



**Deptford Township Public Schools
Curriculum**

Subject: Elementary Visual Art	Grade: 3rd
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Range of Assessment Requirements

Quarter I	Quarter II
Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)	Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)
Quarter III	Quarter IV
Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)	Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)
Deptford School District Grading Scale	
EE - Exceeds Expectations M - Meets Expectations N - Needs Improvement	



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	<u>Marking Period 1 - USE OF LINE AS AN ORGANIZATIONAL DEVICE</u>		
<u>Overarching Theme</u>	<p>By engaging in a variety of hands-on activities the students will create, develop, explore, and begin to identify the Elements of Art and Principles of Design</p> <p>Unit Rationale: Elements of Art : Synthesize the skill of creating TEXTURE, PATTERNS, CONTRAST & BALANCE, through the use of LINE to create a successful visual composition.</p> <p>Principle of Design: Lines can lead the eye, outline a shape, create a division, and express emotion. Designers often use lines to direct focus, define boundaries, create pattern, rhythm or texture, and give the illusion of depth to a more narrow space.</p>		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>		
	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	<p>Recite information to show knowledge of facts / The skills and information that the students need (recall)</p> <p>Demonstrate an understanding of</p>	<p>Demonstrate and apply design skills for planning artwork.</p> <p>Students make sense of the information they are given and why it is important / what meaning do</p>	<p>What are students going to do with the information / What is done with the information (apply, create, design, build.....)</p> <p>Synthesize those skills, methods,</p>



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	<p>the Elements and Principles that governs the creations of works of visual art.</p> <p>*Use directional lines, such as horizontal, vertical, and diagonal in a composition.</p> <p>*Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art</p> <p>*Utilize a variety of methods and materials to apply the element of line to create works of art.</p> <p>*Application of lines using thick & thin, short & long, and various patterns.</p> <p>* Use lines as the predominant element in the creation of artwork.</p> <p>*Art literacy (Vocabulary)</p> <p>*Various types of line and line weights found in everyday life (e.g., bricks and mortar, tree branches, architectural details including roofline, windows, doors, etc.).</p>	<p>they make of the</p> <p>*Practice techniques and motor skills to develop aesthetic awareness in visual arts.</p> <p>*Learn how LINE is utilized as an organizational tool in the physical world, visual arts, and everyday life.</p> <p>*Develop understanding of how LINE is used as a means to create PATTERNS & TEXTURE</p> <p>*Use of varying weights and length in lines to create CONTRAST & BALANCE.</p> <p>*Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork</p> <p>*Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities.</p> <p>*Create two dimensional artwork</p>	<p>and technologies appropriate to creating, performing and/ or presenting visual works of art.</p> <p>*Gain creative expression in the Arts and an appreciation for the creative expression of others.</p> <p>*Be able to recognize LINE and PATTERNS in painting and historical context.</p> <p>*Be able to recognize the use of Contrast in a Line composition.</p> <p>*Recognize types of balance (Symmetry and Asymmetry) in a LINE composition.</p> <p>*Make decisions on how to use the element of line to express emotions or communicate ideas.</p> <p>Demonstrate knowledge, use, and awareness of LINES to show PATTERN, DIRECTION, TEXTURE, BALANCE, AND CONTRAST in any works of Art.</p>



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	<p>using a variety of art mediums and application methods. *Reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).</p>	
<u>Standards</u>	<p>REMAINING STANDARDS</p> <p>1.5.2.Cr1 a. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1 b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>1.5.2.Re7 a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>1.5.2.Re7 b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties.</p> <p>1.5.2.Cn11 a. Compare, contrast, and describe why people from different places and times make art.</p> <p>1.5.2.Cn11 b. Describe why people from different places and times make art about different issues, including climate change.</p> <p>Unit 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, theater, and visual art.</p> <p>Unit 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.</p> <p>Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to</p>	



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	<p>creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Unit 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, theater, and visual art.</p> <p><u>Technology Standards (copy these to each unit/marketing period)</u></p> <p>8.1 Educational Technology – All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming – All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><u>21st Century Life and Career Standards (copy these to each unit/marketing period)</u></p> <p>9.1 Personal Financial Literacy – This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation – This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education – This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<p style="text-align: center;"><u>Enduring Understanding</u></p>	<p>Unit</p> <ul style="list-style-type: none">• Use of varying weights and length in lines to create CONTRAST & BALANCE.• Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork• LINE is used as a means to create PATTERNS & TEXTURE & direction.• The Elements and Principles are the building blocks used to create a work of art.• The Elements of Design can be thought of as the things that make up a painting, drawing, design, etc.



