

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Visual Art
Course/Grade Level: Grade 3 - 5

Curriculum Committee Members:

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Board Approval Date:

{Fill in when known}



Visual Art Curriculum Grade Levels 3-5

Mission:

- To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
 - Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
 - Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
 - Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
 - Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
- The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.



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Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Formative assessments:

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

Summative Assessments:

- Final projects or assessments to determine what students have learned over the course of the project or unit.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Modified assessments based on student needs and dependent on the topic or unit of study.



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- See [Modifications and Accommodations Menu](#) for ideas of how to modify assessments.

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

Additional Resources for to Support Planning & Instruction

NJDOE 2020 Visual & Performing Arts Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

National Core Arts Standards

<https://www.nationalartsstandards.org/>

[Progression Chart - Visual Arts](#)

Upitis, R. (2001). *Arts education for the development of the whole child*. Elementary Teachers' Federation of Ontario. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum and Development.



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UNITS OF STUDY

Grade 3	Grade 4	Grade 5
Unit 1: Assemblage p. 6	Unit 1: Tessellations p. 20	Unit 1: Painting p. 33
Unit 2: Cubism p. 10	Unit 2: Pointillism p. 23	Unit 2: Masks p. 36
Unit 3: Art Cultures p. 14	Unit 3: Still Life p. 26	Unit 3: Multicultural Art p. 39
Unit 4: Printmaking p. 17	Unit 4: Papermaking p. 29	Unit 4: Student Voice & Choice p. 42



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Grade 3

G3 Unit 1: Assemblage	Pacing: 3-4 weeks
Unit Summary: In this unit, students will study and create the connection between related and unrelated objects to create cohesive two and/or three dimensional pieces of artwork.	
Essential Questions: <ol style="list-style-type: none"> 1. What conditions, attitudes, and behaviors support creativity and innovative thinking? 2. What factors prevent or encourage people to take creative risks? 3. How does collaboration expand the creative process? 4. What is visual art? 5. Where and how do we encounter visual arts in our world? 	Enduring Understandings: <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve problems during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Interpret the art maker’s intentions for an artistic creation. • Collaboratively establish goals that drive the 	<ul style="list-style-type: none"> • Analyze • Investigate • Explore



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- artmaking process.
- Select an artmaking approach that accounts for design modifications in the creation of two and three dimensional assemblage pieces.

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
- 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process. •
- 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

G3 Unit 1: Instructional Materials, Resources & Vocabulary



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Instructional Materials	Additional Resources	Vocabulary
<ul style="list-style-type: none">● Adhesives● Non-adhesive assemblage devices (e.g. wires, nails, velcro, staples, etc)● Tools that deposit color● Found, repurposed and manufactured items	<ul style="list-style-type: none">● Teacher provided samples	<ul style="list-style-type: none">● Cohesive● Unity● Harmony● Interpret● Reflect● Refine● Revise

G3 Unit 1: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G3 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.



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[Link to Accommodations and Modifications Document](#)



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G3 Unit 2: Cubism

Pacing: 3-4 weeks

Unit Summary:

In this unit, students will break down objects into simple geometric shapes and/or forms to create two and/or three dimensional pieces of artwork.

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. How does collaboration expand the creative process?
4. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
5. Why do artists follow or break from established traditions?
6. How do artists determine what resources and criteria are needed to formulate artistic investigations?
7. How do artists and designers learn from trial and error?
8. How do artists and designers care for and maintain materials, tools and equipment?

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. ● Speculate about artistic processes. Interpret and compare works of art and other responses. 	<ul style="list-style-type: none"> ● Interpret ● Speculate ● Experiment ● Create



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1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

- Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
- Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Mathematics

- 3.G.1A. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.



