

**Belvidere Cluster Wide
Art Curriculum
Grades 3-5
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

English Language Arts
Science and Scientific Inquiry (Next Generation)
Social Studies
Music
Physical Education
Technology
Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3

Use a graphic organizer to organize information about problem or issue

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Health Science
- Hospitality & Tourism

- Information Technology
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

Global Awareness
 Health Literacy
 Environmental Literacy
 Creativity and Innovation
 Critical Thinking
 Problem Solving
 Communication
 Collaboration
 Information Literacy
 Media Literacy
 ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest

Flexible grouping
Goal setting with students
Jigsaw
Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

ELL

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic
Eliminate nonessential information
Using videos, illustrations, pictures, and drawings to explain or clarify
allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
Allowing students to correct errors (looking for understanding)
Allowing the use of note cards or open-book during testing
Decreasing the amount of work presented or required
Having peers take notes or providing a copy of the teacher's notes
Modifying tests to reflect selected objectives
Providing study guides
Reducing the number of answer choices on a multiple choice test
Tutoring by peers
Explain/clarify key vocabulary terms

At Risk

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic
Eliminate nonessential information
allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
Allowing students to select from given choices .
Allowing the use of note cards or open-book during testing
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
decreasing the amount of work presented or required .
Having peers take notes or providing a copy of the teacher's notes
Marking students' correct and acceptable work, not the mistakes
Modifying tests to reflect selected objectives
Providing study guides
Reducing the number of answer choices on a multiple choice test
Tutoring by peers
Using authentic assessments with real-life problem-solving
Using true/false, matching, or fill in the blank tests in lieu of essay tests
using videos, illustrations, pictures, and drawings to explain or clarify
Flexible grouping
Goal setting with students
Jigsaw
Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

Gifted and Talented

Alternative formative and summative assessments
Choice boards
Games and tournaments
Group investigations
Independent research and projects
Interest groups for real world application
Learning contracts

Leveled rubrics
Multiple intelligence options
Personal agendas
Project-based learning
Problem-based learning
Stations/centers
Think-Tac-Toes
Tiered activities/assignments
Tiered products

504

Printed copy of board work/notes provided
Additional time for skill mastery
Assistive technology
Behavior management plan
Center-Based Instruction
Check work frequently for understanding
Computer or electronic device utilization
Extended time on tests/ quizzes
Have student repeat directions to check for understanding
Highlighted text visual presentation
Modified assignment format
Modified test content
Modified test format
Modified test length
Multiple test sessions
Multi-sensory presentation
Preferential seating
Preview of content, concepts, and vocabulary
Reduced/shortened written assignments
Secure attention before giving instruction/directions
Shortened assignments
Student working with an assigned partner
Teacher initiated weekly assignment sheet
Use open book, study guides, test prototype
Exploration by interest
Flexible grouping
Goal setting with students
Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

3-5 Unit 1, Art, Elements and Principles of Art

Content Area: **Art**
Course(s): **Art**
Time Period: **September**
Length: **50 days**
Status: **Published**

Enduring Understanding

Students will recognize, identify, and create works of art understanding the elements and principles of art.
Students will identify elements and principles of design in everyday life.
Students will compare and contrast works of art using various mediums using the same elements and principles.

Essential Questions

What are complimentary, monochromatic, tertiary, analogous colors and why are they important?
What is a line and can it be made with something other than a pencil?
Can texture of an illustration appear rough, but feel smooth?
Can dimension be implied on a flat surface?
How are the principles of design used with the elements of art?

New Jersey Student Learning Standards

VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Student Learning Objectives

ELEMENTS

Color

Review primary and secondary colors.
Review, mix, and apply complementary, warm, and cool colors.
Identify, mix, and apply tertiary, analogous, neutral, and monochromatic colors.

Line

Review and apply a variety of lines.
Create a variety of lines in various mediums.
Recognize line as a shading tool.

Shape

Review and apply geometric, natural, and free-form shapes.
Recognize that shapes can be overlapped to achieve perspective or visual interest.

Texture

Review and apply real and implied texture.
Create texture in different media.

Space

Review and apply organization of elements in a composition, perspective, and positive/negative space.
Recognize and apply foreground, middle ground and background in a composition.
Recognize and understand that shapes can be drawn as 2 dimensional or 3 dimensional in a composition.

Form

Recognize and demonstrate 3 dimensional form by illustration or construction.

Value

Recognize and demonstrate light and dark on a surface or object to help create a form, depth, and perception.

PRINCIPLES

Pattern

Recognize and demonstrate the use of creating patterns in making art.

Emphasis

Recognize and understand how to use emphasis when making art.

Demonstrate emphasis through contrast (size, color, texture shape, etc.)

Balance

Create and understand symmetrical and asymmetrical balance in a variety of media.

Rhythm

Recognize and understand that the suggestion of motion can be achieved through the use of various elements.