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	<ul style="list-style-type: none">• Artists have always been influenced by their environment, so art often reflects its time and place (background setting).• Creating artwork requires the use of problem solving, practice, and higher order thinking skills.• 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.• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.• Visual arts influences understanding of and responses to the world.• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art
<u>Essential Questions</u> (3-5 per unit)	<p>(What questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious “right” answer)</p> <p>Unit</p> <ul style="list-style-type: none">• How are artists influenced by their environment with the use of Lines and Patterns?• How do artists use LINE DIRECTIONS & PATTERNS & TEXTURE in a variety of artwork?• How do artists use LINE to show CONTRAST & BALANCE in a work of art?• What conditions, attitudes, and behaviors support creativity and innovative thinking?• How do the Elements and Principles guide the creation of Art?• What factors prevent or encourage people to take creative risks?• How does collaboration expand the creative process?• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• Where and how do we encounter visual arts in our world?



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	<ul style="list-style-type: none"> • How do visual arts influence our views of the world? • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society?
<u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)	<p>Enrichment</p> <ul style="list-style-type: none"> * Visual aides will be provided to help enhance and expand upon lesson objectives. * Use of manipulative materials, such as, rulers, stencils and 3D forms * Grade level informational and activity work packets and handouts. * How to properly utilize scissors, bottle glue, glue stick, rulers, and tape. * Combining movements and tempo to create an interactive learning environment <p>Opportunities for Differentiation:</p> <ul style="list-style-type: none"> *Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression. <p>Interventions</p> <ul style="list-style-type: none"> * Break down learning objectives to simplify tasks and to identify comprehension. * Adaptations for special needs, such as stencils, pictures, and collage materials. <p>Student Grouping Strategies</p> <ul style="list-style-type: none"> *Whole group, small group, and pairs
<u>Resources</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)	<p>Technology</p> <p>Use of laptop computer, Smartboard, and Elmo.</p> <ul style="list-style-type: none"> *You Tube, Google Slides, and Interactive tasks <p>Readings - Fiction and Nonfiction books, Art history, Visual Aides, and Powerpoint presentations.</p> <p>Manipulatives/Lab Activity Resources</p> <p>Stencils, rulers, and 3D materials are often used to enhance student learning.</p>
<u>Assessment</u>	Formative (Assessment used by the individual teacher to gather feedback on student progress toward learning)



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Non-negotiable Suggested	<p>targets.)</p> <ul style="list-style-type: none">* Rubric/checklist for completion and understanding (see sep. page)* Continuous ongoing assessment by monitoring artwork in class at individual, small group, and whole class level.* Correction, demonstration, and teacher modeling to enhance lesson mastery.* Verbal and nonverbal communication to assess student learning, example, “Thumbs up!”* Class Participation* Combining movements and tempo to create an interactive learning environment <p>Summative (Assessment used as a summary measure of what all students should know at the end of a unit. Goes in the gradebook for a grade.)</p> <p><u>K thru 3rd grade:</u> Each studio project will be assigned a letter grade (EE, M, and N).</p> <p><u>Grade: 4th, 5th, 6th</u> A 90 -100 B 89 - 80 C 79- 70 D 69 - 60 F 59 and below</p> <ul style="list-style-type: none">* Critique* Self-Assessment (see sep. page)* Rubric/checklist for completion and understanding (see sep. page)* Discuss and reflect with peers about choices made while creating art <p>Benchmark (Assessment used by the teacher for diagnostic purposes to gather data on student readiness and progress toward grade level standards.)</p> <ul style="list-style-type: none">*Pre and Post assessments, & Art Project
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Range of Assessment Requirements



