Elements & Principles	Balance, Color, Line, Shape,
Vocabulary Words	Relief Printing, Brayer, Printing Plate

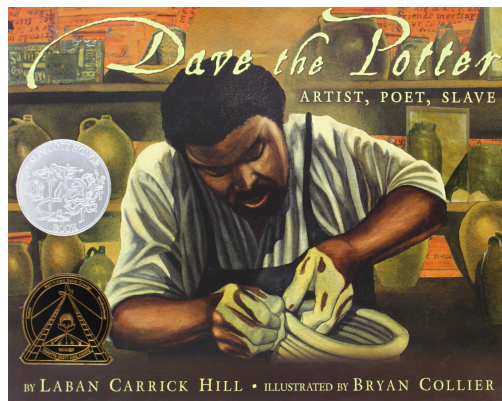


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Connecting</u> 1.5.5.Cn11a - Communicate how art is used to inform the values, beliefs and culture of an individual or society. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting Amistad Mandate
Enduring Understanding	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Questions	How does art help us understand the lives of people of different times, places, and cultures?
5th Grade Learning Targets	5.S.1 I can develop an understanding about a society and their culture by looking at the peoples' artwork. 5.S.2 I can demonstrate an awareness of an individual's experience using their art to gain awareness.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Social Studies <ul style="list-style-type: none"> • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Cn11a

POETRY IN POTTERY

Activity Summary	Students will learn about the life and art of Dave the Potter. We will discuss how he overcame great struggles while becoming an artist. Students will look at how he used text in his work and how his community perspective and points of view were changed by his artwork. Students will create a piece of functional pottery that incorporates text and symbols. They will be encouraged to use expressive words that feel poetic to them.
Suggested Art Materials	Clay, Clay Tools, Stamps, Letter Stamps
Suggested Resources	Dave the Potter by Laban Carrick Hill
Learning Targets	5.S.1 I can develop an understanding about a society and their culture by looking at the peoples' artwork. 5.S.2 I can demonstrate an awareness of an individual's experience using their art to gain awareness.
Art Elements & Principles	Balance, Form,
Vocabulary Words	Slab method, score, slip, pottery wheel, additive subtractive, relief
9.4 Life Literacies and Key Skills - Global and Cultural Awareness	Culture and geography can shape an individual's experiences and perspectives 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
SEL Goal 9 - Social Awareness	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

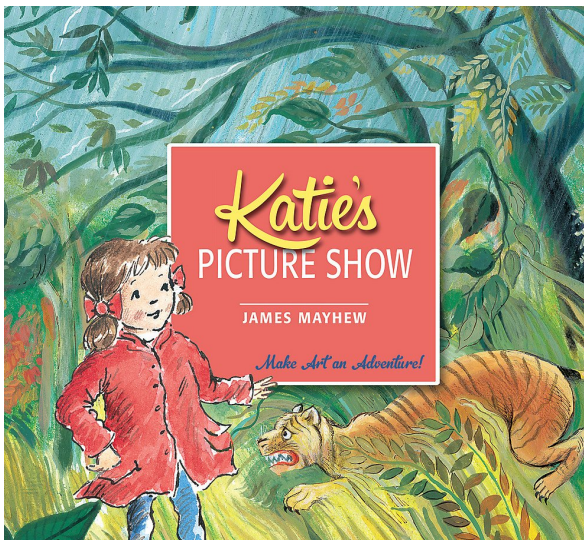


New Jersey Student Learning Standards	Visual and Performing Arts: 1.5 Visual Arts <u>Presenting</u> 1.5.5.Pr5a - Prepare and present artwork safely and effectively. <u>Media Arts:</u> 1.2.5.Pr6a - Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork. 1.2.5.Pr6b - Identify and compare experiences and benefits of presenting media artworks. WIDA Standards English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Enduring Understanding	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Questions	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
5th Grade Learning Targets	5.AH.1 I know how a work of art is prepared for an art show and how it is preserved for storage. 5.AH.2 I can develop criteria to select my best work for a presentation or a portfolio.
Assessment	<u>Art Room Assessments</u> Examples may include, but are not limited to the following. <i>Formative:</i> Observations, class participation, evidence of practice <i>Summative:</i> Individual and collaborative works of art, art displays <i>Benchmark:</i> Students will show correct use of art tools, medium and understanding of learned art concepts <i>Alternative:</i> Options may include teacher created assignments and alternative selection of works of art
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Interdisciplinary Connections	New Jersey Core Curriculum Content Standards: Math <ul style="list-style-type: none"> • 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

SUGGESTED 5th GRADE ACTIVITIES FOR 1.5.5.Pr5a

EXHIBITING OUR ART

Unit Summary	Students will learn about curators and how they select works of art for art exhibitions. They will also learn about how a work of art is preserved to protect it while it is in storage. Students will then develop criteria to evaluate their own works of art. They will select their best work for a portfolio or an art exhibit.
Suggested Art Materials	Students' artwork, mounting materials
Suggested Resources	Katie's Picture Show by James Mayhew
Learning Targets	5.AH.1 I know how a work of art is prepared for an art show and how it is preserved for storage. 5.AH.2 I can develop criteria to select my best work for a presentation or a portfolio.
Art Elements & Principles	This is a good time to review all elements and principles of art.
Vocabulary Words	Art Exhibit, Museum, Curator
SEL Goal 14 & 15 Relationship Skills	Identify ways to resist inappropriate social pressure. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.