Variety

Recognize and understand by using several elements of design the viewer's attention can be guided through the artwork.

Instructional Activities

Painting and drawing

One point perspective

Clay

Texts and Resources

Color wheel

Elements and Principles of Art slide show: www.artinstitutes.edu

www.artstore.org

Teacher made powerpoint presentation

Art history prints

Assessment

Formative assessments

Outcome sentences

Gallery walk

Think write share

3-2-1

Exit tickets

Red card/green card

Summative assessments

Performance Task

Written Product

Oral product

Standardized Test

Rubric

Successful completion of projects

Benchmark assessments

Teacher created standards-based assessment

Portfolio

Proficiency assessment

Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Logs

Journal

Field observation

Peer review

Rubric

3-5 Unit 2, Art, Cultures and Historical Periods

Content Area: **Art**
Course(s): **Art**
Time Period: **November**
Length: **50 days**
Status: **Published**

Enduring Understanding

Create works of art from diverse cultures and historical periods using a variety of materials.
Recognize characteristics from cultures, history, art movements, and artists.
Apply using a variety of materials.

Essential Questions

What can artwork tell us about a culture or society?
In what ways do artists influence society?
In what ways do artists influence art?
What can we learn from studying the art of others?
How has art changed through time?
How does art help us think about people from the past?

New Jersey Student Learning Standards

VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.CS1	Art and culture reflect and affect each other.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Student Learning Objectives

Students will identify works of art from diverse cultures and various historical periods.
Students will understand that art and culture can reflect and affect each other.
Students will understand and recognize that societal values and beliefs can be demonstrated in visual art.
Students will understand that similar characteristics can be found in cultures, history, and art movements.
Students will understand a single artist can be responsible for movement and changes in art.
Students will apply the correct tools, media, and method to create art that represents different cultures, artists, and art movements.

Instructional Activities

Projects inspired by famous artists' movements and cultures
Discussions of characteristics and cultural themes

Texts and Resources

Getting to Know World Famous Artists Series by Michael Venezia
United Streaming site
<http://www.metmuseum.org/metmedia>
Prints of famous art work
Videos

Assessment

Formative assessments

Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Open discussion of characteristics
Open discussion of cultural themes in art

Summative assessments

Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects
Teacher evaluation of project completion

Benchmark assessments

Teacher created standards-based assessment
Portfolio
Proficiency assessment
Learner-centered assessment (goal-making, competency assessment)

Alternative assessments

Logs
Journal
Field observation
Peer review
Rubric

3-5 Unit 3, Art, Art Materials and Techniques

Content Area: **Art**
Course(s): **Art**
Time Period: **January**
Length: **50 days**
Status: **Published**

Enduring Understanding

Use a variety of media and learn new techniques using the elements and principles of design.

Learn the correct use of art tools and materials.

Find clues/symbols to define meaning in historical or cultural art.

Recognize different genres and apply characteristics when creating art.

Essential Questions

How do artists choose tools, techniques, and materials to express their ideas?

What is the artistic process?

Are some media better than others? (for communicating particular ideas)

How does an artist use their art to communicate?

What kinds of things can be used to make art?

New Jersey Student Learning Standards

VPA.1.3.5	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.CS3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.3.5.D.CS5	There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
VPA.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Student Learning Objectives

Students will explore a variety of art media demonstrating the art elements and principles of design.

Students will demonstrate proper use of tools.

Students will apply new techniques when creating art.

Students will understand how clues and symbols create meaning in art.

Students will build an art vocabulary based on materials, visuals, and techniques.

Students will create works of art using multiple art media and present the completed works in exhibition areas inside and outside the classroom.

Students will work individually and collaboratively to create 2 and 3 dimensional works of art.

Students will develop appropriate vocabulary while creating art of different genres.

Students will identify the common and distinctive characteristics of different genres.

Instructional Activities

Interdisciplinary activities:

Egyptian unit -modern sarcophagus, social studies
Create business cards, technology
Created tessellations, math
Poster contests such as Species on the Edge, science
Projects using a wide variety of art materials
Art Show exhibits
Calendar

Texts and Resources

Instructional videos on www.youtube.com

<http://www.artcyclopedia.com/>

Google sketch up

United Streaming site

[http:// smartmuseum.uchicago.edu/smartkids/home.html](http://smartmuseum.uchicago.edu/smartkids/home.html)

<http://www.moma.org/interactives/artsafari/>

<http://www.metmuseum.org/metmedia>

Assessment

Formative assessments

Outcome sentences
Gallery walk
Think write share
3-2-1
Exit tickets
Red card/green card
Teacher observation of project completion
Teacher observation of correct use of art materials

Summative assessments

Performance Task
Written Product
Oral product
Standardized Test
Rubric
Successful completion of projects

Benchmark assessments

Teacher created standards-based assessment
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Alternative assessments

Logs
Journal
Field observation
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