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Quarter I	Quarter II
Tests/Project - 50% (min. 2-3)	Tests/Project - 50% (min. 2-3)
Quizzes/Assessment- 30% (min. 1-2)	Quizzes/Assessment- 30% (min. 1-2)
Participation/ Misc - 20% (min. 4)	Participation/ Misc - 20% (min. 4)
Quarter III	Quarter IV
Tests/Project - 50% (min. 2-3)	Tests/Project - 50% (min. 2-3)
Quizzes/Assessment- 30% (min. 1-2)	Quizzes/Assessment- 30% (min. 1-2)
Participation/ Misc - 20% (min. 4)	Participation/ Misc - 20% (min. 4)
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	<u>Marking Period 2- DISTINGUISH BETWEEN POSITIVE & NEGATIVE SHAPES</u>					
<u>Overarching Theme</u>	By engaging in a variety of hands-on activities the students will create, develop, explore, and begin to identify the Elements of Art and Principles of Design Unit Rationale: Elements of Art : Discover Positive and Negative SPACE and utilize it to create a visual art composition. Principle of Design: Synthesize and leverage contrast to accentuate important design elements to create a visual and cohesive composition					
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	Anchor Standard 2: Organizing and developing ideas Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. <table><tr><td>Acquisition (knowledge, skills needed to understand)</td><td>Meaning (Why are the students learning this)</td><td>Transfer (Evidence of Learning and Performance Tasks)</td></tr></table>			Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
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	<p>Recite information to show knowledge of facts / The skills and information that the students need (recall)</p> <p>Demonstrate an understanding of the Elements and Principles that governs the creations of works of visual art.</p> <p>*Review SHAPES, such as, cube, sphere, pyramid, rectangular prism, cone, and cylinder.</p> <p>*Improve their perception of space in art.</p> <p>*They will be able to identify the space around and within 2-dimensional and 3-dimensional Objects, example, silhouette.</p> <p>*Differentiate POSITIVE & NEGATIVE SHAPE within a work of art.</p> <p>*Recognize types of balance (Symmetry and Asymmetry) in a visual composition.</p> <p>*Art literacy (Vocabulary)</p>	<p>Demonstrate and apply design skills for planning artwork.</p> <p>Students make sense of the information they are given and why it is important / what meaning do they make of the</p> <p>*Practice techniques and motor skills to develop aesthetic awareness in visual arts.</p> <p>*Learn how POSITIVE & NEGATIVE SHAPES can be found in visual arts, physical world, and everyday life.</p> <p>*Expand art vocabulary with the goal of increasing visual literacy.</p> <p>*Discover the use of SPACE to manipulate POSITIVE & NEGATIVE SHAPE.</p> <p>*Create artwork using variety of art mediums and application methods emphasizing POSITIVE & NEGATIVE SHAPES</p>	<p>What are students going to do with the information / What is done with the information (apply, create, design, build.....)</p> <p>Synthesize those skills, methods, and technologies appropriate to creating, performing and/ or presenting visual works of art.</p> <p>*Gain creative expression in the Arts and an appreciation for the creative expression of others.</p> <p>*Be able to recognize POSITIVE & NEGATIVE SHAPES in painting and historical context.</p> <p>*Be able to recognize SPACE within a visual composition.</p> <p>*Interdisciplinary connections to Math, Science (forms in our environment), Language Arts (verbalize ideas on art)</p> <p>*Apply types of balance (Symmetry and Asymmetry) in a visual composition.</p> <p>*Demonstrate knowledge, use, and</p>



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	<p>*Identify elements of art and principles of design (SPACE) that are evident in everyday life.</p>		<p>awareness of POSITIVE, NEGATIVE SPACE in famous works of Art. * Create works of art using the principles of design regarding emphasis, as the primary focus.</p>
<u>Standards</u>	<p>REMAINING STANDARDS</p> <p>1.5.2.Cr2 a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>1.5.2.Cr2 b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>1.5.2.Cr2 c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>1.5.2.Pr4 a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>1.5.2.Cn10 a. Create art that tells a story or describes life events in home, school and community</p> <p>Unit 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, theater, and visual art.</p> <p>Unit 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.</p> <p>Unit Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Unit 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, theater, and visual art.</p> <p><u>Technology Standards (copy these to each unit/marking period)</u></p>		



