

WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM

Art Curriculum

Grade	3-4
Unit	1
Unit Duration	13 Weeks
Course	Elementary Art
Overview/Rationale	This unit will cover learning about the element of color; understanding the essential terminology related to the element; applying this knowledge to interpret an artist's implementation of the element of color within their artwork and how the element of color can emphasize subject matter.
DESIRED OUTCOMES	
NJSLS Standards Addressed	
Visual and Performing Arts Student Learning Standards:	
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.	
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.	
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.	
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.	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same elements and principles of design.	
1.1.5.A.1 - Recognize visual art as a reflection of societal values and beliefs.	
1.2.5.A.3 - Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.	
1.2.5.A.3 - Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.	
1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art	

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<p>mediums, and present the completed works in exhibition areas inside and outside the classroom.</p> <p>1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.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).</p> <p>1.4.5.B.1 - Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>9.1.12. A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12. D.1 Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. CRP1. Act as a responsible and contributing citizen and employee. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence</p>	
<i>In this unit, the following 21st Century Themes & Skills are addressed:</i>	
X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	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.
X	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

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Interdisciplinary Connections

English Language Arts

- **RI.4.1**
- **RI.4.6**

SL.4.1a-d; SL.4.2; SL.4.3; SL.4.4; SL.4.6

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Integration of 21st Century Standards

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.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

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.

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8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms	List of Emotions or Moods Vocabulary
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Student Learning Objectives (SLO)

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.

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.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

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.

Instructional Strategies

1. Students will identify primary colors; identify and mix secondary colors and identify and mix tertiary colors.
2. Create a color wheel, demonstrating proper usage of materials.
3. Students will demonstrate knowledge of mixing and blending colors, using oil pastels.
4. Students will utilize the element of color to draw emphasis to a chosen subject matter/theme; choose a specific color scheme and adhere to it.
5. Students will reflect upon their artwork and explain why they chose their color scheme in relation to their subject or theme, using discipline specific terminology.
6. Students will assess themselves via rubric.
7. Identify the symbolism of the different parts and colors of the American flag; identify the mathematical patterns found within the layout of the stars; in groups.
8. Collaboratively work in groups to recreate one of the twenty-eight historical American flags utilizing varied media.
9. Design a new American flag with representation of the fifty states, choosing a color scheme that emphasizes the symbolism.
10. Research artwork from a different culture or region, specifically noting color schemes.

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<p>11. Create an original piece of artwork that shows influences from the two different cultures.</p>	
<p><i>Essential Questions</i></p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can colors depict or emphasize a mood or emotion? • Why would an artist limit their palette of colors? • Why is color such an important element of art for an artist to utilize? 	
<p><i>Enduring Understandings</i></p>	
<ul style="list-style-type: none"> • Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry to name a couple. Due to this relationship, a color can enhance the message or theme of a piece of artwork. • Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed. <p>People make different associations with color due to their own personal experiences. Color in artwork allows people to make various personal connections and interpretations.</p>	
<p><i>Assessments</i></p>	
<ul style="list-style-type: none"> • Teacher Observation • Completed Projects • Oral Student Feedback • Peer Review • Level of Creativity • Reflection • Class Discussion • Rubrics 	
<p><i>Differentiated Activities</i></p>	
<p>Enrichment</p>	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for</p>

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<p>Gifted and Talented</p>	<p>speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p>ELL</p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>

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<p>Special Education</p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests.</p>
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	Establish procedures for accommodations / modifications for assessments.
<p align="center"><i>At-Risk</i> <i>(Intervention)</i></p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
Resources	
<p align="center">Student Resources</p>	<p>Color Wheel Chart Paint, brushes, ruler, oil pastels, paper, tissue paper, glue, matte paper, cotton swabs for mixing Imagery of foliage in the autumn</p>
<p align="center">Teacher Resources</p>	<p>Paintings:</p> <p>“Red Canna” by Georgia O’Keefe</p> <p>“The Old Guitarist” by Pablo Picasso “Starry Night” and “Sunflowers” by Vincent van Gogh</p> <p>“Flint Castle” and “Fisherman at Sea” by J.M.W. Turner Media will vary</p>

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Core Instructional Materials	
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Grade	3-4
Unit	Unit 2 SHAPE: Form, Perspective, Space, Proportion
Unit Duration	13 Weeks
Course	Elementary Art 3-4
Overview/Rationale	This unit will cover the elements of shape, form and space, as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art. They will also be exposed to the vast variety of professions in the art world and see the strong correlation between art and math.
DESIRED OUTCOMES	
NJSLS Standards Addressed	
Visual and Performing Arts Student Learning Standards:	

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- 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.
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- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 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.

Cumulative Progress Indicators (CPIs) Addressed

- 1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3 - 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 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- 1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

In this unit, the following 21st Century Themes & Skills are addressed:

X	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.

