

WEYMOUTH TOWNSHIP SCHOOL VISUAL ARTS CURRICULUM

Art Curriculum

Grade	5-6
Unit	1 Color Theory
Unit Duration	10-12 Weeks
Course	Elementary Art
Overview/Rationale	This Unit of Study the will cover The Color Theory, from the science of color, to how color is categorized, to its properties and how color can be used effectively in art. The learner will know what color is essentially and its use as an element of art. They will be introduced to the Color Wheel with regard to the position of colors on the wheel as well as how they relate to each other. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today. This unit will also touch upon color symbolism and its use in commercial art.
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>Fifth Grade</p> <ul style="list-style-type: none"> • 1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life. • 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design. 	

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- 1.2.5.A.1 -Recognize works of dance, music, theatre, and 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 dance, music, theatre, and visual art from diverse cultures throughout history.
- 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.
- 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.
- 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Sixth Grade

- 1.1.8.D.1 - Identify elements of art and principles of design that are evident in everyday life.
- 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

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

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	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

- Reading Informational Text – RI.5.7, RI.5.9, RI.6.7
- Writing – W.5.2, W.6.2, W.6.9
- Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

Math

- Math-5.NF.B7

Science

- **Science: RST.6-8.1,**

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.

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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

Analogous, Complementary, Pop Art, Marketing, Tint, Shade, Tone, Commercial, Fine Arts

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 view the 2013 Beyonce Knowles Papi Print Ad Campaign. They will assess the work based on guided questions from the teacher. Questions will be an appropriate mix of low and high level cognitive questions. Show other print ads of the same style.
2. Introduce the Pop Art genre through works and artists such as Roy Lichtenstein, Wayne Thiebaud*, and James Rosenquist. Students will determine whether these works are fine art or commercial art, and how fine art influences commercial and advertising. Discuss the elements

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(color) present in the work and the similarities between them. *Thiebaud is great study for the Value

3. Show students the inspiration behind the Pepsi ad, Andy Warhol's, Marilyn. Students will do a compare and contrast of the Pepsi ad and Warhol's painting and discuss the listing the similarities and differences using a Venn Diagram. Using a simple jigsaw activity, split the class in half, one group listing similarities and the other differences. Then pair students up, one from each group and have them discuss and complete diagrams together. Present students with Summative Assessment to be completed and turned in at the completion of unit.
4. **Introduction of Color Theory:** Students will be introduced through a Structured Overview based on written and verbal summaries as well as visual aids, such as diagrams and video describing the science behind color.
5. During a Structured Overview introduce the color categories and the characteristics Students will copy color (12) wheel in their notes and fill in color using colored pencils/crayons.
6. Using chart paper, students will go around and write down thoughts and feelings they associate with each color represented on the chart paper in a carousel activity.
7. Working collaboratively in groups on a problem solving activity, students will fill in a blank color wheel only using the primary colors. They will mix various combinations of the three to produce the other nine and place them correctly on the color wheel.
8. Using Think/Pair/Share activity students will partner with a classmate from another group to discuss their observations of the colors as well as compare and contrast the variations of hues they produced. More than likely, no two groups will have created the same exact hue and they will describe their findings in paragraph form.
9. Divide the students into three groups. Using 4"x18" strips, students will section the strips in to six equal parts, three inches wide. Choosing one hue students will create and value or tonal scale. Each of the three groups choosing producing tints, shades, or tones.
10. Students will be divided into 6 groups and assign each a color (ROYGBV). Each group will write a description of each color consisting of its temperature, category, complement symbolism, etc. Each group will present their color to the class. Each group member presenting a different characteristic. The other groups will be able to add or subtract to their descriptions.
11. Students will design their own print advertisement in the style of Pop Artist, Andy Warhol, incorporating color harmonies.

Essential Questions

Essential Questions:

- How does color affect mood?
- Why do certain colors mean different things to different people?
- How do artists use color in their work?

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Enduring Understandings

- People associate colors with aspects of their surroundings, memories, and nature.
- Colors often have different meanings in various cultures and societies.
- Some artists use color to express emotion in their work, some use it to express or convey an idea or concept and other artists use color to add realism to their work.