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	<p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><u>21st Century Life and Career Standards (copy these to each unit/marking period)</u></p> <p>9.1 Personal Financial Literacy - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<p><u>Enduring Understanding</u></p>	<p>Unit</p> <ul style="list-style-type: none">• Space and Form are elements of art and are part of the art vocabulary we need to know in order to understand and discuss the world of art.• Artists explore with the elements of space and form to create works of art.• We can find space and form all around our environment.• Discover the use of SPACE to manipulate POSITIVE & NEGATIVE SHAPE.• The Elements and Principles are the building blocks used to create a work of art.• The Elements of Design can be thought of as the things that make up a painting, drawing, design, etc.• 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



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	<p>developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects and artifacts, and artworks for preservation and presentation. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences
<p><u>Essential Questions</u> (3-5 per unit)</p>	<p>(What questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious “right” answer)</p> <p>Unit</p> <ul style="list-style-type: none"> • How are artists influenced by their environment with the use of 2D & 3D SHAPES? • How do artists use POSITIVE & NEGATIVE SHAPES to create perception and space in art? • How do artists distinguish between flat 2-dimensional shapes and 3-dimensional forms in their environment and in works of art? • How do artists and designers determine whether a particular direction in their work is effective? • How do the Elements and Principles guide the creation of Art? • What responsibilities come with the freedom to create? • How do objects, places, and design shape lives and communities in a landscape? • How do artists and designers create works of art or design that effectively communicate?
<p><u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after</p>	<p>Enrichment</p> <ul style="list-style-type: none"> * Visual aides will be provided to help enhance and expand upon lesson objectives. * Use of manipulative materials, such as rulers, stencils and 3D materials. * Grade level informational and activity work packets and handouts. * How to properly utilize scissors, bottle glue, glue stick, rulers, and tape.



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<p>consensus at district PLC meetings)</p>	<p>* Combining movements and tempo to create an interactive learning environment</p> <p>Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression.</p> <p>Interventions *Break down learning objectives to simplify tasks and to identify comprehension. *Adaptations for special needs, such as stencils, pictures, and 3D materials.</p> <p>Student Grouping Strategies *Whole group, small group, and pairs</p>
<p><u>Resources</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Technology Use of laptop computer, Smartboard, and Elmo. *You Tube, Google Slides, and Interactive tasks</p> <p>Readings - Fiction and Nonfiction books, Art history, Visual Aides, and Powerpoint presentations.</p> <p>Manipulatives/Lab Activity Resources Model forms, 3D blocks are often used to enhance student learning.</p>
<p><u>Assessment</u> Non-negotiable Suggested</p>	<p>Formative (Assessment used by the individual teacher to gather feedback on student progress toward learning targets.) * Rubric/checklist for completion and understanding (see sep. page) * Continuous ongoing assessment by monitoring artwork in class at individual, small group, and whole class level. * Correction, demonstration, and teacher modeling to enhance lesson mastery. * Verbal/nonverbal communication to assess student learning, example, "Thumbs up!" * Class Participation * Combining movements and tempo to create an interactive learning movement</p>