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G3 Unit 2: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- Mirror
- Tools that deposit color
- Stencils/shapes
- Teacher provided samples included but not limited to mask, etc

Additional Resources

Samples from but not limited to:

- Picasso
- Braque

Key Terms

- Cubism
- Craftsmanship
- Self-portrait
- Portrait
- Geometric
- Shapes

G3 Unit 2: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G3 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



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accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



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G3 Unit 3: Art Cultures	Pacing: 3-4 weeks
<p>Unit Summary: In this unit, students will study a variety of art from global cultures and periods of history. From this perspective, they will create their own two and/or three dimensional pieces of artwork of personal significance.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does art help us understand the lives of people of different times, places and cultures? 2. How is art used to impact the views of a society? 3. How does art preserve aspects of life? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Speculate about artistic processes. Interpret and compare works of art and other responses. • Analyze visual arts including cultural associations. • Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. • Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. • Communicate how art is used to inform the values, beliefs and culture of an individual or society. 	<ul style="list-style-type: none"> • Communicate • Interpret • Analyze • Create • Reflect



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Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

G3 Unit 3: Instructional Materials, Resources & Key Terms

Core Instructional Materials	Additional Resources	Key Terms
<ul style="list-style-type: none"> ● Tools that deposit color ● 2D and 3D materials specific to the projects 	<ul style="list-style-type: none"> ● Teacher provided samples of artwork from a broad base of cultures including students' personal backgrounds and interests. (e.g. could be based on cultural holidays based on the time of year, etc) 	<ul style="list-style-type: none"> ● Cultural traditions ● Community ● Personal

G3 Unit 3: Assessments



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Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G3 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



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G3 Unit 4: Printmaking	Pacing: 3-4 weeks
Unit Summary: In this unit, students will study the processes and principles that lead to the successful production of a print or series of printmaking pieces.	
Essential Questions: <ol style="list-style-type: none"> 1. How does engaging in creating art enrich people's lives? 2. How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 	Enduring Understandings: <ul style="list-style-type: none"> • Through synthesizing artists relate knowledge and personal experiences to create products.

New Jersey Student Learning Standards	Student Learning Objectives	Artistic Practices
<p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply self assessment and peer review strategies for different types of artwork. • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal 	<ul style="list-style-type: none"> • Explore • Investigate • Reflect • Refine • Continue • Analyze • Synthesize



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choices in artmaking.

Interdisciplinary Connections

English-Language Arts

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

G3 Unit 4: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- Tools that deposit color
- Brayers
- Block printing ink or paint
- Carvable printing plate
- Carving tools

Additional Resources

- Teacher provided samples

Key Terms

- Layering
- Brayer
- Plate
- Carve
- Printmaking
- Ghost-print
- Self-assessment



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G3 Unit 4: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Benchmark Assessment:

- Teacher-created benchmark assessments aligned to standards to be given periodically during the year.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G3 Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



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Grade 4

G4 Unit 1: Tessellations	Pacing: 3-4 weeks
Unit Summary: In this unit, students will study the processes and principles for the creation of a successful tessellation work, including positive and negative space, shapes, and/or perspective.	
Essential Questions: <ol style="list-style-type: none"> 1. What are tessellations? 2. How does positive or negative space impact a piece of art? 	Enduring Understandings: <ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. 	<ul style="list-style-type: none"> • Investigate • Analyze • Interpret



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analyzing form, structure, context, subject, and visual elements.	<ul style="list-style-type: none"> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 	
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Interdisciplinary Connections

English-Language Arts

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Mathematics

- 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

G4 Unit1: Instructional Materials, Resources & Key Terms

Core Instructional Materials <ul style="list-style-type: none"> ● Materials to create patterns (e.g. cardstock, stencils, etc) ● Tools that deposit color 	Additional Resources Samples from but not limited to: <ul style="list-style-type: none"> ● Escher 	Key Terms <ul style="list-style-type: none"> ● Tessellation ● Patterns ● Positive and negative space ● Perspective ● Mood
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G4 Unit 1: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G4 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