Assessments

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

Differentiated Activities

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>

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<p>ELL</p>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>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</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>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>

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	<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>
<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</p>

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	<p>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	
Student Resources	<p>Color Wheel Chart</p> <p>Paint, brushes, tempera paint, Sharpie markers, pencils, ruler, eraser</p>
Teacher Resources	<p>http://www.tigercolor.com/color-lab/color-theory/color-theory-intro.htm</p> <p>http://www.colormatters.com/color-and-marketing/color-and-branding</p> <p>http://www.empower-yourself-with-color-psychology.com/target-markets.html</p>
Core Instructional Materials	

Grade	5-6
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Unit	Unit 2 Line, Shape and Form
Unit Duration	10-12 Weeks
Course	Elementary Art 5-6
Overview/Rationale	This Unit of Study the will cover The Elements of Art, Line, Shape, and Form with particular emphasis on Space/Perspective. The unit will give a brief overview of each element and the learner will evaluate the relationships between the elements and their purpose beyond the world of fine art. They will study artists past and present focusing on their use of color and how it impacted the society at the time and continues to be influential today.
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>	
Fifth Grade	
<p>1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life</p> <p>1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <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>	

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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.

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

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Sixth Grade

1.1.8.D.1 - Identify elements of art and principles of design that are evident in everyday life.

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4.8. A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8. A.7 - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

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.
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.
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.

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X	CRP12. Work productively in teams while using cultural global competence.
<i>Interdisciplinary Connections</i>	
English Language Arts	
Reading Informational Text – RI.5.7, RI.5.9, RI.6.	
Writing – W.5.2, W.6.2, W.6.9	
Speaking and Listening – SL.5.1, SL.5.4, SL.6.2	
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.	
Social Studies	
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.	

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Key Terms	Vanishing point Technique, Depth, Cityscape Landscape, Geometric, Organic, Space, Value, Intensity, Aesthetic, Linear, Perspective, Shape, Line, Element, Form, Horizon
<i>Student Learning Objectives (SLO)</i>	
<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>Instructional Strategies</i>	
<ol style="list-style-type: none">1. After reading two-three articles regarding city planning issues, students will break into groups and brainstorm city planning ideas they have for their hometown. Each group will informally present their ideas to the class.2. Introduce artists like M.C. Escher, and Gustave Caillebotte who commonly used Perspective to manipulate space in their work. Divide students into two groups they will view work of both artists and compare and contrast their use of space. One group will list similarities and the other differences. Students will research and find other examples of perspective used in art and present to class.3. Students will be introduced to the element Line through a Structured Overview based on written and verbal summaries as well as visual aids, such as diagrams.4. In a group discussion go over all the different types of lines and list them for the students, then divide them into groups, assigning each group a type of line. On big poster paper have each group draw various versions of the line and present to class. During presentations have the class decide what the particular line symbolizes, i.e., vertical line=strength, horizontal line=peace, calm, etc.5. During a carousel activity students will try to identify the various types of shapes, Geometric Organic, and Freeform. Afterward, through a Structured Overview discuss the Element of Shape. Students will then illustrate different scenes using only geometric shapes.6. Giving step-by-step instruction model linear perspective for students using various polygons and Students will in turn create the own perspective on their own.	

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7. Student will create a rough draft of a cityscape using one point perspective. Giving step-by-step instruction model how to create cityscapes using geometric shapes. Show student how to buildings and houses using linear perspective.
8. Using a Think/Pair/Share activity, students will partner with a classmate from another group to discuss the biography and artworks of Renaissance Architect Filippo Brunelleschi.
9. Students will design their own city development/ community using four out of the six techniques used for creating depth in space.

Essential Questions

Essential Questions:

- Why are the Elements of Art essential to making art?
- How does the Element of Line change the mood of an artwork
- How significant is the relationship Shape and Form?
- How can Space be manipulated according by Perspective?

Enduring Understandings

- The Elements are the basic visual symbols an artist uses to create works of art.
- The direction of the line may suggest certain characteristics; some even imply movement and guide the viewer’s eye.
- While shapes only exists in two dimensions, form adds the third dimension to shapes both free form and geometric.
- Artists developed several techniques to capture the feeling of deep space: Linear perspective, Size, Overlapping, Placement, Detail, and Intensity/ Value.

