

# **Bi-Borough**

## **Art Curriculum**

**2015**

**Grades K-6**



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<b>BI-DISTRICT ARTS CURRICULUM</b>					
<u>Philosophy</u>					
<u>Introduction</u>					
<b>By the End of <u>SECOND</u> Grade</b>	<u>Aesthetics</u>	<u>Creation &amp; Performance</u>	<u>Elements &amp; Principles</u>	<u>Critique</u>	<u>History &amp; Culture</u>
<b>By the end of <u>FIFTH</u> Grade</b>	<u>Aesthetics</u>	<u>Creation &amp; Performance</u>	<u>Elements &amp; Principles</u>	<u>Critique</u>	<u>History &amp; Culture</u>
<b>By the End of <u>SIXTH</u> Grade</b>	<u>Aesthetics</u>	<u>Creation &amp; Performance</u>	<u>Elements &amp; Principles</u>	<u>Critique</u>	<u>History &amp; Culture</u>

## PHILOSOPHY

Art is a necessary component of our lives; a vital contributor to our learning, to our well-being and in essence, to our existence. It helps us develop values, understand the past and visually decipher our modern world. It enables us to communicate ideas, to express feelings and to respect the values, attitudes, and beliefs of our culturally diverse world. It encourages us to develop our creative and critical thinking skills and fosters self-esteem through discovery of our own aesthetic. It fosters an appreciation of how things are made and the skill and process that is involved in designing and creating everything in the world around us.

The Art Program of River Edge and Oradell is based on the philosophy of Discipline Based Art Education. DBAE includes the four disciplines of art; Art Production, Aesthetics, Art History and Art Criticism.

**Art Production and the Creative Process:** Students will create works of art with a diversity of materials and techniques, both two and three-dimensional.

**Aesthetics:** Students will be engaged in philosophical questions such as what is art and aesthetic questions such as what defines an individual's, societal and cultural definitions of beauty. Hence the term Beauty is in the eye of the beholder.

**Art History:** Students will learn a broad spectrum of Art from different time periods and civilizations around the world and learn how they influence our approach to art and design today.

**Art Criticism:** Students will be involved in the method of oral and written critique through description, analysis and interpretation of their own work, that of their peers and famous works of art and design.

It is our goal as well to enhance what is being taught in the core classrooms through a cross-curricular approach. Using grade level curriculums, (ex. - math, science, history), as motivational material for some art lessons enhances the students ability to make connections between subject areas. It creates a cohesive understanding of their world. Opportunities for displaying student work in exhibitions and competitions are provided within the school district and the community at large.

The goal of the River Edge and Oradell Art Program is to foster creative problem solving and critical thinking skills. Creative freedom will enable experimentation with a diversity of materials, techniques, concepts and skills. Exposure to a variety of art and design across time and between cultures will enable students with the skills to describe, analyze, interpret and respond to the visual world around them.

## INTRODUCTION

The River Edge and Oradell Public Schools Visual and Performing Arts curriculum is a comprehensive document to be implemented by state certified teachers in the area of art. This curriculum is written in direct accordance with the New Jersey Core Curriculum Standards for Visual and Performing Arts. The Standard's grade level progress indicators are included in this document.

Each grade level includes a concept and objective for each Element of Art and Principle of Design as well as Aesthetics/Criticism and Art History. Each objective lists the state standards that are applicable. At the end of each grade level are Suggested Activities and Assessment Strategies. The activities are only suggestions. The teacher has full creative freedom as to what theme, material, or artist/culture to focus on. The lessons can highlight one element such as shapes, or it may combine many of the elements and principals of design. It is the grade level objectives and concepts that need to be followed; the means of actualizing these goals is open to the teacher's own personal style, interests and approach. In this document the objectives of each concept progress through the grade levels. A concept which may be introduced in first grade may be built upon and mastered by the end of Twelfth grade. The state goals for grades 2, 4, 6, 8, and 12 act as bench marks for mastery by the end of those grade levels. The teacher should be aware of these when creating lessons so that a strong foundation is developed and at each grade level the student's knowledge and application of it is built upon.

Motivation for lessons can be derived from various sources. Art Prints, reproductions and artifacts are available through our existing collections. Other resources are the internet, photographs, books, magazines, and newspapers. Real objects, both natural and manmade, should be used as well. Museum web sites offer great visuals of their permanent collections as well as virtual tours of special exhibits. Keeping the resources age appropriate and relative to the student's world will capture their interest and spark the enthusiasm necessary for self-expression.

### **Art Safety**

To promote the early learning of good safety habits, teachers should discuss general safety rules and procedures in all art classes, beginning in kindergarten. As they introduce more complicated materials, tools and equipment in later grades, teachers should implement a more comprehensive program of art safety.

