HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS ART CURRICULUM PRIMARY TRANSITIONAL ART AUGUST 2019

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sculpture	Variable to	1.1.2.D.1	How do the	Identify how	Identify that	After	SL.K.6 Speak	9.1.4.D.2
	allow for	Identify the	elements	three-	men and	introductory	audibly and	Express needs,
	choice based art	basic elements	combine to	dimensional art	women are	information,	express thoughts,	wants and
	activities.	and principles	create an	differs from	artists.	students will	feelings, and	feelings
		of design in	artwork?	two-dimensional		Pair Share for	ideas clearly	appropriately in
		diverse types of		art.	Identify shape,	problem-		various
		artwork.	Do you think		form, and	solving.	K.G.1 Describe	situations.
			that the fact that	Understand	texture in		objects in the	
		1.3.2.D.1 Create	the artist is a	functional art	sculpture.	Rubric designed	environment	
		two- and three-	woman	compared to	Experiment	for a specific	using names of	
		dimensional	influences how	decorative art.	with the style of	project	shapes and	
		works of art	the work is		assemblages.		describe the	
		using the basic	created?			'I Spy' using	relative positions	
		elements of			Understand	project-specific	of these objects	
		color, line,	What is art?		three-	terminology:	using terms such	
		shape, form,			dimensional	inside/outside,	as above, below,	
		texture, and	Why do people		art: front/back,	front/back,	in front of,	
		space as well as	create art?		inside/outside,	top/bottom/side,	behind and next	
		a variety of art			top/bottom and	shapes, texture.	to.	
		mediums and			side.			
		application					PE2.5.2.C.2	
		methods.			Manipulate		Demonstrate	
					diverse		basic activity and	
		1.3.2.D.3			materials		safety rules and	
		Employ basic			through the		explain how they	
		verbal and			creation of		contribute to	
		visual art			one's own		moving in a safe	
		vocabulary to			work, such as:		environment.	
		demonstrate			found object			
		knowledge of			art, paper			
		the materials,			and/or clay			
		tools, and			manipulation.			
		methodologies			r			
		used to create			Problem			
		and tell visual			assemblage			
		stories.			through the			

	creation of		
1.3.2.D.4	one's own		
Explore the use	work.		
of a wide array			
of art mediums	Apply the		
and select tools	proper use of		
that are	tools, such as		
appropriate to	paint and glue.		
the production			
of works of art	Complete an		
in a variety of	artwork by		
art media.	labeling it.		
1.4.2.A.1			
Identify			
aesthetic			
qualities of			
exemplary			
works of visual			
art and identify			
characteristics			
of the artists			
who created			
them (e.g.			
gender, age,			
absence or			
presence of			
training, style,			
etc.).			

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Painting Tempera and/or Watercolor	Variable to allow for choice based art activities.	1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on themes of family and community from various historical periods and world cultures. 1.2.2.A.2 Identify how artists and specific works of visual art reflect and are affected by, past and present cultures.	Why do people create art? Where can art exist? How can paint be manipulated?	Paint can be manipulated using different objects such as traditional tools (paintbrush, roller, and palette knife) and nontraditional tools (feathers, body parts, sticks, and found objects). Identify primary colors and use them to mix and identify the secondary colors. Become familiar with the color wheel and how to utilize it. Proper use of supplies.	Practice the use of color through the 'six color' color wheel. Apply the proper use and care of tools, materials, and supplies. Explore painting through mixing and creating secondary colors from primary colors.	Teacher designed activities and rubrics implemented to determine student understandings of: • '6 color' color wheel • Painting vocabulary • Care of material and routines	SL.K.6 Speak audible and express thoughts, feelings, and ideas clearly. PE 2.1.2.E.1 Identify social and emotional needs of all people	9.1.4.D.2 Express needs, wants and feelings appropriately in various situations CRP4. Communicate clearly and effectively and with reason.

