

Moonachie School District Visual Arts Curriculum Grades 3-5

New Jersey Student Learning Standards

**Born on September, 2016
Revisions January, 2020**

The following maps outline the NJSL for 3-5 Visual Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided - but not limited - to the list below.

Assessments:

- Various rubrics
- Glow and Grow Share
- Teacher Critique
- Peer Critique
- Thumbs up/down
- Artist Statements
- Artist Awards Carousel
- Classroom observations
- Anticipatory sets including think pair share
- Exit Cards & other closing activities
- Formative writing assessments/Research Papers
- Portfolios
- Self-reflection
- Teacher-Student Conference
- Peer Feedback

Resources:

- Smart Board & Smart Technologies
- iPad Apps
- Laptop & Desktops computers (signed out when needed)
- Teacher prepared copies of notes, directions and examples
- Easel chart pages
- Notepad SWBAT's
- Pintrest boards for student examples and inspiration
- Classroom Youtube channel for instructional videos
- Various art blogs

References:

NJ Visual Arts Standards: <http://www.state.nj.us/education/cccs/2014/arts/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Common Core Literature Standards – http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf (p.11)

Websites: http://www.moonachieschool.org/pages/Robert_L__Craig_Elementary_Sch/Faculty_and_Staff/Related_Arts/Ten_Hoeve__Lee

Curriculum Details
Visual Arts - 3-5

Core Materials	Teacher Created, Grade level appropriate art supplies and materials
Interdisciplinary Connections	<p>ELA</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
Career Ready Practices	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
21st Century Themes & Skills	<p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>

	<p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p>
Technology Standards	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.2..5.C.1 Collaborate with peers to illustrate components of a designed system.</p>
Assessments	<p>Pre & Post assessments are administered at each grade level to ensure proficiency of standards and skills.</p>

Visual Arts Curriculum: Grades K-2

NJ 1.1 The Creative Process - 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**.

<p>Essential Question(s): What are the functions of each element and principle and how do they assist in our formation of an opinion and appreciation of the work of art? How do they enhance design and improve our quality of life? How are the elements and principles universal?</p>			
<p>Vocabulary: Line, Shape, Form, Color, Value, Texture, Space/Perspective, Pattern, Rhythm/Movement, Scale/Proportion, Balance, Unity, Emphasis, Design, Fine Art, Assess, Picture planes, still life, portrait, landscape, contrast, symbolism, Art Movements, art techniques, art mediums, asymmetry, complementary colors, composition, content, cool colors, figurative, expressive, form, focal point, hue, intensity, monochromatic, neutral, point of view, secondary colors, tint, tone,</p>			
<p>Content Statement and Indicators (Strand D) NOTE: By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.</p>			
<p>1.1.5.D.1</p> <p>Content Statement: 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. Indicator: Identify elements of art and principles of design that are evident in everyday life.</p>			
<p>1.1.5.D.2</p> <p>Content Statement: The elements of art and principles of design are universal. Indicator: Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p>			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
1.1.5.D.1	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.	<ul style="list-style-type: none"> - Group instruction on key ideas using visual examples, teacher examples, various props, realia and student work. - Anticipatory sets to foster a contextual understanding of the topic at hand including think-pair share, video, or analysis of a piece. 	<p>3 - Cardinals in Snow SWBAT create multimedia projects using chosen materials and focusing on creating a red bird – focal point – in a snowy landscape. SWBAT cite the role the elements and principle play in enhancing the piece.</p> <p>4 – Chalk Pastel Glue Landscapes SWBAT draw, glue and add color with pastels to landscape of their own</p>

1.1.5.D.2	The elements of art and principles of design are universal.	<ul style="list-style-type: none"> - Closing activities to analyze student understanding of the topic including exit cards, pair-share, glow and grow, burger critique and/or rubrics with specific feedback to guide performance and future student work. - Independent work on portfolio items and projects related to topic at hand. - Group discussions solving where we utilize art observational skills. - Display and presentation of work throughout the school and online in the Virtual Art Gallery (utilizing available technology). 	<p>design. SWBAT to cite what elements and principles they've focused on and intended to make most evident and how they contribute to the piece. SWBAT study a variety of landscape from different times, cultures and art periods.</p> <p>5 - SWBAT collaboratively create a large-scale version of a masterpiece focusing on accuracy. SWBAT address each of the elements and principles as a group and strategize how best to tackle the task.</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. ● Reading related to lesson – books on hand that correspond to lesson or objective of lesson. ● Peer tutoring – students can show mastery by explaining and assisting 	<ul style="list-style-type: none"> ● Google Translate ● Peer helper/native speaker ● 1-1 Check in's ● Visual examples ● Printed directions ● Build background knowledge ● Picture Associations ● Partner Work ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscalfolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Modeling ● Hard copy of SWBAT, directions and inspiration or project example ● Oral/visual reminders ● Peer assistance ● Refer to each student's IEP for more specific modifications ● Allow students to borrow materials for work at home ● Oral reminders 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Early Morning Art -2X weekly tutoring ● After school program ● Parental contact ● Student mentoring ● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create. ● Remind 101

<p>peers in completion of work.</p> <ul style="list-style-type: none">● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom● Ask Me Artist – honor given to best listener and most prepared student each class.			
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Visual Arts Curriculum: Grades 3-5

NJ 1.2 History of the Arts and Culture - All students will understand the role, development, and influence of the arts throughout history and across cultures.