## BY THE END OF SECOND GRADE AESTHETICS

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### STATE STANDARDS

- 1.4.2.A.1** Identify aesthetic qualities of exemplary works of art in dance, music, theatre and visual arts, and identify characteristics of the artist who created them.
- 1.4.2.A.2** Compare and contrast culturally and historically diverse works of dance, music, theatre and 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 emotion or feeling, and tell the story through each of the four art disciplines.
- 1.4.2.A.4** Distinguish patterns in nature found in works of dance, music, theatre and visual art.
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies
- CPR8** Utilize critical thinking to make sense of problems and persevere to solve them
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence
- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will develop the capacity to perceive and respond imaginatively to works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What is Art?

**SECONDARY:** Where do we see art in the world around us?

## **MODULE ASSESSMENT**

Students will use their imagination to interpret and create works of art.

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that artists create art to express emotions.
- Understand how an artist can get ideas from his/ her imagination.
- Understand that all artists create differently and viewers perceive their work differently.
- Understand that art can tell a story.
- Develop self-esteem.

## **MODULE SKILLS**

Students will be able to...

- Look at and talk about art using art vocabulary.
- Describe how a work of art makes you feel.
- Identify moods and feelings in works of art.
- Express their moods and feelings through their own art and the viewing of art.
- Recognize various art mediums.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## BY THE END OF SECOND GRADE CREATION AND PERFORMANCE

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### STATE STANDARDS

- 1.1.2.D.1** Identify the basic elements of art and principles of design in diverse types of artwork
- 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 representations.
- 1.3.2.D.3** Employ basic verbal and visual arts 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 media.

**CPR 1** Act as a responsible citizen and employee

**CPR 2** Apply appropriate academic and technical skills

**CPR 4** Communicate clearly and effectively and with reason

**CPR 5** Consider the environmental impact of decisions

**CPR6** Demonstrate creativity and innovation

**CPR 7** Employ valid and reliable research strategies

**CPR8** Utilize critical thinking to make sense of problems and persevere to solve them

**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

**CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

## **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will create works of art by exploring a variety of materials and techniques.

## **MODULE ASSESSMENT**

Students will demonstrate appropriate use of tools and techniques to create various works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do we create art?

**SECONDARY:** Where do we see art in the world around us?

## **UNIT OBJECTIVES**

Students will be able to...

- Have the opportunity to exhibit their artwork in the school and community.
- Identify and recognize art in their everyday life.
- Learn to use art vocabulary while creating a work of art.
- Work in small/large groups.

## **MODULE SKILLS**

Students will be able to...

- Use and care for tools (paintbrushes, scissors, etc) and materials appropriately.
- Learn basic techniques for manipulating various mediums.  
Learn art safety procedures.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## BY THE END OF SECOND GRADE ELEMENTS AND PRINCIPLES

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### STATE STANDARDS

- 1.1.2.D.1** Identify the basic elements of art and principles of design in diverse types of art work.
- 1.1.2.D.2** Identify elements of art and principles of design in specific works of art and explain how they are used.

- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies
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### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### ENDURING UNDERSTANDINGS

Students will create works of art using their knowledge of the Elements of Design.

### MODULE ASSESSMENT

Students will be able to identify the Elements of Design.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What are the Elements of Design?

**SECONDARY:** How do you use the Elements of Design to create a work of art?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that lines, shapes, and colors can be repeated to create a pattern.
- Understand that lines can make shapes.
- Understand the concept of overlapping shapes (“in front of” and “behind”).
- Recognize the existence of color in nature and in manmade objects.
- Understand that repeated lines can be used to show texture.

## **MODULE SKILLS**

Students will be able to...

- Identify and mix primary and secondary colors.
- Identify various types of lines (straight, wavy, zigzag, etc...)
- Identify texture as how something feels.
- Identify geometric and organic shapes.
- Distinguish between two -dimensional and three- dimensional art.
- Differentiate between tactile and visual texture.
- Create an original piece of art work based upon a known artist’s style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
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## BY THE END OF SECOND GRADE CRITIQUE

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### STATE STANDARDS

- 1.4.2.B.1** Observe the basic art elements in performances and exhibitions and use them to formulate objective assessments of artworks.
- 1.4.2.B.2** Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3** Recognize the making subject or theme in works of dance, music, theatre and visual art.

- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
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### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### ENDURING UNDERSTANDINGS

Students will be able to look at and talk about a work of art.

## **MODULE ASSESSMENT**

Students will participate in group oral critiques.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What is a critique?

**SECONDARY:** How do we look at art?

## **UNIT OBJECTIVES**

Students will be able to...

- Learn how to describe a work of art.
- Learn how to use art terminology when discussing a work of art.
- Learn that artists make choices as they create art.
- Learn that one way to look at art is to focus on how it was made.

## **MODULE SKILLS**

Students will be able to...