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	<p>Summative (Assessment used as a summary measure of what all students should know at the end of a unit. Goes in the gradebook for a grade.) <u>K thru 3rd grade:</u> Each studio project will be assigned a letter grade (EE, M, and N). <u>Grade: 4th, 5th, 6th</u> A 90 -100 B 89 - 80 C 79- 70 D 69 - 60 F 59 and below * Critique * Self-Assessment (see sep. page) * Rubric/checklist for completion and understanding (see sep. page) * Discuss and reflect with peers about choices made while creating art</p> <p>Benchmark (Assessment used by the teacher for diagnostic purposes to gather data on student readiness and progress toward grade level standards.) * Pre and Post assessments, & Art Project</p>
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Participation/ Misc - 20% (min. 4)	Participation/ Misc - 20% (min. 4)
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	<u>Marking Period 3 - UTILIZING COLOR FAMILIES WITHIN THE COLOR WHEEL</u>		
<u>Overarching Theme</u>	<p>By engaging in a variety of hands-on activities the students will create, develop, explore, and begin to identify the Elements of Art and Principles of Design.</p> <p>Unit Rationale: Elements of Art : Exploration of COLOR MIXING and introduction to COLOR THEORY in creating successful visual compositions.</p> <p>Principles of Design: Relate and Synthesize Color Scheme and Color Temperature for Design Harmony</p>		
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	<p>Anchor Standard 3: Refining and completing products Anchor Standard 5: Developing and refining techniques and models or steps needed to create products Anchor Standard 6: Conveying meaning through art.</p>		
	<p>Acquisition (knowledge, skills needed to understand)</p> <p>Recite information to show knowledge of facts / The skills and information that the students need (recall)</p> <p>Demonstrate an understanding of the Elements and Principles that governs the creations of works of visual art.</p>	<p>Meaning (Why are the students learning this)</p> <p>Demonstrate and apply design skills for planning artwork.</p> <p>Students make sense of the information they are given and why it is important / what meaning do they make of the</p> <p>*Practice techniques and motor skills to develop aesthetic awareness in visual arts.</p>	<p>Transfer (Evidence of Learning and Performance Tasks)</p> <p>What are students going to do with the information / What is done with the information (apply, create, design, build.....)</p> <p>Synthesize those skills, methods, and technologies appropriate to creating, performing and/ or presenting visual works of art.</p>



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- * Complete understanding of the Color Wheel
- *Identify COLOR THEORIES, such as, primary, secondary, and rainbow colors(ROYGBIV), and Warm/Cool colors
- *Explore COLOR THEORY using different mediums (paint, markers, model magic, and pastels)
- *Application of COLOR MIXING using paints, pastels, and markers.
- *Make decisions on how to use the element of color to express emotions and/or communicate ideas.
- *Introduction to color theory use for FOREGROUND, MIDGROUND, and BACKGROUND
- *Art literacy (Vocabulary)
- *Identify light, dark and middle values of color that are evident in everyday life and experiment with the use of value in original artwork
- *Use the elements of line, shape and color to collaborate on an artwork that uses color and the principles of rhythm and pattern to unify the work. (e.g., principles exemplified by

- *Learn how COLOR THEORY is defined in the visual arts, physical world, and everyday life.
- *Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art.
- *Experience the interdisciplinary connections using coloring mixing with a variety of mediums.
- *Create two - dimensional artwork using a variety of art mediums and application methods.
- *Identify primary, secondary, and tertiary colors in everyday life (e.g., food, the natural environment, the sky, sun, rainbows, flowers, birds etc.). Mix and incorporate primary, secondary and tertiary colors in the creation of original works of art.

- *Gain creative expression in the Arts and an appreciation for the creative expression of others.
- *Explore how artists use COLOR THEORY in their art.
- * Understanding the interconnections between science and art.
- *Understanding of color to discuss how artists express emotions and/or communicate ideas
- *Understand how artists use warm/cool colors.
- *Demonstrate knowledge, use, and awareness of COLOR THEORIES in famous works of Art.
- *Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies (e.g., Composition in Halftones by Piet Mondrian, Still Life with Apples by Cezanne, Red Canna by Georgia O'Keefe).



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	Amish Quilt Andy Warhol prints etc.).		
Standards	<p>REMAINING STANDARDS</p> <p>1.5.2.Cr3 a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>1.5.2.Pr5 a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p>Va: Pr6.1.3A Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p> <p>Unit 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, theater, and visual art.</p> <p>Unit 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.</p> <p>Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Unit 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, theater, and visual art.</p> <p><u>Technology Standards (copy these to each unit/marking period)</u></p> <p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational</p>		