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G4 Unit 2: Pointillism	Pacing: 3-4 weeks
Unit Summary: In this unit, students will study the processes and visual dynamics allowing for the creation of successful pieces of artwork in the realm of pointillism.	
Essential Questions: <ol style="list-style-type: none"> 1. How can experimenting with artistic ideas enhance society? 2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? 	Enduring Understandings: <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explore how to use and care for the work space, vessels, tools (stencil, template, scissors, adhesives, and paintbrushes) and art materials, such as drawing pencils (drawing and color), paint (watercolor and tempera), pastels, clay, and 3-D modeling materials. • Identify concepts of the principles and elements of art design, e.g. pattern, texture, rhythm, integrated into a piece of art. • Choose the subject matter and select materials as related to the project expectations. • Create works of art that utilize a variety of techniques and materials to produce a multimedia art piece that captures an understanding of objects as they exist in the natural and 	<ul style="list-style-type: none"> • Explore • Investigate • Analyze • Interpret



Visual Art Curriculum Grade Levels 3-5

	constructed world.	
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Interdisciplinary Connections

English-Language Arts

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Science

- 4-PSA-4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Social-Emotional Competencies & Sub Competencies:

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

G4 Unit 2: Instructional Materials, Resources & Key Terms

Core Instructional Materials <ul style="list-style-type: none"> ● Tools that deposit color (e.g color pencils, ink, Sharpie markers (ultrafine), etc 	Additional Resources Samples from but not limited to <ul style="list-style-type: none"> ● Georges Seurat ● Paul Signac ● Albert Dubois-Pillet 	Key Terms <ul style="list-style-type: none"> ● Pointillism ● Vibration ● Pattern ● Color ● Technique
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Visual Art Curriculum Grade Levels 3-5

G4 Unit 2: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G4 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

G4 Unit 3: Still Life	Pacing: 3-4 weeks
Unit Summary: In this unit, students will develop and acquire the skill set necessary to create a successful still life. Accordingly, they will reference components from the principles and elements of art and design.	
Essential Questions: <ol style="list-style-type: none"> 1. How does collaboration expand the creative process? 2. How can the study of still life improve artistic skills? 	Enduring Understandings: <ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Speculate about artistic processes. Interpret and compare works of art and other responses. • Categorize and describe works of art, by identifying subject matter, details, mood, and 	<ul style="list-style-type: none"> • Explore • Investigate • Reflect • Refine • Continue • Share • Synthesize



Visual Art Curriculum Grade Levels 3-5

formal characteristics.

Interdisciplinary Connections

English-Language Arts

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Social-Emotional Competencies & Sub Competencies:

- Develop, implement, and model effective problem-solving and critical thinking skills.
- Recognize the importance of self-confidence in handling daily tasks and challenges.
- Utilize positive communication and social skills to interact effectively with others.

G4 Unit 3: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- Tools for shading
- Tools that deposit color

Additional Resources

Samples from but not limited to:

- Cezanne
- Pablo Picasso

Key Terms

- Still Life
- Composition
- Genre
- Technique
- Shading
- Hatching & Cross-hatching
- Positive and negative space
- Blending



Visual Art Curriculum Grade Levels 3-5

- Value
- Scale
- Proportion

G4 Unit 3: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G4 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

G4 Unit 4: Papermaking	Pacing: 3-4 weeks
Unit Summary: In this unit, students will study and develop the processes and techniques necessary to create a successful papermaking creation.	
Essential Questions: <ol style="list-style-type: none"> 1. What conditions, attitudes, and behaviors support creativity and innovative thinking? 2. Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? 3. How can art also serve a utilitarian purpose in society? 	Enduring Understandings: <ul style="list-style-type: none"> • People evaluate art based on various criteria. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal 	<ul style="list-style-type: none"> • Explore • Investigate • Synthesize • Select • Analyze • Create • Share



Visual Art Curriculum Grade Levels 3-5

analyzing form, structure, context, subject, and visual elements.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

choices in artmaking.

- Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
- Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- Speculate about artistic processes. Interpret and compare works of art and other responses.

Interdisciplinary Connections

English-Language Arts

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Design Thinking

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Social-Emotional Competencies & Sub Competencies:

- Develop, implement, and model effective problem-solving and critical thinking skills.
- Utilize positive communication and social skills to interact effectively with others.
- Recognize and identify the thoughts, feelings, and perspectives of others.