- Recognize and describe the elements of design through the observation of selected works of art.
- Learn how to describe a subject matter in a work of art.
- Compare and contrast works of art with the use of art vocabulary.
- Describe how a work of art makes you feel.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
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## **BY THE END OF SECOND GRADE HISTORY/CULTURE**

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### **STATE STANDARDS**

- 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.
- 1.2.2.A.2** Identify how artists and specific works of dance, music, theatre and visual art reflect and are affected by past and present cultures.
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
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### **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### **ENDURING UNDERSTANDINGS**

Students will be exposed to artwork from around the world made by different cultures in different time periods with materials that were available. Historical works of art will be

used as motivation for students to explore techniques, materials, methods, subject matter, and genres in their own works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do we see art in the world around us?

**SECONDARY:** What does artwork look like from different cultures around the world?

## **MODULE ASSESSMENT**

Students will look at works of art from different time periods across cultures. They will create their own works of art that replicate the process, style, genre while still maintaining their own individual expression.

## **UNIT OBJECTIVES**

Students will be able to...

- Recognize that people from all over the world have created art for a longtime.
- Recognize that artists use subjects such as people, animals and nature to create a work of art.
- Observe paintings, sculptures, architecture, decorative objects, etc. that have been created by various artists and cultures from different time periods around the world.

## **MODULE SKILLS**

Students will be able to...

- Recognize that the art of different countries describes the people, places, and things pertaining to that country and the time the artwork was made.
- Demonstrate an understanding of the elements of design through the study of various artists and cultures.
- Will create a work of art that uses materials and techniques used by artists and cultures from the past.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
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## **SUGGESTED ACTIVITIES**

### **BY THE END OF SECOND GRADE:**

Create a paper collage i.e.: A Cat of Many Colors (read Dr. Seuss's Joseph Katz and his Coat of Many Colors) by layering colored tissue paper, cut out shapes from magazines and drawing fine detail with markers.

Create a Mexican Amate Painting (cross curricular) by drawing and painting repeated line and shape patterns on Kraft brown paper or brown paper bags.

Draw a family portrait and have them at a favorite family place.

Learn how to manipulate clay to create pinch and coil pots to make a snake, insect or sculpture.

Students can create a work of art using butterfly theme (cross curricular) by painting a wax resist technique.

Students can create a windsock out of paper or wind chimes out of clay (cross curricular-weather)

Create a three dimensional sculpture of an insect (cross curricular) using paper mache, model magic clay and or found objects.

Create a watercolor painting of their place of comfort zone (read Vera Williams' A Chair for My Mother).

Paint a metallic robot using geometric shapes and metallic tempera paints.

Design a retro VW Bug car or a car of the future using basic shapes, symbols of past, current and future and repeated patterns.

Students engage in introductory group critiques. They will display their finished art projects on the art room tables and take turns saying something they like about each students work and why they like it.

Students look at reproductions of famous works of art and answer teacher directed questions that relate to identifying and describing the elements of design, subject matter or theme and the feelings and moods the art evokes.

## BY THE END OF FIFTH GRADE AESTHETICS

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### STATE STANDARDS

- 1.4.5.A.1** Employ basic, discipline specific arts terminology to categorize works of dance, music, theater and visual art according to established classifications.
- 1.4.5.A.2** Make informed aesthetic responses to artworks based on structural arrangements and personal, cultural and historical points of view.
- 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.
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
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### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### ENDURING UNDERSTANDINGS

Students will develop the ability to become critical thinkers.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What is Art?

**SECONDARY:** How does art make you feel?

## **MODULE ASSESSMENT**

Students will express their individuality and creativity through their art.

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that style is an expression based on individual or cultural preferences.
- Understand how various cultures and styles influence individuals' feelings about art.
- Recognize that the elements of design can be used to express a mood or feeling through the discussion of a selected work of art.
- Recognize that the beauty of nature can be used as an inspiration for art.

## **MODULE SKILLS**

Students will be able to...

- Identify the expressive qualities in a work of art.
- Identify the style of various art movements and cultures.
- Discuss the meaning of art and beauty.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## **BY THE END OF FIFTH GRADE CREATION AND PERFORMANCE**

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### **STATE STANDARDS**

- 1.1.5.D.1** Identify elements of art and principles of design that are evident in everyday life.
- 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 and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks using age appropriate terminology and experiments with various compositional approaches influenced by these genres.
- 1.3.5.D.4** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by the physical properties of the resulting artworks and experiment with various art media to create original works of art.
- 1.3.5.D.5** Collaborate in the creation of works of art using multiple art media and present the completed work in exhibition areas inside and outside the classroom.
- 1.3.5.B.1** Sing or play music from complex notation using notation systems in treble and bass clef, mixed meter, and compound meter
- 1.3.5.B.2** Sing melodic and harmonizing parts, independently and in groups adjusting to the range and timbre of the developing voice
- 1.3.5.B.3** Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs
- 1.3.5.B.4** Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical composition
- 1.1.5.B.1** Identify the elements of music in response to aural prompts and printed musical notational systems
- 1.1.5.B.2** Demonstrate the basic concept of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures
  
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions

- CPR6** Demonstrate creativity and innovation
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- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

## **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will create works of art by exploring a variety of materials and techniques.

## **MODULE ASSESSMENT**

Students will demonstrate appropriate use of tools and techniques to create various works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do we create art?