1 3	3.2.D.1			
	reate two- and			
	ree-			
	mensional			
	orks of art			
	ing the basic			
usi	ements of			
	olor, line,			
	ape, form,			
	xture, and			
cne con	ace as well as			
spo	variety of art			
	ediums and			
	oplication			
	ethods.			
IIIC	etilous.			
	3.2.D.2 Use			
	mbols to			
	eate personal			
CIE	orks of art			
	ised on			
	lected age-			
	propriate			
the	emes, using			
	al stories as a			
	ar stories as a			
	ctorial			
rer	presentations.			
	presentations.			
	3.2.D.3			
	nploy basic			
vei	erbal and			
	sual art			
	ocabulary to			
	emonstrate			
	lowledge of			
	e materials,			
	ols, and			
me	ethodologies			
	ed to create			
L				

and tell visual			
stories.			
1.4.2.B.3			
Recognize the			
making subject			
or theme in a			
work of art.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Drawing- of a	Variable to	1.2.D.2 Identify	How do	Tools that can	Analyze the	Class discussion	SL.K.3 Ask and	9.1.4.B.1
human figure	allow for	elements of art	different	be used for	marks and	and teacher-	answer questions	Participate in
but not limited	choice based art	and principles	cultures	drawing include,	symbols used in	designed	in order to seek	brainstorming
to that subject.	activities.	of design in	communicate	pencil, oil	cave art and	checklist for the	help, get	sessions to seek
		specific works	through art?	pastel, markers,	other Ancient	understanding	information or	information,
		of art and	****	crayons, colored	cultures as well	of information:	clarify something	ideas, and
		explain how	Why do people	pencils and/or	as today.		that is not	strategies that
		they are used.	create art?	wire.	D' 1	Teacher created	understood.	foster creative
		10041	XX71	T . 1	Discuss and	rubric relating	0105111 46	thinking.
		1.2.2.A.1 Identify	What is drawing?	Introduce observational	experiment with materials and	to the drawing of a person.	2.1.2.E.1 Identify the basic social	
		characteristic	drawing?	drawing.	supplies similar	of a person.	and emotional	CRP4.
		theme-based	How does the	drawing.	to ancient cave		needs of all	Communicate
		works of visual	artist convey	Create a realistic	people.		people.	clearly and
		art, such as	information	drawing.	people.		people.	effectively and
		artworks based	about their	drawing.	Creating a		Science:	with reason.
		on themes of	community and		drawing from		5.1.4.B.3	With rouson.
		family and	the people in		observation.		Formulate	
		community	their artwork?				explanations	
		from various					from evidence.	
		historical						
		periods and						
		world cultures.					6.1.4.C.18	
							Explain how the	
		1.3.2.D.5 Create					development of communications	
		works of art that					systems has led to	
		are based on					increased	
		observations of					collaboration and	
		the physical					the spread of ideas	
		world and that					throughout the	
		illustrate how art is part of					United States and the world.	
		everyday life,					uie woriu.	
		using a variety						
		of art mediums						
		and art media.						

1.4.2.B Recogni making	ze the			
or theme works or art.				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ceramics- Creation of an artistic piece using clay.	Variable to allow for choice based art activities.	1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space as well as a variety of art mediums and application methods. 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create	How do the elements combine to create an artwork? How do artists' environmental resources reflect the art they make? (clay is a natural resource)	Create an artwork that has form. Identify 2-D and 3-D art. Understand that clay is fired, bisque and glazed to be in a permanent state. Differentiate between manmade and natural clay types.	Identify shape, form, and texture in sculpture. Differentiate functional vs. nontraditional art. Understand three-dimensional art: front/back, inside/outside, top/bottom and side. Manipulate clay by pinching, rolling, and flattening the clay. Problem solve creating one's own work through the use of clay. Introduced to the function of the kiln and safety procedures.	Rubric designed for a specific project. One-on-one instruction	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, in front of, behind and next to. Science 5.1.4.B.3 Formulate explanations from evidence.	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.D.2 Express needs, wants and feelings appropriately in various situations. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