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	<p>thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><u>21st Century Life and Career Standards (copy these to each unit/marking period)</u></p> <p>9.1 Personal Financial Literacy - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<p><u>Enduring Understanding</u></p>	<p>Unit</p> <ul style="list-style-type: none">• The Elements and Principles are the building blocks used to create a work of art.• Color is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art.• Artists explore COLOR/COLOR THEORY to create works of art.• We can find colors all around our environment.• Learn how COLOR THEORY is defined in the visual arts, physical world, and everyday life.• Understanding the interconnections between science and art.• Utilize COLOR THEORY to show depth through FOREGROUND, MIDGROUND, and BACKGROUND.• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.• The Elements of Design can be thought of as the things that make up a painting, drawing, design, etc.• Artists have always been influenced by their environment, so art often reflects its time and place.• Artists, curators and others consider a variety of factors and methods including evolving technologies when



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	<p>preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</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.
<p><u>Essential Questions</u> (3-5 per unit)</p>	<p>(What questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious “right” answer)</p> <p>Unit</p> <ul style="list-style-type: none">• How are artists influenced by their environment with the use of COLOR family?• How do artists use COLOR families in a variety of artwork?• How do artists use COLOR THEORY to create depth?• How do artists use COLOR THEORY TO express emotions and/or communicate ideas• What role does persistence play in revising, refining, and developing work?• How do the Elements and Principles guide the creation of Art?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?• How does refining artwork affect its meaning to the viewer?



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Differentiation and Support for Learners Non-negotiable Suggested (additions made after consensus at district PLC meetings)	Enrichment <ul style="list-style-type: none">* Visual aides will be provided to help enhance and expand upon lesson objectives.* Use of manipulative materials, such as paints, acetate, and Model Magic.* Grade level informational and activity work packets and handouts.* How to properly utilize scissors, bottle glue, glue stick, rulers, and tape.* Combining movements and tempo to create an interactive learning environment Opportunities for Differentiation: <ul style="list-style-type: none">*Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression. Interventions <ul style="list-style-type: none">*Break down learning objectives to simplify tasks and to identify comprehension.*Adaptations for special needs, such as stencils, pictures, and collage materials. Student Grouping Strategies <ul style="list-style-type: none">*Whole group, small group, and pairs	
Resources Non-negotiable Suggested (additions made after consensus at district PLC meetings)	Technology Use of laptop computer, Smartboard, and Elmo. <ul style="list-style-type: none">*You Tube, Interactive tasks, Google Slides Readings - Fiction and Nonfiction books, Art history, Visual Aides, and Powerpoint presentations. Manipulatives/Lab Activity Resources Paints, pastels, clay, and Model Magic are often used to enhance student learning.	
Assessment Non-negotiable Suggested	Formative (Assessment used by the individual teacher to gather feedback on student progress toward learning targets.) <ul style="list-style-type: none">* Rubric/checklist for completion and understanding (see sep. page)* Continuous ongoing assessment by monitoring artwork in class at individual, small group, and whole class level.* Correction, demonstration, and teacher modeling to enhance lesson mastery.	



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	<ul style="list-style-type: none">* Verbal and nonverbal communication to assess student learning, example, “Thumbs up!”* Class Participation* Combining movements and tempo to create an interactive learning movement <p>Summative (Assessment used as a summary measure of what all students should know at the end of a unit. Goes in the gradebook for a grade.)</p> <p><u>K thru 3rd grade:</u> Each studio project will be assigned a letter grade (EE, M, and N).</p> <p><u>Grade: 4th, 5th, 6th</u> A 90 -100 B 89 - 80 C 79- 70 D 69 - 60 F 59 and below</p> <ul style="list-style-type: none">* Critique* Self-Assessment (see sep. page)* Rubric/checklist for completion and understanding (see sep. page)* Discuss and reflect with peers about choices made while creating art <p>Benchmark (Assessment used by the teacher for diagnostic purposes to gather data on student readiness and progress toward grade level standards.)</p> <ul style="list-style-type: none">*Pre and Post assessments & Art Project
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Range of Assessment Requirements

Quarter I	Quarter II
Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)	Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)
Quarter III	Quarter IV
Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)	Tests/Project - 50% (min. 2-3) Quizzes/Assessment- 30% (min. 1-2) Participation/ Misc - 20% (min. 4)
Deptford School District Grading Scale	
EE - Exceeds Expectations M - Meets Expectations N - Needs Improvement	