**SECONDARY:** Who designs and creates the objects that we use every day?

## **UNIT OBJECTIVES**

Students will be able to...

- Have the opportunity to exhibit their artwork in the school and community.
- Identify careers in the art world.
- Understand the difference between fine art and design.
- Use art vocabulary while creating a work of art.

## **MODULE SKILLS**

Students will be able to...

- Use and care for tools (paintbrushes, scissors, etc..) and materials appropriately.
- Learn techniques for manipulating various mediums.

- Create works of art based on various themes. (including cross curricular connections)
- Learn to make choices in the process of design.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## BY THE END OF FIFTH GRADE ELEMENTS AND PRINCIPLES

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### STATE STANDARDS

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

**CPR 1** Act as a responsible citizen and employee

**CPR 2** Apply appropriate academic and technical skills

**CPR 4** Communicate clearly and effectively and with reason

**CPR 5** Consider the environmental impact of decisions

**CPR6** Demonstrate creativity and innovation

**CPR 7** Employ valid and reliable research strategies

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### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### ENDURING UNDERSTANDINGS

Students will create works of art using their knowledge of the Elements and Principles of Design.

### MODULE ASSESSMENTS

Students will be able to demonstrate an understanding of the Elements and Principles of Design.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What are the Elements and Principles of Design?

**SECONDARY:** Why are the Elements of Design necessary to create a work of art?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that a contour line defines the edges and surface of an object.
- Understand the concept of foreground, middle ground, and background.
- Recognize that value is the lightness or darkness of a color.
- Recognize that the repetition of the Art Elements can create unity, balance, rhythm and movement.

## **MODULE SKILLS**

Students will be able to...

- Identify positive and negative shapes.
- Identify symmetrical and asymmetrical.
- Use a variety of techniques to create depth.
- Identify color relationships: complementary colors, warm/cool colors.
- Use a variety of tools and materials to create various textures.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
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## BY THE END OF FIFTH GRADE CRITIQUE

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### STATE STANDARDS

- 1.4.5.B.1** Assess the application of the elements of art and principles of design in music using observable objective criteria.
- 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 art and music.
- 1.4.5.B.4** Define technical proficiency, using elements of the arts and principles of design.
- 1.4.5.B.5** Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of art and music.

- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies
- CPR8** Utilize critical thinking to make sense of problems and persevere to solve them
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence
- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will be able to describe and analyze a work of art.

## **MODULE ASSESSMENTS**

Students will participate in group oral critiques.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What is the importance of the choices that an artist makes to create a desired effect in a work of art?

**SECONDARY:** How do we describe and analyze a work of art?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that the elements of design can be used to express a mood or feeling through the discussion of a selected work of art.
- Understand the importance of utilizing the elements of design in creating a composition.
- Learn how to offer reasons to support general statements about a work of art.

## **MODULE SKILLS**

Students will be able to...

- Critique a work of art through a series of steps that involve describing and analyzing.
- Define composition as the arrangement and interaction of the elements and principles of design in a work of art.
- Recognize the differences and similarities between various art mediums.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## BY THE END OF FIFTH GRADE HISTORY/CULTURE

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### STATE STANDARDS

- 1.2.5.A.1 Recognize works of art and music as a reflection of societal values and beliefs
- 1.2.5.A.2 Relate common artistic elements that define distinctive genres in music.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists from diverse cultures throughout history in music.

- CPR 1 Act as a responsible citizen and employee
  - CPR 2 Apply appropriate academic and technical skills
  - CPR 4 Communicate clearly and effectively and with reason
  - CPR 5 Consider the environmental impact of decisions
  - CPR6 Demonstrate creativity and innovation
  - CPR 7 Employ valid and reliable research strategies
  - CPR8 Utilize critical thinking to make sense of problems and persevere to solve them
  - CRP11 Use technology to enhance productivity
  - CRP12 Work productively in teams while using cultural global competence
- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

### ENDURING UNDERSTANDINGS

Students will be exposed to artwork from around the world made by different cultures in different time periods with materials that were available. Historical works of art will be used

as motivation for students to explore techniques, materials, methods, subject matter, genres in their own works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How does history influence art?

**SECONDARY:** How does art change over time?

## **MODULE ASSESSMENTS**

Students will look at works of art from different time periods across cultures. They will create their own works of art that replicate the process, style, genre while still maintaining their own individual expression.

## **UNIT OBJECTIVES**

Students will be able to...

- Recognize that the style of art is affected by where and when the work of art was produced.
- Understand that “Art Historians” study artwork from the past.
- Understand that creating art has been a form of human expression in many cultures across the world since the beginning of time.

## **MODULE SKILLS**

Students will be able to...