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	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.
X	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.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

English Language Arts

- W.3.2a-d; W.3.4
- L.4.1a-g;.L.4.2a-d; L.4.3a; L.4.4a;
- W.4.2
- SL.4.4

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Integration of 21st Century Standards

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.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

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.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms

Realistic, Imaginary, Perspective, space, relation

Student Learning Objectives (SLO)

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.

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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.

Instructional Strategies

1. Students will look at real life examples and identify positive and negative space via power point presentation.
2. Create a three-dimensional tree out of a paper bag demonstrating positive and negative space.
3. Students will assess themselves and peers utilizing discipline-specific terminology to make objective judgments.

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4. Students will work in pairs or small groups to design life size silhouette demonstrating positive and negative space within the gesture.
5. Students will apply prior knowledge of color theory to enhance given space.
6. Students will assess another group's work using appropriate vocabulary and a rubric.
7. Students will correctly utilize a single vanishing point to draw 5-7 shapes and or letters in perspective, using a ruler and pencil; students will apply prior knowledge of color theory to enhance given space.
8. Students will assess themselves via rubric.
9. Apply knowledge of different art genres.
10. Students will analyze and critique 2 different pieces of artwork, make oral observations and written interpretations.
11. Analyze different art genres and various media options.
12. Students will utilize the computer/laptop/iPad as their medium to create a piece of digital art. As a class, the students will be guided through the site and shown the different options. The application they choose will dictate the nature and guidelines of their artwork.
13. Students will identify a specific themed work of art from the Hispanic culture.
14. Students will understand the traditional way of making a papelpicado.
15. Students will create a papelpicado with at least 5 folds and 3-5 shapes on each fold.

Essential Questions

Essential Questions:

- How and why would an artist depict a place? Realistic? Imaginary?
- How does math influence perspective in art?
- What is space, in relation to visual art?

Enduring Understandings

- Perspective is generated by an object's size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point. Perspective can be brought down to a series of lines, angles and points: geometry.
- Space can be the given area an artist created his/her work within or space can be how that given area is utilized
- The ways in which an artist chooses to depict a place depends on the message or theme they are trying to convey.

Assessments

- Teacher Observation

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<ul style="list-style-type: none"> ● Completed Projects ● Oral Student Feedback ● Peer Review ● Level of Creativity ● Reflection ● Class Discussion ● Rubrics 	
<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p>
Gifted and Talented	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
ELL	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>

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	<p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>
<p>Special Education</p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p>

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	<p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
<p align="center"><i>At-Risk (Intervention)</i></p>	<p>Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p align="center">Resources</p>	

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<p>Student Resources</p>	<p>Large paper (36 inch Wide roll), paint, markers, crayons, colored pencils, paper bags, glue, cardboard, rulers, drawing and construction paper</p> <p>Art Portfolio</p>
<p>Teacher Resources</p> <p>Core Instructional Materials</p>	<p>http://artprojectsforkids</p> <p>http://education-portal.com/article_directory/q_p/page/Visual%20and%20Performing%20Arts/q_p/Careers_and_Occupations_List.html</p> <p>Claes Oldenburg Art: http://bjws.blogspot.com/2010/07/claesoldenburg-born_january-28-1929.html and http://365artists.wordpress.com/2011/04/18/day-6-claes-oldenburg/</p> <p>Jasper Johns Art:</p> <p>http://www.jasperjohns.com/art.shtml</p>

Art Curriculum

<p>Grade</p>	<p>3-4</p>
<p>Unit</p>	<p>Unit 3: Pattern: Rhythm, Symmetry, Balance, Movement</p>
<p>Unit Duration</p>	<p>13 Weeks</p>

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Course	Elementary Art 3-4
Overview/Rationale	In this unit students will discover patterns and experiment different ways to create them not limiting themselves to only using the elements of art and principles of design. They will also be able to create the effect of rhythm and movement within a stationary piece of art. This unit will emphasize the importance of balance within art to draw attention to a focal point, theme or message; as well as the different types of and ways to utilize principle of symmetry. Throughout the duration of this unit students will draw upon knowledge from the previous units and begin to see how all the elements of art and principles of design are connected and intertwined.
DESIRED OUTCOMES	
NJSLS Standards Addressed	
Visual and Performing Arts Student Learning Standards:	
<p>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> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.</p> <p>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.</p>	
<i>Cumulative Progress Indicators (CPIs) Addressed</i>	
<p>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art</p>	

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reflect, and are affected by, past and present cultures.

1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.3.2.D.3 - 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 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 - Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.

1.4.2.A.4 - Distinguish patterns in nature found in works of visual art.

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2- Apply the principles of positive critique in giving and receiving responses to performances.

In this unit, the following 21st Century Themes & Skills are addressed:

X	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.

WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM

	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	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.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

English Language Arts Student Learning Standards

Grade 3:

W.3.2 b-d; W.3.4 SL.3.1 b-c;
L.3 b-i; L.3.2e-g; L.3.3;

Grade 4

SL.4.1c
a-g
a-d L.4.3a L.4.6

Integration of 21st Century Standards

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.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.