	nd tell visual			
sto	ories.			
1	3.2.D.4			
	xplore the use			
of	f a wide array			
of	f art mediums			
	nd select tools			
	nat are			
ap	opropriate to			
the	ne production			
	f works of art			
in	a variety of			
ar	rt media.			
1.4	.4.2.A.1			
	lentify			
	esthetic			
	ualities of			
	kemplary			
X7/	orks of visual			
	t and identify			
	naracteristics			
	f the artists			
	rho created			
	nem (e.g.			
ge	ender, age,			
	osence or			
pr	resence of			
tra	aining, style,			
	cc.).			

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Elements and	Ongoing	1.2.D.1 Identify	What is Art?	Students will	At the	Checklist	SL.K.1	9.1.4.B.1
Principles-	throughout the	the basic elements and	Do all of the	have a basic	Kindergarten	applied by	Participate in collaborative	Participate in
	year		elements need	understanding of the 6 Elements	level, students will be	student and teacher	conversations	brainstorming sessions to seek
	incorporated in all units and	principles of	to be present for		introduced to	teacher	with diverse	information,
	lessons.	design in diverse types of	an artwork to be	of Design.	six of the seven	Sort Elements	partners about	ideas, and
	lessons.	artwork.	complete?	Students will be	Elements of	of Design by	kindergarten	strategies that
		artwork.	complete:	able to identify	Design by	categories, for	topics and texts	foster creative
		1.1.2.D.2	How do artists	the Elements of	doing the	example,	with peers and	thinking.
		Identify	utilize space in	Design in a	following:	Bucket list	adults in small	unnking.
		elements of art	their art?	given artwork.	following.	Activity	groups and large	
		and principles	then are.	given artwork.	Line:	Activity	groups	CRP4.
		of design in		Students will	Recognize and	Find various	groups	Communicate
		specific works		use the	create five	Elements of	K.MD.3 Classify	clearly and
		of art and		appropriate	kinds of lines	Design in	objects into given	effectively and
		explain how		vocabulary.	(thick, thin,	artworks using	categories; count	with reason.
		they are used.		vocabulary.	straight, curvy,	the 'I Spy'	the number of	with reason.
		they are asea.		Students will	zig-zag).	activity	objects in each	
		1.3.2.D.1		apply their	215 245).		category and sort	CRP6.
		Create two- and		knowledge of	Color:	Demonstrate	the categories by	Demonstrate
		three-		the elements and	Examine the '6	understanding	count.	creativity and
		dimensional		incorporate	color' color	through teacher-		innovation.
		works of art		them into their	wheel	designed	PE 2.1.2.E.1	iniio (unioni
		using the basic		artwork.		worksheets (e.g.	Identify the basic	
		elements of			 Identify and 	blank color	social and	
		color, line,		Students will be	name the six	wheel, color	emotional needs	
		shape, form,		introduced to the	colors on the '6	matching, line	of all people.	
		texture and		use of 2-D space	color' color	design)		
		space as well as		through the	wheel.			
		a variety of art		orientation of				
		mediums and		composition.	Space : vertical			
		application		*	and horizontal			
		methods.			orientation of			
					paper or			
		1.3.2.D.4			working space			
		Explore the use						

of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	• Portrait and landscape 2-D working space.
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ASSOCIATED JOBS LIST BY UNIT

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist

Printmaking

Sculpture artist

Art director

Museum curator

Commercial artist animator

Animator

Interior designer

Art gallery dealer

Advertising designer

Illustrator

Painter

Set designer

Stage set painter

Art agent/manager

Photographer

Jewelry designer

Textiler

Clothing designer

Weaver

Art curriculum writer

Art historian

Art critic

Arts administrator

Dressmaker

Pattern maker

Logo designer

Typographer

Animator

Web designer

YouTube video creator

Book illustrator

Cartoonist

Fine artist

Art conservationist

Mural artist

Floral arranger

Display planner