- Learn how to describe works of art from the past.
- Identify the different materials used by artists to create works of art.
- Learn that “Art Historians” describe works of art in great detail such as size, weight, location, condition, and visual qualities.
- Identify characteristics of various art movements from different time periods and cultures.
- Identify a variety of techniques used by different cultures.
- Create an original piece of art work based upon a known artist’s style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## **SUGGESTED ACTIVITIES**

### **BY THE END OF FIFTH GRADE:**

Create a positive/negative balance design using black and white cut out paper.

Define the pinch and slab method of pottery by creating a fish/sea life pot using a variety of tools and materials to create a variety of textures found in the sea. (Cross curriculum)

Create a repeated pattern using the Japanese printmaking form of Gyotaku (cross curricular). Students can use rubber or sponge fish shapes to create these historical prints.

Students can experiment with contour line drawings of themselves or objects found in their environment.

Create a linear landscape by drawing with a permanent fine marker emphasizing foreground, middle ground and background to show depth and then paint a watercolor wash.

Create Native American weavings using cardboard looms and yarn.

Define symmetry and asymmetry by creating painting inspired by nature or found objects in the classroom.

Watercolor paint large flowers (Georgia O'Keeffe) using white Cray pas to draw the fine details, watercolor paint over for a resist effect and sprinkle kosher salt over the background painted area for texture.

Each student make a fabric quilted square for a class quilt using fabric markers and fabric Cray pas. Repeated line patterns to show unity, balance rhythm and movement.

Students engage in the role of Art Historian. Working in small groups, students look at reproductions of famous works of art and categorize them according to genre, time period, artist, or culture. They will also write down the artist, title, date, materials and collection the piece is in. This can be done with post cards from museums or small prints.

Aesthetics- working in small groups, students play an art matching game. The theme can be cultural relating to ceramics, textiles etc... from around the world. Or the theme can be time periods/art movements in painting, sculpture or architecture. In this way students learn how to identify styles of art that are specific to a culture, society or artist.

## **BY THE END OF SIXTH GRADE AESTHETICS**

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### **STATE STANDARDS**

- 1.4.5.A.1**     Employ basic, discipline specific art terminology to categorize works of dance, music, theatre, and visual arts according to established classifications.
- 1.4.5.A.2**     Make informed aesthetic responses to artworks based on structural arrangements and personal, cultural and historical points of view.
- 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.
- 1.4.8.A.1**     Generate observational and emotional response to diverse culturally and historically, specific works of art and music.
- 1.4.8.A.2**     Identify works of art and music used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3**     Distinguish between artistic styles, trends and movements within diverse cultures and historical eras.
- 1.4.8.A.4**     Compare and contract changes in accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.
  
- CPR 1**        Act as a responsible citizen and employee
- CPR 2**        Apply appropriate academic and technical skills
- CPR 4**        Communicate clearly and effectively and with reason
- CPR 5**        Consider the environmental impact of decisions
- CPR6**         Demonstrate creativity and innovation
- CPR 7**        Employ valid and reliable research strategies
- CPR8**         Utilize critical thinking to make sense of problems and persevere to solve them
  
- CRP11**        Use technology to enhance productivity
- CRP12**        Work productively in teams while using cultural global competence
  
- CCSS WHST 6.8-1**     Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

## **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will develop the ability to become critical thinkers.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What is Art?

**SECONDARY:** How do we view art in the world around us?

## **MODULE ASSESSMENTS**

Students will express their individuality and creativity through their art.

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that personal preferences are influenced by many factors such as age, cultural/ ethnic background, and gender.
- Differentiate between functional and decorative forms of art and design.
- Understand the importance of aesthetic value in their own life and culture.
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## **MODULE SKILLS**

Students will be able to...

- Describe the compositional design in a work of art.
- Talk and write about the aesthetic qualities of a work of art.
- Express personal life experiences in their own artwork.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## **BY THE END OF SIXTH GRADE CREATION AND PERFORMANCE**

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### **STATE STANDARDS**

- 1.1.8.D.1** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures
- 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.
- 1.1.8.B.1** Analyze the application of the elements of music in diverse western and non-western musical works from different historical eras using active listening and by reading and interpreting written scores
- 1.3.8.D.1** Incorporate various art elements in the creation of artworks to enhance expression of creative ideas.
- 1.3.8.D.2** Apply various art media and processes in the creation of allegorical works of art.
- 1.3.8.D.3** Identify genres of art within various contexts and solve hands on visual problems using a variety of genre styles.
- 1.3.8.B.1** Perform instrumental and vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation
- 1.3.8.B.2** Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.D.4** Delineate the thematic content of multicultural artworks and execute multiple solutions to art problems.
- 1.3.8.D.5** Examine the characteristics, thematic content and symbolism found in works of art from diverse cultures and historical eras and use them for original works.
  
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies

- CPR8** Utilize critical thinking to make sense of problems and persevere to solve them
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence
- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

## **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will create works of art by exploring a variety of materials and techniques.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do we create art using a variety of media and materials?

**SECONDARY:** Why do artists choose a specific method of using a material?

## **MODULE ASSESSMENTS**

Students will demonstrate appropriate use of tools and techniques to create various works of art.