Assessments

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

Differentiated Activities

Enrichment	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance</p>
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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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Special Education	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>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</p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>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</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>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>Pencils, rulers, Sharpie markers, Colored pencils, markers, eraser, Trade books, Chromebooks</p> <p>Art Portfolio</p>
<p align="center">Teacher Resources</p>	<p>http://artprojectsforkids</p> <p>http://www.la-art-tutor.com/2007/10/17/one-point-perspective-drawing/</p>

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Core Instructional Materials	
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Art Curriculum

Grade	5-6
Unit	Principles of Art Unit 3
Unit Duration	10-12 Weeks
Course	Elementary Art 3-4
Overview/Rationale	This Unit of Study the will cover The Principles of Design, Balance, Pattern, Movement, Emphasis, Proportion, Rhythm, Variety and Harmony . The unit will give a brief overview of principle and the learner will evaluate the relationships between them and their purpose in creating good art. They will study other cultures and how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.
DESIRED OUTCOMES	
NJSLS Standards Addressed	

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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.

Cumulative Progress Indicators (CPIs) Addressed

Fifth Grade

1.1.5 D.1 - Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.2.5.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.

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.

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).

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5. B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Sixth Grade

1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

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1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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.
	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

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Reading Informational Text – RI.5.7, RI.5.9, RI.6.7

Writing – W.5.2, W.6.2, W.6.9

Speaking and Listening – SL.5.1, SL.5.4, SL.6.2

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.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

Radial, Symmetry, Forma, Informal, Harmony, Principle, Architecture, Ornament, Variety, Movement, Geometric, Organic Rhythm, Pattern

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.

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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.

Instructional Strategies

1. **Introduction to Principles:** The students will review the elements of art and their importance. They will then identify elements in two works, one by Picasso, the other by Britto. In a group discussion students will determine the mood of each piece.
2. Students will partner with each other to list the comparisons and differences of how the artists used the elements in their respective work. They will then share their findings with the group. based on their list begin to introduce the principles, i.e., the pattern of colors, the movement of the lines, the focal point of the work (emphasis).
3. **Balance and Proportion:** Students will be introduced to the principle, Balance, and Proportion through a Structured Overview based on written and verbal summaries as well as visual aids. Divide students into small groups, distribute cards with the following terms: symmetrical, asymmetrical, radial, and informal. In a collaborative effort have each group design a composition representing each form of balance. Students will describe how they achieved balance in their composition.
4. **Pattern/Rhythm/ Movement:** Students will be introduced to the principle, Pattern, Movement, and Rhythm, through a Structured Overview based on written and verbal summaries as well as visual aids.
5. Present students with various works and have them describe the differences between the two principles and how they relate to one another. As a studio activity students will produce their own patterns incorporating rhythm or a drawing with purposeful movement.
6. **Emphasis/Variety/ Harmony:** Students will be introduced to the principle, Variety, Emphasis, and Harmony, through a Structured Overview based on written and verbal summaries as well as visual aids.
7. Display various artworks around the class and during a carousel activity students will try to identify the principles found throughout the work. Using post-its students will label each work, some may include more than one principle.
8. Do Now Activity- Display various artworks from different cultures, including cultural masks, paintings, and architectural work. Using a graphic organizer, students will go through each element and describe how they were manipulated by each principle.
9. **Introduction of Summative Assessment:** Focusing on the Islamic Tiles, students will analyze the elements and principles used. They will classify the different elements exemplified and conclude why they were presented in the artwork as well as to why certain

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<p>principles were used to portray these elements. During the group discussion confirm or redirect their theories and explain the symbolism within the tile design.</p> <p>10. Model how to begin a tile design incorporating both geometric and organic shapes. Students will begin sketching ideas for their designs to be approved for final draft.</p> <p>11. Students will organize their findings using a Venn diagram and later transfer the information into paragraph form.</p>	
<i>Essential Questions</i>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the relationship between the Elements of Art and the Principles of Design? • How does the Movement further engage the viewer in the artwork? 	
<i>Enduring Understandings</i>	
<ul style="list-style-type: none"> • The Elements are the basic visual symbols an artist uses to create works of art; the Principles are the manipulation of those elements. • The principle of Movements the path the viewer’s eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art. 	
<i>Assessments</i>	
<ul style="list-style-type: none"> • Teacher Observation • Completed Projects • Oral Student Feedback • Peer Review • Level of Creativity • Reflection • Class Discussion • Rubrics • Performance Assessments 	
<i>Differentiated Activities</i>	
Enrichment	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of</p>

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<p>Gifted and Talented</p>	<p>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>
<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.</p>

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	<p>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 • White drawing paper • Tracing pencils • Rulers • Sharpie markers, extra fine • Markers/ Colored Pencils • Eraser
<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

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<p>Core Instructional Materials</p>	
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