Essential Question(s): How do art and culture affect each other? What artistic elements are associated with specific genres? What are some of the contributions of specific artists? How did that impact that genre and future art and/or culture?

Vocabulary: Perspective, Time line, Art Movements (Pre-Historic, Surrealism, Dada, Pop Art, Pointillism, Cubism, Realism, Impressionism), Non-Objective, Abstract, Realism, Influence, Artists, Sculptor, Craftsman, Painter, Holidays and Cultural Celebrations, symbolism, politics, museum, critic/critique, cultural movement, artistic motivation, lens of time.

Content Statement and Indicators (Strand A)

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

1.2.5.A.1.

Content Statement: Art and culture reflect and affect each other.

Indicator: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2

Content Statement: Characteristic approaches to content, form, style, and design define art genres.

Indicator: Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art.

1.2.5.A.3

Content Statement: Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new [art genre](#).

Indicator: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)	
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	<ul style="list-style-type: none"> - Collaborative art to demonstrate the value of working together as a community. - Focus on projects that relate to family, community celebrations, various cultures, seasons ,and holidays. - Participation in community events and contests. - Group instruction on key ideas using visual examples, teacher examples, various props, realia and student work. - Anticipatory sets to foster a contextual understanding of the topic at hand including think-pair share, video, or analysis of a piece. - Closing activities to analyze student understanding of the topic including exit cards, pair-share, glow and grow, burger critique and/or rubrics with specific feedback to guide performance and future student work. - Independent work on portfolio items and projects related to topic at hand. - Group discussions solving where we utilize art observational skills. - Display and presentation of work throughout the school and online in the Virtual Art Gallery (utilizing available technology). 	<p>3 – Keith Haring Bubble or Block People Social Justice Graffiti SWBAT learn about an artist that worked for social justice and acted as social advocate via his art. SWBAT draw block or bubble people and create a message for a social cause they believe in. SWBAT discuss how graffiti entering the art landscape influenced our definition of art and its boundaries.</p>	
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.			<p>4 – Message of Peace and Prosperity Papyrus Chinese Scroll Calligraphy SWBAT learn about the ancient art of calligraphy, its origin and the culture surrounding it. SWBAT to create a scroll with a message written in Chinese calligraphy and ponder the contributions of the calligraphers to the ancient and modern world.</p>
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.			<p>5 – Hokusai’s Great Wave of Change SWBAT to learn about ancient Chinese art and how Hokusai brought the East and West together in his revolutionary paintings that merged two philosophies of art.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Extensions Activities - each project has an extension activity that can garner extra credit and builds upon the regular objective. ● Reading related to lesson – books on hand that correspond to lesson or objective of lesson. ● Peer tutoring – students can show mastery by explaining and assisting peers in completion of work. ● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom ● Ask Me Artist – honor given to best listener and most prepared student each class. 	<ul style="list-style-type: none"> ● Google Translate ● Peer helper/native speaker ● 1-1 Check in's ● Visual examples ● Printed directions ● Build background knowledge ● Picture Associations ● Partner Work ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Modeling ● Hard copy of SWBAT, directions and inspiration or project example ● Oral/visual reminders ● Peer assistance ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Early Morning Art -2X weekly tutoring ● After school program ● Parental contact ● Student mentoring ● Lunch Art Parties – Twice monthly meeting where students that cannot come to E.M.Art can come and complete work while we listen to music, eat and create.

Visual Arts Curriculum: Grades 3-5

NJ 1.3 Performing- 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.

Essential Question(s): How can we create both collaboratively and individually to make art that present a cohesive visual statement? What are the common and distinctive characteristics of art from various cultures and historical eras? What are some of the stylistic terms we use to refer to compositional approaches and styles? How can we compare and contrast visual artworks? What are the differences between and similarities between mediums and media or various types? What should we consider when presenting and exhibiting works outside the classroom?

Vocabulary: Display, present, mixed media, mediums, techniques, methods,, mounting, scumbling, burnishing, cross hatching, hatching, sketching, blending, transition, crayon resist, collage, overlapping, foreground, middle ground, background, depth, graphic art, craftsmanship, color spectrum, gridding, visual metaphor, symbolism, vanishing line, horizon line, orientation, horizontal, vertical, impact, printmaking, performance art, installation art, organic, thumbnail, gesture drawing, conceptual art.

Content Statement and Indicators (Strand D)

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

1.3.5.D.1

Content Statement: The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.

Indicators: 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.