Visual Art Curriculum Grade Levels 3-5

G4 Unit 4: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- Tools that deposit color
- Pulp
- Containers
- Water
- Mesh
- Repurposed materials (e.g egg cartons, petals, etc.)

Additional Resources

- Teacher provided samples

Key Terms

- Pulp
- Soaking
- Mesh
- Papermaking
- Utilitarian

G4 Unit 4: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Benchmark Assessment:

- Teacher-created benchmark assessments aligned to standards to be given periodically during the year.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf



Visual Art Curriculum Grade Levels 3-5

G4 Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

Grade 5

G5 Unit 1: Painting	Pacing: 3-4 weeks
<p>Unit Summary: In this unit, students will study the processes and techniques necessary to produce a successful painted product. Accordingly, they will reference components from the principles and elements of art and design.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What methods and processes are considered when preparing artwork for presentation or preservation? 2. How does refining artwork affect its meaning to the viewer? 3. What criteria are considered when selecting work for presentation, a portfolio, or a collection? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects. • Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Prepare and present artwork safely and 	<ul style="list-style-type: none"> • Reflect • Refine • Continue • Analyze • Share



Visual Art Curriculum Grade Levels 3-5

<p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>effectively.</p> <ul style="list-style-type: none"> ● Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. 	
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Interdisciplinary Connections

<p>English-Language Arts</p> <ul style="list-style-type: none"> ● SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ○ B. Follow agreed-upon rules for discussions and carry out assigned roles. ○ C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ○ D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Social-Emotional Competencies & Sub Competencies:</p> <ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others. ● Recognize the importance of self-confidence in handling daily tasks and challenges.

G5 Unit 1: Instructional Materials, Resources & Key Terms

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> ● Paint including but not limited to acrylic, tempera, watercolor ● Brushes ● Painting surfaces (dependent upon project) 	<p>Additional Resources</p> <ul style="list-style-type: none"> ● Teacher provided samples 	<p>Key Terms</p> <ul style="list-style-type: none"> ● Tempera ● Acrylic ● Watercolor ● Types of brushes ● Techniques (dependent on project) ● Mood ● Objective and non-objective
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Visual Art Curriculum Grade Levels 3-5

G5 Unit 1: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G5 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

G5 Unit 2: Masks	Pacing: 3-4 weeks
<p>Unit Summary: In this unit, students will study the purposes and representational qualities of mask making across cultures for the purpose of creating their own two and/or three dimensional mask(s).</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does learning about art impact how we perceive the world? 2. How does art help us understand the lives of people of different times, places, and cultures? 3. How is art used to impact the views of a society? 4. How does art preserve aspects of life? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. • Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. • Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking. • Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. • Speculate about artistic processes. Interpret and 	<ul style="list-style-type: none"> • Explore • Investigate • Reflect • Refine • Continue • Analyze • Relate



Visual Art Curriculum Grade Levels 3-5

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

- compare works of art and other responses.
- Communicate how art is used to inform the values, beliefs and culture of an individual or society.

Interdisciplinary Connections

English-Language Arts

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.CI.1 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.
- 9.4.5.TL.4 Compare and contrast artifacts produced individually to those developed collaboratively.

Social-Emotional Competencies & Sub Competencies:

- Recognize the skills needed to establish and achieve personal and educational goals.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Recognize and identify the thoughts, feelings, and perspectives of others.