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	<u>Marking Period 4- USING MIXED MEDIA TO EXPLORE TEXTURE</u>					
<u>Overarching Theme</u>	<p>By engaging in a variety of hands-on activities the students will create, develop, explore, and begin to identify the Elements of Art and Principles of Design</p> <p>Unit Rationale: Elements of Art : Utilized MIXED MEDIA to explore TEXTURE in creating successful visual compositions.</p> <p>Principle of Design: Incorporate Emphasis, Balance and Alignment, Contrast, Repetition, Proportion, Movement and White Space to create an effective and successful composition.</p>					
<u>Power/Anchor Standards and Evidence of Learning</u> Non-negotiable Suggested	<p>Anchor Standard 8: Interpreting intent and meaning</p> <p>Anchor Standards 9: Applying criteria to evaluate products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <table><tr><td>Acquisition (knowledge, skills needed to understand)</td><td>Meaning (Why are the students learning this)</td><td>Transfer (Evidence of Learning and Performance Tasks)</td></tr></table>			Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)				



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	<p>Recite information to show knowledge of facts / The skills and information that the students need (recall)</p> <p>Demonstrate an understanding of the Elements and Principles that governs the creations of works of visual art.</p> <p>*Synthesize components of MIXED MEDIA, such as, model magic, collage materials, pastels, and paints.</p> <p>*Employ prior knowledge of mixed media by adding different components to create a work of art.</p> <p>*Visual texture refers to an implied sense of texture that the artist creates through the use of various artistic elements such as line, shading, and color.</p> <p>*Actual texture refers to the physical rendering or the real surface qualities we can notice by touching an object.</p> <p>*Art literacy (Vocabulary)</p>	<p>Demonstrate and apply design skills for planning artwork.</p> <p>Students make sense of the information they are given and why it is important / what meaning do they make of the</p> <p>*Practice techniques and motor skills to develop aesthetic awareness in visual arts.</p> <p>*Learn how 2D & 3D MIXED MEDIA can be found in visual arts, physical world, and everyday life.</p> <p>*Expand art vocabulary with the goal of increasing visual literacy.</p> <p>*TEXTURE is an element of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art.</p> <p>*Create two or three dimensional artwork using a variety of art mediums and application methods.</p> <p>*Employ the element of line, shape/form, texture and color to create a three-dimensional artwork</p>	<p>What are students going to do with the information / What is done with the information (apply, create, design, build.....)</p> <p>Synthesize those skills, methods, and technologies appropriate to creating, performing and/ or presenting visual works of art.</p> <p>*Gain creative expression in the Arts and an appreciation for the creative expression of others.</p> <p>*Interdisciplinary connections to Math (2D and 3D objects), Science (forms in our environment), Language Arts (verbalize ideas on art)</p> <p>*Explore how artists use a variety of mixed mediums to create works of art in 2 or 3 dimensions.</p> <p>*Demonstrate knowledge, use, and awareness of art mediums to explore in famous works of Art.</p> <p>*Respond to art through both objective and subjective responses</p>



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	<p>*Recognize rough and smooth surface textures that are evident in everyday life (e.g., tree bark, sandpaper, bricks, glass, whiteboard, bar of soap etc.) and collage various found textural materials to create works of art that represent differences in surface qualities</p> <p>*Offer reasons to support general statements about art (e.g., various types of lines can express or show a motion, color can express a mood or feeling, texture can be tactile or visual).</p>	<p>within the parameters of a particular style (e.g., Early American, modern, wearable art etc.) that serves a function (e.g., decoration, furniture).</p>	<p>based on formulated criteria (e.g., design elements and principles, art type and reason for its creation).</p>
<u>Standards</u>	<p>REMAINING STANDARDS</p> <p>1.5.2.Re8 a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>1.5.2.Re9 a. Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>1.5.2.Cn11 a. Compare, contrast, and describe why people from different places and times make art.</p> <p>Unit 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, theater, and visual art.</p> <p>Unit 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.</p> <p>Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to</p>		



