EAST RUTHERFORD SCHOOL DISTRICT

VISUAL ARTS CURRICULUM
Grades 3-5

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New Jersey Student Learning Standards

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

Assessment:
Formative Assessment
Class-Work Review
Project-Based Assessment
Self-Assessment
Teacher Observation
Group & Cooperative Work
Student-Created Rubrics

Resources & Programs

Google Classroom & Applications (Docs, Slides, Sheets, Forms, Maps, Sites, etc.)

Microsoft Office	Excel
Word	Web Lender
Pixie 2 & 3	Google Image
Jumpstar	Tech4Learning

References:
NJ Technology Standards: http://www.state.nj.us/education/cccs/2014/tech/81.pdf
NJ 21st Century Life & Career Standards: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Interdisciplinary Connections are listed as their own category throughout the curriculum map. These connections include but are not limited to the following:
● Language Arts
● Science
● Social Studies
● Mathematics

Essential Question(s): Can you understand that the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living?
Are the elements of art and principles of design universal?

Standard: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand: D. Visual Art

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Understanding the function and purpose of the elements of art	1.1.5.D.1 Identify elements of art and principles of design that	-View virtual art museum tours. -Create poster showing	Websites: www.guggenheim.org

and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	are evident in everyday life.	the different elements of art and how they are used.	
The elements of art and principles of design are universal.	1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.	-View virtual art museum tours. -Create poster showing the different elements of art and how they are used.	Websites: www.guggenheim.org

Essential Question(s): How do art and culture reflect and affect each other?

Do characteristic approaches to content, form, style, and design define art genres?

Can the contributions of an individual artist influence a generation of artists and signal the beginning of a new art genre?

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

Strand: A. History of the Arts and Culture

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Art and culture reflect and affect each other.	1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	-Read and research different cultural masks. -Write essay on cultural mask of your choosing. -Create your own mask with what you learned in your research.	Websites: www.writedesignonline.com www.prinetonol.com www.whms.jordan.k.12.ut.ut.us/teacher

Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	-Read and research different cultural masks. -Write essay on cultural mask of your choosing. -Create your own mask with what you learned in your research.	Websites: www.writedesignonline.com www.prinetonol.com www.whms.jordan.k.12.ut.ut.us/teacher
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history	-Read and research different cultural masks. -Write essay on cultural mask of your choosing. -Create your own mask with what you learned in your research.	Websites: www.writedesignonline.com www.prinetonol.com www.whms.jordan.k.12.ut.ut.us/teacher

Essential Question(s): How can the elements of art and principles of design be applied to express personal responses to creative problems?

What symbolism, culturally specific thematic content, compositional approach, and stylistic nuance is prevalent in works of art throughout the ages?

What stylistic contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages?

Can you differentiate drawing, painting, printmaking, textiles, and compare their physical properties of the media and experiment with various arrangements to create original works of art?

Can you collaborate in the creation of multiple art media and art processes and display completed works in exhibits outside the classroom?

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

Strand: D. Visual Art

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	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.	-Read and explore the different elements of art and design and how they are used. -Put to use what you have learned in the creation of a collage. -Study artists such as Keith Herring and make connections proving art is a universal language. -Compare and contrast different genres and artists.	Websites: http://new.4-hcurriculmn.org http://www.beardenfoundation.org www.haringkids.com http://egypt.mrdonn.org/art www.netmuseum.org
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.	-Read and explore the different elements of art and design and how they are used. -Put to use what you have learned in the creation of a collage. -Study artists such as Keith Herring and make connections proving art is a universal language. -Compare and contrast different genres and artists.	Websites: http://new.4-hcurriculmn.org http://www.beardenfoundation.org www.haringkids.com http://egypt.mrdonn.org/art www.netmuseum.org
Each of the genres of visual art (e.g.,	1.3.5.D.3 Identify common and distinctive	-Read and explore the different elements of art	Websites: http://new.4-hcurriculmn.org http://www.beardenfoundation.org

realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.	and design and how they are used. -Put to use what you have learned in the creation of a collage. -Study artists such as Keith Herring and make connections proving art is a universal language. -Compare and contrast different genres and artists.	www.haringkids.com http://egypt.mrdonn.org/art www.netmuseum.org
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	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 <u>art media</u> and <u>art mediums</u> to create original works of art.	-Read and explore the different elements of art and design and how they are used. -Put to use what you have learned in the creation of a collage. -Study artists such as Keith Herring and make connections proving art is a universal language. -Compare and contrast different genres and artists.	Websites: http://new.4-hcurriculmn.org http://www.beardenfoundation.org www.haringkids.com http://egypt.mrdonn.org/art www.netmuseum.org
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and	1.3.5.D.5 Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u>, and present the completed works in exhibition areas inside	-Read and explore the different elements of art and design and how they are used. -Put to use what you have learned in the creation of a collage. -Study artists such as	Websites: http://new.4-hcurriculmn.org http://www.beardenfoundation.org www.haringkids.com http://egypt.mrdonn.org/art www.netmuseum.org

creative problem-solving skills.	and outside the classroom.	Keith Herring and make connections proving art is a universal language. -Compare and contrast different genres and artists.	

Essential Question(s): Can works of art be classified according to their functions and artistic purposes?

Does Formalism in dance, music, theater, and visual art vary according to personal, cultural, and historical contexts?

Does the criteria for determining the aesthetic merits of artwork vary according to context?

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

Strand: A. Aesthetic Responses

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).	1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according	-Learn how to curate an art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists,	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php

		but also your peers. -Begin to form artistic opinions on works based on what you have learned.	
Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	-Learn how to curate an art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic opinions on works based on what you have learned.	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	-Learn how to curate an art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic opinions on works based on what you have learned.	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php

Essential Question(s):

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

Strand: B. Critique Methodologies

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Interdisciplinary Connections:

- Social Studies
- Mathematics
- Language Arts
- Technology

Content Statements	Cumulative Progress Indicator	Example Activities	Resources
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	-Learn how to curate and art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php

		opinions on works based on what you have learned.	
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	-Learn how to curate and art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic opinions on works based on what you have learned.	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology</u>.	1.4.5.B. 3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	-Learn how to curate and art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic opinions on works based on what you have learned.	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.	-Learn how to curate and art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php

		opinions on works based on what you have learned.	
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	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 dance, music, theatre, and visual art.	-Learn how to curate and art show. -Learn about and keep journals on different artists and genres. -Observe and critique the work on famous artists, but also your peers. -Begin to form artistic opinions on works based on what you have learned.	Websites: http://librarythinkquest.com www.nga.gov?collection/sfp/Flash/index.html www.robinurton.com/history/surrealism www.mos.org/leonardo/bio.html www.universalleonardo.org/trails/php