1.3.5.D.2

Content Statement: Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.

Indicator: Identify common and distinct characteristics of artworks from diverse cultural and historical eras of visual art using age –appropriate stylistic terminology (cubist, surreal, optic, impressionistic) and experiments with various compositional approaches influenced by these styles.

1.3.5.D.3

Content Statement: 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.

Indicator: 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.

1.3.5.D.4

Content Statement: Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

Indicator: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.3.2.D.4

Content Statement: The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

Indicator: 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.

1.3.5.D.5

Content Statement: 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

Indicator: 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.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar (Project)
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.	<ul style="list-style-type: none"> - Demonstrations - Visual examples – teacher, student, peer, famous masterpieces, modern working artist examples. - Element and Principles Posters - Methods and Mediums handouts and demonstrations, classroom visuals 	<p>3 – Starry Night Over NYC SWBAT learn about The Starry Night and why it is a great example of unity. They will create their own starry night sky use line and scale to draw an architecturally sound Chrysler building in front of it, touching on the Art Deco period and how it shows itself in that piece of architectural mastery.</p>
1.3.5.D.2	Identify common and distinct characteristics of artworks from diverse cultural and historical eras of visual art using age –appropriate stylistic terminology (cubist, surreal, optic, impressionistic) and experiments with various compositional approaches influences by these styles.	<ul style="list-style-type: none"> - Venn Diagrams - Visual Organizers - Stylistic references provided - Prezzi’s - Powerpoints - Literature and age appropriate picture books. - Youtube read alouds. - Picture prompts or written prompts for visual creations 	<p>4 – Crayons in Craypas Shaded and Connected to Neighbor – Exercise in Unity SWBAT create highly realistic depictions of crayons – focused on shading – that connect to a peers page. SWBAT examine realistic depictions of art materials and experiment with the best ways to recreate that.</p>
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.	<ul style="list-style-type: none"> - Art vocabulary ladder - Art materials labeled and organized by medium type and familiar materials - Art method visuals posted and detailed in packets and handouts - Various art mediums available and utilized throughout the year (scaffold). - Work of all mediums decorating the room 	<p>5 – Fragmented Masterpieces SWBAT discuss and view masterpieces from different genres, time periods, cultures and artists and choose their favorite to recreate on a large scale with a group using gridding/scale enlargement techniques. SWBAT problem solve the best way to replicate the look of the original with their teammates.</p> <p>Grades 3 – 5 = All students in these grade levels will do at least one clay/sculpture project, one paper sculpture project, one tempera</p>

<p>explaining and assisting peers in completion of work.</p> <ul style="list-style-type: none">● ATT – Art Teacher in Training positions – a program where kids that excel can assist in the classroom● Ask Me Artist – honor given to best listener and most prepared student each class.			
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Visual Arts Curriculum: Grades 3-5

NJ 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and **visual art**.

Essential Question(s): What discipline-specific arts terminology can we use to establish classifications? How can we make informed aesthetic responses to artwork based on structural arrangement and personal, cultural and historical points of view? How can we communicate ideas about personal and social values? How does an artist's imagination and frame of reference surface? How can we assess the application of the elements and principles using observable and objective criteria. How can we use discipline-specific terminology to evaluate the strengths and weaknesses of art? How can we determine the technical proficiency in a piece using the elements and principles?

Vocabulary: Critique, analysis, observation, rubric, glow and grow strategy, craftsmanship, criteria, societal values, frame of reference, technical proficiency.

Content Statement and Indicators (Strand A)

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and **VISUAL ART**.

A – 1.4.5.A.1-1.4.5.A.3

Content Statement: Each arts discipline has distinct characteristics (dance, music, theatre and visual art), as do the artist who create them.

Indicators:

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.2.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.2.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B – 1.4.5.B.1 - 1.4.5.B.5

1.4.5.B.1

Content Statement: Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

Indicators: Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2

Content Statement: Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

<p>1.4.5.A.3</p>	<p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>	<ul style="list-style-type: none"> - Rubrics - Glow and Grow strategy - Pair Share - Burger Critique - Art Awards (Peer Awards for 4 distinct reasons) - Carousel Critique - Peer, Self and Teacher Critique and feedback given regularly. 	<p>at critiques and reflect on their work and that of their peers.</p>
<p>Strand B 1.4.5.B.1</p>	<p>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>	<ul style="list-style-type: none"> - Art Debate - Art Auction 	<p>4- Rubric and Critiques SWBAT familiarize themselves with a growing repertoire of critique formats, rubrics, and other ways to formulating aesthetic responses to art view multiple lenses.</p>
<p>Strand B 1.4.5.B.2</p>	<p>Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity critiques by peers.</p>		
<p>Strand B 1.4.5.B.3</p>	<p>Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>		
<p>Strand B 1.4.5.B.4</p>	<p>Define technical proficiency, using the elements of the arts and principles of design.</p>		
<p>Strand B 1.4.5.B.5</p>	<p>Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>		