## **UNIT OBJECTIVES**

Students will be able to...

- Recognize and use various media and materials to create different works of art.
- Recognize some of the characteristics (realistic/abstract, objective/non objective) of art.
- Investigate careers in the art world.
- Use art vocabulary while creating a work of art.
- Have the opportunity to exhibit their artwork in the school and community.

## **MODULE SKILLS**

Students will be able to...

- Use and care for tools (paintbrushes, scissors, etc..) and materials appropriately.
- Learn techniques for manipulating various mediums.

- Create works of art based on various themes. (including cross curricular connections)
- Create two and three-dimensional works of art.
- Learn that the final result involves brainstorming, planning and editing.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
- Utilize proper care and disposal of materials to ensure safety and protect the environment

## BY THE END OF SIXTH GRADE ELEMENTS AND PRINCIPLES

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### STATE STANDARDS

- 1.1.8.D.1** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 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.
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies
- CPR8** Utilize critical thinking to make sense of problems and persevere to solve them
- CRP11** Use technology to enhance productivity
- CRP12** Work productively in teams while using cultural global competence
- CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

### BIG IDEAS/COMMON THREADS

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will create works of art using their knowledge of the Elements and Principles of Design.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** What are the Elements and Principles of Design?

**SECONDARY:** Why are the Elements and Principles of Design necessary to create a work of art?

## **MODULE ASSESSMENTS**

Students will be able to demonstrate an understanding of the Elements and Principles of Design.

## **UNIT OBJECTIVES**

Students will be able to...

- Comprehend that the repetition of the Art Elements can create unity, balance, rhythm and movement.
- Understand that line and shape may imply symbols, as signs and letters, through the discussion of selected artwork and artifacts.
- Understand that form takes up space; it is solid, it has height, width, and depth.
- Comprehend that a composition is the arrangement of shapes (positive/negative) in a given space.
- Understand that color combinations, value and hue can influence an emotional response.

## **MODULE SKILLS**

Students will be able to...

- Recognize that an outline can give a flat quality to a work of art whereas a contour line can be used to create the illusion of three-dimensional form.
- Identify the focal point in a work of art.
- Identify the difference between geometric and organic shapes.
- demonstrate the ability to use additive and subtractive techniques in the construction of a three dimensional work of art.
- Identify color relationships: monochromatic colors, analogous colors, intermediate colors.
- Demonstrate value changes through the blending of tints, tones, and shades.
- Identify neutral colors.
- Use a variety of tools and materials to create various textures.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist

- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
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## **BY THE END OF SIXTH GRADE CRITIQUE**

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### **STATE STANDARDS**

- 1.4.8.B.1** Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content and form.
- 1.4.8.B.2** Differentiate among basic formal structures and technical proficiencies of artists in works of visual arts and music..
- 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.

**CPR 1** Act as a responsible citizen and employee

**CPR 2** Apply appropriate academic and technical skills

**CPR 4** Communicate clearly and effectively and with reason

**CPR 5** Consider the environmental impact of decisions

**CPR6** Demonstrate creativity and innovation

**CPR 7** Employ valid and reliable research strategies

**CPR8** Utilize critical thinking to make sense of problems and persevere to solve them

**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

**CCSS WHST 6.8-1** Support claim with logical reasoning and evidence to demonstrate an understanding of the topic

### **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will be able to interpret and evaluate a work of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How is art used to communicate an idea?

**SECONDARY:** How do we interpret and evaluate a work of art?

## **MODULE ASSESSMENTS**

Students will participate in group oral and written critiques.

## **UNIT OBJECTIVES**

Students will be able to...

- Learn to critique a work of art through a series of steps that involve describing, analyzing, interpreting, and evaluating.
- Learn that an objective response to a work of art deals with judgment verses a subjective response that deals with preference.
- Understand that artists use art as a tool to communicate a message about their point of view or emotions.

## **MODULE SKILLS**

Students will be able to...

- Identify the expressive qualities in a work of art.
- Identify and recognize the style of a specific art movement and/or culture.
- Demonstrate the ability to write a formal analysis of their own artwork using the components of art criticism.
- Create an original piece of art work based upon a known artist's style
- Use digital tools to search for examples of art
- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities
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## **BY THE END OF SIXTH GRADE HISTORY/CULTURE**

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### **STATE STANDARDS**

- 1.2.8.A.1** Map historical innovations in art and music that were caused by the creation of new technologies.
- 1.2.8.A.2** Differentiate past and contemporary works of art and music that represent important ideas, issues and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3** Analyze the social, historical and political impact of culture on the arts.
  
- CPR 1** Act as a responsible citizen and employee
- CPR 2** Apply appropriate academic and technical skills
- CPR 4** Communicate clearly and effectively and with reason
- CPR 5** Consider the environmental impact of decisions
- CPR6** Demonstrate creativity and innovation
- CPR 7** Employ valid and reliable research strategies
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## **BIG IDEAS/COMMON THREADS**

Through a developed understanding of aesthetics and the Elements and Principles of art, art students become critical thinkers, who combine visual literacy and various mediums to become effective consumers and producers of art that reflects world cultures, history and societal issues.