WAYNE PUBLIC SCHOOLS

ELEMENTARY WINDOWS ART

GIFTED & TALENTED VISUAL ARTS PROGRAM

The Windows Art Program is based on an advanced exploration of mediums and techniques. The course will help the advanced visual arts student continue to develop their artistic talents and knowledge of art history and appreciation. The students will be exposed to critical problem solving and challenged with both observational and conceptual drawing assignments.

Characteristics of Windows Art Students: The Windows Art student is dedicated to furthering their appreciation and understanding of the arts. They are interested in learning about artists and have begun to form a real opinion on certain kinds of art and artists.

What Windows Art Students Can Do: Windows Art students will continue to explore a wide variety of materials and begin to master them. They are able to draw from observation using three-dimensional form, light and shadow. Students should also be able to think creatively using their imagination to convey ideas and personal meaning. Students need to think outside of the box in order to showcase their individual style.

Suggestions for Teaching Windows Art Students: Use a variety of new materials (e.g., drawing pencils, charcoal, acrylic paint, clay, plaster, wood) to create original work. Teach them how to draw from observation using form, light, and shadow. Assign open-ended projects that challenge their critical thinking abilities. Introduce contemporary artists and discuss current trends in the art world. Have them critique their artwork as well as their peers.

Elementary Windows Art Testing Guidelines for Art Specialists: Testing will take place in September for students in Grades 4 & 5. All students will be tested and observed throughout September. Art specialists will grade the tests based on the Windows Art Assessment included in the curriculum guide. The Windows Art Assessment will be the same at all elementary schools and will consist of: Drawing the following things: 1. Observational Shoe Drawing and 2. Observational Self Portrait. Each drawing is timed and students should have 15 minutes for each drawing. Drawings are black and white and students may only use pencil. Class size will be between 15 and 20 students, so that individualized attention can be provided to students. Parent permission letters will be given to selected students, they should be sent home in late September or early October. The Windows Art program will begin in all schools in October.

Program Guidelines: Students are admitted to Windows on a contingent basis. Inclusion in fourth grade does not guarantee fifth grade inclusion as well. Fifth grade students will be selected on recommendations based on fourth grade performance as well as performance on their 5th grade Windows art test. Students can be removed on the basis of their performance as well as behavior. Discipline incidents will be handled in the following manner: 1st incident – letter to parents 2nd incident – phone call home 3rd incident – removal from program.

Students may choose to leave the program on their own accord but will not be permitted back during that school year. Students are permitted to participate in both music and art programs but must resolve all scheduling conflicts to the satisfaction of all involved. Students must have their parents' permission and are obligated to make up any regular class work missed due to participation in Windows. Failure to do so will result in dismissal or withdrawal from class. Art specialists may require students to keep a sketchbook and outside assignments may be given at the discretion of the specialist.

WINDOWS ART ASSESSMENT - SCORING SHEET

Student Name: _____

Grade/Class: _____

Each category can be given up to 10 points. Each drawing can be awarded a total of 25 points for a total high score of 100%

Drawing #1 – Observational Shoe (15 minutes)

- _____ size of drawing and placement on the page
- _____ proportions and accuracy
- _____ value is used to create highlight and shadow
- _____ multiple sides of the shoe are drawn, shoe looks 3-Dimensional
- _____ details such as stitching/designs are drawn

Drawing #2 – Observational Self Portrait (15 minutes)

- _____ size of drawing and placement on the page
- _____ proportions are accurate
- _____ facial features are drawn accurately
- _____ value is used to represent different shades and/or highlight and shadow
- _____ details such as eyebrows/eyelids are drawn

TOTAL SCORE _____

SCHOOL LETTERHEAD

Dear Parent/Guardian,

Your child is eligible to participate in our school's Gifted and Talented Art Class, Windows Art.

This additional art period will meet once every week during the regular school day. Our main focus will be to further explore the basic elements of art and design through more challenging art lessons. Students were selected on the basis of their drawing ability, commitment to task and creativity. **Please note that the students are admitted on a *trial basis* and continued participation is dependent on their interest level, performance and behavior, as well as their ability to keep up with the academic class work missed.** Also, sketchbook assignments (a sketchbook is given to all Windows students) need to be completed on time. Sketchbooks will need to be brought to school every Windows Art day.

Our Windows Art class will be meeting every _____ from _____. Our first class will be on _____. Your permission is required and I kindly request that you return the form below to your child's classroom teacher by _____.

Sincerely,

Art Specialist

_____@wayneschools.com

WINDOWS ART PERMISSION SLIP

Please Check One:

- _____ My child has permission to participate in Windows Art.
_____ My child does not have permission to participate in Windows Art.

Student: _____ Homeroom: _____

(Parent/Guardian Signature)

(Parent/Guardian Email)

Return to your homeroom teacher by: _____