



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Art

Grades 3 – 5

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Art Grades 3-5 Course Description

Course Description:

Art Grades 3 through 5 is a continued exploration of visual art. The students meet once a week for 45 minutes for each school year. In the art room, they have an opportunity to explore and experiment with a wide variety of 2 and 3 dimensional materials as well as continuing to be introduced to a selection of artists. The art curriculum is tied into the classroom curriculum as much as possible.

Suggested Course Sequence:

Unit 1:	<i>Matter</i>	10 classes
Unit 2:	<i>Maps and Circles</i>	8 classes
Unit 3:	<i>Community:</i>	10 classes
Unit 4:	<i>Team Work</i>	5 classes
Unit 5:	<i>Around the World</i>	8 classes
Unit 6:	<i>All About Me</i>	10 classes
Unit 7:	<i>Animals</i>	6 classes
Unit 8:	<i>Native Americans</i>	6 classes
Unit 9:	<i>Emigration</i>	7 classes
Unit 10:	<i>Colonial Crafts</i>	4 classes
Unit 11:	<i>Paintings Tell A Story</i>	7 classes
Unit 12:	<i>Art and Technology</i>	Ongoing through school year
Unit 13:	<i>Portraits</i>	6 classes
Unit 14:	<i>Native Americans</i>	7 classes
Unit 15:	<i>Age of Exploration</i>	7 classes
Unit 16:	<i>Landscapes</i>	10 classes
Unit 17:	<i>Still Life</i>	4 classes

Pre-Requisite: Primary Art

Unit Overview

Content Area: Art

Unit Title: Elementary Art

Grade Level: Grades 3-5

Unit Summary: Art in Grades 3 through 5 expand on the groundwork that was begun in the primary grades. The students use a wider variety of materials and there is added emphasis on integrating technology with art. They continue to look at and discuss the work of artists as they create their own work both independently and collaboratively.

Interdisciplinary

Connections: Third through fifth grade students will be exposed to art work, problem-solving scenarios, and cooperative tasks aligned to the higher levels of Bloom's Taxonomy. Lessons are presented to expand on the core courses wherever possible. Science and social studies are also considered. More writing is expected of the students and they expand their computer skills as well as they integrate technology with art.

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

Learning Targets

Standards (Content and Technology):

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.

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.

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.

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.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information solve problems individually and collaborate and to create and communicate knowledge.

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CPI#:	Statement:
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (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
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
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.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about problem or

	issue.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Unit Essential Question(s): <ul style="list-style-type: none"> • Why can a cartographer be considered an artist? • What types of materials can artists use to create artworks? • What kinds of art do famous artists make? • What makes an artist stand out from others in his field? • How does an artist use personal experience in their art? • How are cities planned? • How does an artist decide on subject matter for his art work? • How can art tell us about history? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Artists create from a wide variety of materials, both traditional and non-traditional, found in the world around them. • There are many different types of artists. • Artists draw from their own experiences when they make art. • Different cultures do different styles of art work.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Look at and discuss the works of many artists from around the world. • Students will recognize that art materials come in many forms. • Students will understand a basic casting process. • Students will use a variety of art materials. • Students will handle different art tools. • Students will try different techniques such as printmaking. • Students will see a connection between art and their other subjects. • Students will look at communities through their own eyes as well as the eyes of famous artists. • Students will reproduce techniques used by artists in different cultures. • Students will use appropriate technology in their artwork. 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> IWB activities Discussion Participation Collaboration Worksheets Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Completed projects Discussion Presentation Resources/Materials : <ul style="list-style-type: none"> PowerPoints (teacher Made) Art Prints Appropriate websites for material being presented. 	
Modifications:	

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Matter	LWDAT take part in group discussions. LWDAT complete a series of lessons using a variety of materials. LWDAT complete a casting project.	10 classes
Maps and Circles	LWDAT use a compass to make art. LWDAT synthesize ideas from early maps by creating new art work.	8 classes
Community	LWDAT create landscapes based on the style of various artists and architects.	10 classes
Team Work	LWDAT use the computer as a team member. LWDAT do a project based on a specific artist.	5 classes
Around the World	LWDAT create artworks in various materials based on art of other cultures.	8 classes
All About Me	LWDAT use a digital camera LWDAT create both realistic and abstract self-portraits.	10 classes
Animals	LWDAT create a collage using tissue paper LWDAT work collaboratively using specific websites. LWDAT participate in a class	6 classes

	discussion using appropriate vocabulary.	
Native Americans	LWDAT create projects based on the art of the Leni Lenape.	6 classes
Emigration	LWDAT analyze work of an artist by comparing characteristics of several pieces of art work. LWDAT synthesize a particular style by creating a piece of artwork in that style	7 classes
Colonial Crafts	LWDAT create a piece of artwork based on a craft brought from another country.	4 classes
Paintings Tell A Story	LWDAT recognize that artist show historical events in their work.	7 classes
Art and Technology	LWDAT use appropriate technology in their art work. LWDAT create art using technology	Ongoing through school year
Portraits	LWDAT make a self-portrait based on work of selected artists	6 classes
Native Americans	LWDAT recognize different styles of art of Native Americans LWDAT create art in the style of Native American	7 classes
Age of Exploration	LWDAT synthesize art of a specific time period and culture by creating their own	7 classes
Landscapes	LWDAT use varying techniques to create landscapes.	10 classes
Still Life	LWDAT use varying techniques to create a still life.	4 classes
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: http://www.tate.org.uk/kids/city/ http://www.metmuseum.org/explore/the_block/index_flash.html http://whitney.org/ForKids/Collection/StuartDavis/413		

<http://www.evelid.co.uk/hieroglyphic-typewriter.html>

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

MoMA Art Safari

Metropolitan Museum of art <http://www.metmuseum.org/>

Museum of Modern Art... <http://www.moma.org/>

Denver Art Museum <http://denverartmuseum.org/>

Smithsonian <http://americanart.si.edu/exhibitions/online/posters/mainmenu.html>

National Archives <http://www.archives.gov/education/>