## **ENDURING UNDERSTANDINGS**

Students will be exposed to artwork from around the world made by different cultures in different time periods with materials that were available. Historical works of art will be used as motivation for students to explore techniques, materials, methods, subject matter, genres in their own works of art.

## **ESSENTIAL QUESTIONS**

**PRIMARY:** How do the beliefs and events of society, politics and religion influence art?

**SECONDARY:** How does the art of one time period influence the art of other time periods?

## **MODULE ASSESSMENTS**

Students will look at works of art from different time periods across cultures. They will create their own works of art that replicate the process, style, and genre while still maintaining their own individual expression.

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that “Art Historians” determine when artifacts were made and by whom.
- Acquire an appreciation of historical preservation as a means of maintaining a visual heritage.
- Understand that a work of art can express social, political and cultural ideas depending on the time the work was created.

## **MODULE SKILLS**

Students will be able to...

- Recognize how the arts have impacted society and the way people think.
- Identify various art movements and site characteristics and artists representative of this style.
- Support conclusions about when artifacts or artworks were made.
- Understand how individual artist’s and cultural styles influence each other.
- Create an original piece of art work based upon a known artist’s style
- Use digital tools to search for examples of art

- Use digital tools to research an artist
- Self-reflect on an artistic production by applying an evaluative rubric
- Justify orally the self –evaluation based on citing evidence about the final product
- Persevere to cultivate artistic abilities

Utilize proper care and disposal of materials to ensure safety and protect the environment

## **SUGGESTED ACTIVITIES**

### **BY THE END OF SIXTH GRADE:**

Students learn about masks from a specific culture or cultures and then create their own.

Students learn how to draw thumbnail sketches of a still life using a viewing frame. The final composition is drawn with pastels using a monochromatic color scheme.

Reproduce the painting “Fabstudie Quadrate” by Kandinsky using a variety of media (paint, cray pas, cut paper and yarn) focusing on color theory of primary, secondary, complementary, warm and cool colors.

Create Fauve “wild beast” still life using a variety of media and techniques after studying Henri Matisse and his influence on this style of art.

Learn how to draw three-dimensional forms on various papers and then cut and glue them to create a fragmented collage using foreground, middle ground and background to show depth.

Using all methods of clay hand building (coil, slab and pinch) create foods (i.e.: pizza, burgers, pizza) in the Pop art style.

Take a photo of each student, print their black and white photo on copy paper, create a self portrait by manipulating the photo (cutting, painting, and drawing).

Create an original tessellation pattern in the style of MC Escher emphasizing positive/negative space and symmetry.

Discuss Impressionism and create a painting using oil pastels to blend analogous colors.

Create theme boxes in the style of Joseph Cornell using mixed media and found objects. (Shadow Boxes)

Critique- Conduct a group oral critique of the students completed artwork. Promote constructive criticism. Ask the students to consider how the lesson’s objectives were

met and expressed in each individual artwork. What elements work and what can be improved upon.

Working in small groups, students write answers to specific questions about several works of art from one artist, art movement or culture/society. The questions relate to how the artist/s expresses the attitudes, beliefs, and events of their time, culture/society in their artwork.

Famous Artist Research Report- (Collaborative project with Librarian) Students select a famous artist and create a power point presentation and work of art in the style of that artist.

## **Technology Resources:**

A. Pintura: Art Detective- Solve "The Case of Grandpa's Painting"; great art history lesson.

<http://eduweb.com/pintura>

[ARTcapades](http://www.kn.pacbell.com/wired/capades/)- K-3 bilingual online art activities and lessons.

<http://www.kn.pacbell.com/wired/capades/>

[ArtEdventures](http://www.alifetimeofcolor.com/) and a Lifetime of Color- Create art through hands on interactive activities and demos.

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

Carmine's Introduction to Color

<http://www.alifetimeofcolor.com/play/color1/color1.html>

Carmine's Introduction to Line and Shape

<http://www.alifetimeofcolor.com/play/lineshape/index2.html>

Carmine's Introduction to Portraits

<http://www.alifetimeofcolor.com/play/portrait1/portrait.html>

Carmine's Landscape Adventure

<http://www.alifetimeofcolor.com/play/landscape1/index.html>

From Cave Art to Your Art

<http://www.alifetimeofcolor.com/play/caveart/index.html>

[The Artist's Toolkit](http://www.artsconnected.org/toolkit/) (Minneapolis Institute of Art)- An Interactive lesson that explores visual elements and principles.

<http://www.artsconnected.org/toolkit/>

[Artsonia Kids Art Museum](http://www.artsonia.com/)- Artsonia is a kids art museum where young artists and students display their art for other kids worldwide to view.

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

Cartoonster- Learn about the basics of cartoon animation. Simple tutorials that help you understand the concepts of frame by frame animation.