G5 Unit 2: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- 2D & 3D materials (project specific)
- Tools that deposit color
- Adhesives

Additional Resources

- Teacher samples

Key Terms

- Indigenous
- Representational
- Cultural specific vocabulary



Visual Art Curriculum Grade Levels 3-5

- Symbolic reference, meaning or purpose

G5 Unit 2: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G5 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

G5 Unit 3: Multicultural Art	Pacing: 3-4 weeks
<p>Unit Summary: In this unit, students will investigate and represent important themes across multiple cultures. Attention will be paid to specific and broad cultural connections from which students will produce and present their own multicultural pieces of artwork.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the value of engaging in the process of art criticism? 2. How can the viewer "read" a work of art as text? 3. How does knowing and using visual art vocabulary help us understand and interpret works of art? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People gain insights into meanings of artworks by engaging in the process of art criticism. • People evaluate art based on various criteria.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze visual arts including cultural associations. • Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements • Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. • Communicate how art is used to inform others about global issues, including climate change. 	<ul style="list-style-type: none"> • Analyze • Perceive • Relate



Visual Art Curriculum Grade Levels 3-5

Interdisciplinary Connections

English-Language Arts

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies & Key Skills

- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.
- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

Social-Emotional Competencies & Sub Competencies:

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Recognize and identify the thoughts, feelings, and perspectives of others.

G5 Unit 3: Instructional Materials, Resources & Key Terms

Core Instructional Materials

- 2D & 3D materials (project specific)

Additional Resources

- Teacher provided samples

Key Terms

- Cultural specific vocabulary
- Context
- Theme
- Analyze
- Identify
- Interpret
- Visual elements (dependent on culture & project)
- Evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts
- Environmental words related to climate



Visual Art Curriculum Grade Levels 3-5

change in context of projects.

G5 Unit 3: Assessments

Formative assessments:

- Teacher observation
- Class participation
- Ongoing classroom practice
- Individualized instruction and conferencing

Summative Assessments:

- Rubric for projects
- Student portfolio

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
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G5 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)



Visual Art Curriculum Grade Levels 3-5

G5 Unit 4: Student Voice & Choice	Pacing: 3-4 weeks
<p>Unit Summary: In this unit, students will collaboratively examine the connections made between artists and communities. As an eventual goal, students will create, curate, and present artwork that reflects community and/or global issues that personally represent the artist(s).</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does engaging in creating art enrich people's lives? 2. How does making art attune people to their surroundings? 3. How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

New Jersey Student Learning Standards	Student Learning Objectives	Visual Art Practices
<p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p> <p>1.5.5.Re7b: Analyze visual arts including cultural associations.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork. • Prepare and present artwork safely and effectively. • Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. • Discuss how exhibits and museums provide information and in person experiences about concepts and topics. • Create works of art that reflect community cultural traditions. Discuss using formal and conceptual 	<ul style="list-style-type: none"> • Explore • Investigate • Refine • Reflect • Continue • Analyze • Share • Select • Relate • Perceive • Synthesize



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1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

vocabulary.

- Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- Communicate how art is used to inform others about global issues, including climate change.
- Participate in all aspects of the creation of an end of year art show.

Interdisciplinary Connections

English-Language Arts

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies & Key Skills

- 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g. *art museum curator*, life guards, child care, medicine, education) and examples of those requirements.
- 9.4.5.GC.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.
- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

Social-Emotional Competencies & Sub Competencies:

- Develop, implement, and model effective problem-solving and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.
- Evaluate personal, ethical, safety, and civic impact of decisions.



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G5 Unit 4: Instructional Materials, Resources & Key Terms

Core Instructional Materials	Additional Resources	Key Terms
<ul style="list-style-type: none"> ● Tools that deposit color ● 2D & 3D materials (project specific) 	<p>Samples from but not limited to..</p> <ul style="list-style-type: none"> ● Picasso ● Warhol ● Ringgold ● Haring ● Ansel Adams 	<ul style="list-style-type: none"> ● Curate ● Display ● Gallery ● Curator ● Artifacts ● Preservation ● Preparation ● Exhibit

G5 Unit 4: Assessments

<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Class participation ● Ongoing classroom practice ● Individualized instruction and conferencing
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric for projects ● Student portfolio
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Teacher-created benchmark assessments aligned to standards to be given periodically during the year.
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Teacher modifies assignments and activities based on student needs. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu ○ <i>Assessments other than paper & pencil tests See link for more info:</i>



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http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

G5 Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Link to Accommodations and Modifications Document](#)