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	<p>creating, performing, and/or presenting works of art in dance, music, theater, and visual art.</p> <p>Unit 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, theater, and visual art.</p> <p><u>Technology Standards (copy these to each unit/marking period)</u></p> <p>8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><u>21st Century Life and Career Standards (copy these to each unit/marking period)</u></p> <p>9.1 Personal Financial Literacy - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<u>Enduring Understanding</u>	<p>Unit</p> <ul style="list-style-type: none">• Artists are influenced by their environment with the use of mixed media.• Artists use mixed mediums in a variety of artwork• Artists use mixed media to show TEXTURE in a work of art



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	<ul style="list-style-type: none">• The Elements and Principles are the building blocks used to create a work of art.• The Elements of Design can be thought of as the things that make up a painting, drawing, design, etc.• People gain insights into meanings of artworks by engaging in the process of art criticism.• People evaluate art based on various criteria.• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
<u>Essential Questions</u> (3-5 per unit)	<p>(What questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious “right” answer)</p> <p>Unit</p> <ul style="list-style-type: none">• How are artists influenced by their environment with the use of MIXED MEDIA?• How do artists use TEXTURE to create CONTRAST in art?• How do artists distinguish between VISUAL TEXTURE and ACTUAL TEXTURE and in works of art?• How does one determine criteria to evaluate a work of art? How and why might criteria vary?• How do the Elements and Principles guide the creation of Art?• How is a personal preference different from an evaluation?• How does knowing and using visual art vocabulary help us understand and interpret works of art?
<u>Differentiation and Support for Learners</u> Non-negotiable Suggested (additions made after consensus at district PLC meetings)	<p>Enrichment</p> <ul style="list-style-type: none">* Visual aides will be provided to help enhance and expand upon lesson objectives.* Use of manipulative materials, such as stencils, rulers, clay and Model Magic.* Grade level informational and activity work packets and handouts.* How to properly utilize scissors, bottle glue, glue stick, rulers, and tape.* Combining movements and tempo to create an interactive learning environment <p>Opportunities for Differentiation:</p>



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	<p>Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library and picture files as a resource for individual growth and expression.</p> <p>Interventions</p> <ul style="list-style-type: none">*Break down learning objectives to simplify tasks and to identify comprehension.*Adaptations for special needs, such as stencils, pictures, and collage materials. <p>Student Grouping Strategies</p> <ul style="list-style-type: none">*Whole group, small group, and pairs	
<p>Resources Non-negotiable Suggested (additions made after consensus at district PLC meetings)</p>	<p>Technology Use of laptop computer, Smartboard, and Elmo. *You Tube, Google Slides, and Interactive tasks</p> <p>Readings – Fiction and Nonfiction books, Art history, Visual Aides, and Powerpoint presentations.</p> <p>Manipulatives/Lab Activity Resources Model forms, 3D blocks are often used to enhance student learning.</p>	
<p>Assessment Non-negotiable Suggested</p>	<p>Formative (Assessment used by the individual teacher to gather feedback on student progress toward learning targets.)</p> <ul style="list-style-type: none">* Rubric/checklist for completion and understanding (see sep. page)* Continuous ongoing assessment by monitoring artwork in class at individual, small group, and whole class level.* Correction, demonstration, and teacher modeling to enhance lesson mastery.* Verbal/nonverbal communication to assess student learning, example, “Thumbs up!”* Combining movements and tempo to create an interactive learning movement <p>Summative (Assessment used as a summary measure of what all students should know at the end of a unit. Goes in the gradebook for a grade.)</p> <p><u>K thru 3rd grade:</u> Each studio project will be assigned a letter grade (EE, M, and N). <u>Grade: 4th, 5th, 6th</u></p>	



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	<p>A 90 -100 B 89 - 80 C 79- 70 D 69 - 60 F 59 and below</p> <ul style="list-style-type: none">* Critique* Self-Assessment (see sep. page)* Rubric/checklist for completion and understanding (see sep. page)* Discuss and reflect with peers about choices made while creating art <p>Benchmark (Assessment used by the teacher for diagnostic purposes to gather data on student readiness and progress toward grade level standards.)</p> <ul style="list-style-type: none">*Pre and Post assessments, & Art Project
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