<http://cartoonster.kidzdom.com>

Crayola- Online Art activities, Crafts, Lessons and games for Kids, Parents and Teachers!

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

Cinema Exhibits Collection- This interactive site sets the creative process of filmmaking in motion for students.

<http://www.learner.org/exhibits/cinema>

CMA Kids (The Cleveland Museum of Art)- Interactive and fun activities for kids.  
<http://www.clevelandart.org/kids/>

[Destination: Modern Art](#)- Interactive online gallery offers an educational tour of The Museum of Modern Art and the Contemporary Art Center. Learn about the artists and their techniques.  
<http://www.moma.org/destination/>

Getty Museum- Education-related activities, lessons, and resources offered by the Getty Museum for teachers, students, professionals, and the general public.  
<http://www.getty.edu/artsednet>

[Haring Kids](#)- Official Keith Haring website for children: fun interactive activities to inspire a love of learning. Great lesson plan database for teachers.  
<http://www.haringkids.com/>

KidsArt- Hands on art activities fro home and school.  
<http://www.kidsart.com>

KinderArt- A large collection of online art lessons, activities, resources for teachers and art education.  
<http://www.kinderart.com/>

Metropolitan Museum Of Art for Kids- Includes family guides, museum hunts and art games.  
<http://www.metmuseum.org/explore/museumkids.htm>

MOMA Kids Wing- Interactive fun that showcases web-exclusive art in a virtual-museum atmosphere. Play, create, and participate, or just listen to a story.  
[http://www.moma.org/kids/kids\\_enter.html](http://www.moma.org/kids/kids_enter.html)

[Mr.PicassoHead](#)- Create your own abstract caricatures just like the modern master himself.  
<http://www.mrpicassohead.com/>

National Gallery of Art: [NGA Kids ArtZone](#)- Introduces kids to the world of art through interactive online art activities. Provides information on techniques and periods of art.  
<http://www.nga.gov/kids/>

Online Etch-a-Sketch  
<http://www.ohioart.com/etch/>

Renaissance Connection- A great site with games, quizzes, lessons, and resources on the Renaissance.  
<http://www.renaissanceconnection.org/index2.cfm>

SmART Kids- For students to discover ways to look at, think about, and respond creatively to art from the Smart Museum of Art, University of Chicago.

<http://smartmuseum.uchicago.edu/smartkids/index.html>

[Smithsonian Education For Students](http://smithsonianeducation.org/students/explore_by_topic/everything_art.html)- This is a place for kids to explore, discover and learn. Find out about art, science, history and the secrets of the museums.

[http://smithsonianeducation.org/students/explore\\_by\\_topic/everything\\_art.html](http://smithsonianeducation.org/students/explore_by_topic/everything_art.html)

## **Other Resources**

### **For Students:**

#### **Books and Videos**

Getting To Know The Worlds Greatest Artists *Venezia*

Book and video series

Dropping In On... Series *Stephens& Wass*

Draw Series *DuBosque*

Clip Art Book Series

Design Source Clip Art Books

Pictura Full-color Clip Art Books and CD-Rom

The Fantastic World of M.C. Escher video

I Can Fly video series

Tar Beach , Faith Ringold

The Cave Painter of Lascaux, *Angeletti*

The Color Tree, *Bennett*

Mouse Paint, *Ellen Stoll Walsh*

The Dot , *Reynolds*

Regina's Big Mistake, *Marissa Moss*

My Name is Georgia, *Winter*

Frida, *Winter & Juan*

Ish, *Reynolds*

### **Games**

Art Memo Game Series

### **Books**

Drawing On The Right Side OF The Brain, *Betty Edwards*

Games for Teaching Art, *Alger*

Children and Painting, *Topal*

Mandalas of the World

Janson Art History Books

History of Art For Young People, *Janson*

Children Clay and Sculpture, *Topal*

The Great Clay Adventure, *Kong*

Book Maskmaking, *Carole Sivin*

Art From Many Hands, *Schuman*

Cover to Cover, *La Plantz*

Draw Real People, *Hammond*

The Sumi-e Book, *Mayhall*

**Posters and Prints**

Shorewood Collection of Art Prints

Huffman Art Visual Sets with Teacher Reference Guide

Cultural Mask Prints

Elementary Elements of Art & Principles of Design Poster Sets

Art History Time Line Set of 9 Panels

Modern Art History Time Line Prints Set of 30 prints

Know the Artist Poster Sets

Prints of 3-D art 12 prints

Recycled Art 12 prints

**Museum Resources**

The Newark Museum

Educational Loan Collection & Busless Field Trips

973 596-6630

[www.newarkmuseum.org/schoolandteacher](http://www.newarkmuseum.org/schoolandteacher)

The Metropolitan Museum of Art

Nolen Library in the Uris Center for Education

Multi-Media Teacher Resource Kits and more

[www.metmuseum.org/education](http://www.metmuseum.org/education)

The Montclair Art Museum

(973) 746-5555

<http://www.montclairartmuseum.org/>