9.1.8.A.3: Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

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Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology

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.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

Key Terms

Symmetry
Radial
Bilateral Reflection
Mirror-image Rotational
Translational Asymmetry
Elements of Art
Principles of Design

Student Learning Objectives (SLO)

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.

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.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

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.

Instructional Strategies

1. Students will read the poem “The Great Figure,” by William Carlos and view the painting by Charles Demuth, “The Figure 5 in Gold.” They will analyze how the poem inspired the painting and identify what specific elements of art and principles of design were used to visually depict it.

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2. Students will discuss whether or not the artist was successful in carrying out his message and share their opinions based on observable information.
3. Students will create their own version of a “figure in gold.” They will utilize a randomly chosen number as their focal point, with a pattern of lines radiating from the middle for emphasis (8 different sections) and creating movement. The entire background will be painted, students demonstrating proper use of watercolor paints.
4. Students will generate 8 different mathematic equations that equal their number.
5. Students must employ addition, subtraction, multiplication, and division. Each equation will be written repeatedly in various directions in each section creating a pattern using only numbers. The main number will be embellished.
6. Students will read Matherpieces, by Greg Tang. They will identify how Tang uses art to exemplify mathematics. . They will discuss ways in which math and art can be related. They will create their own page of a “Matherpieces” book utilizing multi-media. Upon completion all pages will be put together to complete a single book.
7. Students will review types of shapes and differentiate between geometric, natural and organic or freeform shapes.
8. Students will draw 15 shapes, a combination of geometric, natural or organic and freeform; shapes may touch each other and some must overlap. Students should be using their entire paper. Within each newly created shape or space, students must create a pattern. They may use lines or shapes or a combination of the two. The color scheme will be monochromatic, as students will complete the composition with a tissue paper bleed, using a variety of colors.
9. Students will work together to research imagery of cloth molas of the Kuna Indians of Panama as well as Aboriginal artwork from Australia.
10. Observe how the different elements of art and principles of design are utilized. Students will merge characteristics of the two types of artwork into one.
11. Starting with a contour line drawing of an animal, students will continue to enlarge the contour line on pieces of construction paper creating at least 5-7 layers. Then students will paint a pattern of dots and/or lines on each layer. To “frame” the focal point, a shape will be chosen and instead of drawing the circle, dots will be used to outline the shape and then continue in a concentric pattern until the entire shape is filled. The shape will be repeated until the background is filled. An additional pattern of color will be implemented within the concentric lines of your shapes your choice of warm/cool or complimentary.
12. Students will critique each other’s artwork using a rubric.

Essential Questions

Essential Questions:

- What is pattern? What can be used to create a pattern?
- Where are patterns found in nature?

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- How can an artist create rhythm or movement in a stationary piece of artwork?
- Why is balance important in art? What are different ways a composition can be balanced?
- What is symmetry and what are the different types of symmetry?
- Where can you find examples of symmetry in nature?

Enduring Understandings

- Pattern is repetition of the elements of art or anything else; there are patterns in music, in math, jumping jacks are a pattern of repeated movements, patterns are everywhere.
- Patterns are found quite frequently in nature, in animals on their feathers or fur, insect wings, reptile or fish scales; flowers and plants; bricks on a house; rainbows; clouds, etc.
- An artist can create rhythm or movement by using one or a combination of the elements of art or principles of design.
- Balance is important in art because no matter what type of balance is present within the composition it will help draw the viewer to the focal point, thus enhancing the message or theme. Different types of balance include symmetrical, asymmetrical and radial. Symmetry is when things are exactly the same on either side of a line; when shape is exactly the same when you flip, slide or turn it.
- Types of symmetry are bilateral or reflection symmetry, radial or rotational symmetry, translational symmetry, and asymmetry, or lack of symmetry. Examples of symmetry in nature are everywhere, from tree leaves to butterfly wings, from flowers to humans.

Assessments

- Teacher Observation
- Completed Projects
- Oral Student Feedback
- Peer Review
- Level of Creativity
- Reflection
- Class Discussion
- Rubrics

Differentiated Activities

Enrichment	Conduct research and provide presentation of cultural topics. Design surveys to generate and analyze data to be used in discussion. Debate topics of interest / cultural importance
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<p>Gifted and Talented</p>	<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to their projects. This will include allowing more opportunities to demonstrate creativity and the design of original work.</p>
<p>ELL</p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions Extended time for assignment completion as needed Highlight key vocabulary</p> <p>Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>

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<p>Special Education</p>	<p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Teachers will check/sign student agenda daily Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p>Modifications for Homework and Assignments Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
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<p><i>At-Risk</i> <i>(Intervention)</i></p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p align="center">Resources</p>	
<p>Student Resources</p>	<ul style="list-style-type: none"> • Chrombooks • Art materials
<p>Teacher Resources</p>	<ul style="list-style-type: none"> • http://artprojectsforkids • Trade books • Teacher made Power Point • http://www.mathsisfun.com/geometry/symmetry-artist.html • http://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html

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<p>Core Instructional Materials</p>	
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