

COURSE TITLE:

ART
GRADES K-3

LENGTH:

FULL YEAR

DEPARTMENT:

FINE, PRACTICAL AND PERFORMING ARTS

SCHOOLS:

LINCOLN SCHOOL
WASHINGTON SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
Art K-3
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

The Rutherford K-3 art curriculum is designed to cultivate within the student an appreciation of art, an active experience in creative development, a means of self-expression and the appreciation of art of other cultures. An environment is provided to foster creative and aesthetic growth within a program that allows for flexibility.

The art program recognizes art as a creative, individual discipline which is an integral part of any academic curriculum in the humanities. This program is also based on a process that focuses on art activities, appreciation, experimentation, motivation and art history that teaches the basic fundamentals of art.

Art is a universal expression of human behavior. The Rutherford program offers a student the opportunity to express oneself creatively through a wide variety of art experiences. It serves as both balance and contrast to the more formal curriculum areas. Lessons will contain content drawn from the four foundational art disciplines: production, criticism, history and aesthetics. These build a body of cumulative knowledge and skills in art and can be appropriately evaluated.

2. OBJECTIVES

A. New Jersey Core Curriculum Content Standards for Visual and Performing Arts

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

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.

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.

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, theatre, and visual art.

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.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 3.

Student Outcomes:

In the following areas, students will be able to:

1. Drawing & Design

- a. Students will learn and apply basic drawing skills and techniques.
- b. Students will learn how to use a variety of drawing and coloring tools and materials.
- c. Students will understand and apply the elements of art and the principles of design to drawings/designs.

2. Painting & Printing

- a. Students will learn and apply basic painting and printing skills along with techniques.
- b. Students will learn how to use a variety of painting and printing tools and materials.
- c. Students will understand and apply the elements of art and the principles of design to paintings and prints.
- d. Students will learn the basics of color theory.

3. 3-D/Sculpture

- a. Students will learn and apply basic 3-D sculpture assembling skills and techniques.
- b. Students will learn how to use a variety of 3-D tools and materials.
- c. Students will understand and apply the elements of art and the principles of design to 3-D sculptures.

4. Compose Artworks

- a. Students will understand how to follow and apply multiple step directions in creating 2-D and 3-D artworks.
- b. There will be an ongoing use of the basic elements of art and principles of design displayed in the student's projects.
- c. Students will explore the use of different media and techniques in the creation of various artworks.
- d. Students will create art in response to selected themes.

5. Art History/Culture

- a. Students will communicate and respond to various works of art from different cultures and time periods.
- b. Students will create art based on different cultures/time periods.
- c. Students will be able to identify, recognize and describe characteristics of art from different world cultures and historical periods.
- d. Students will be able to identify the community and family as a theme used to create art.
- e. Students will examine the relationship between art and the society it comes from.

6. Art Displays & Critique

- a. Students will learn how to apply basic framing techniques to their artworks, which will be displayed throughout the school year.
- b. Students will talk about all types of artwork.
- c. Students will critique artwork through the use of the elements of art and principles of design in student and famous artworks.
- d. Students will develop use of artistic vocabulary in relation to the world around them and when expressing one's opinion about art.
- e. Students will distinguish the subject matter and/or theme of a piece of art.
- f. Students will realize and appreciate the value of critique.

7. Art Safety & Appreciation

- a. Students will learn how to respect and safely use a variety of art tools and materials.
- b. Students will discover that art is all around us.
- c. Students will develop respect for their work and others.
- d. Students will develop personal feelings and opinions about various artworks.

3. PROFICIENCY LEVELS

The student builds upon previous knowledge of basic art concepts each year. His/her appreciation of art broadens to include respect for such things as technique, originality, imagination, symbolism, and the importance of the total visual effect.

The grade level skills continue to develop with the manipulation of materials and an understanding of art techniques.

4. METHODS OF ASSESSMENT

- **Student assessment**

The teacher will provide a variety of assessments, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work

- **Teacher/Curriculum Assessment**

There will be both an ongoing self and department assessment to determine the effectiveness of all aspects of the art program.

- Teacher/departamental meetings
- Teacher observations
- Completed projects
- Art Displays
- Self evaluation/PDP
- Supervisor/Principal evaluations
- Suggestions for changes to area supervisor

5. GROUPING

Art is part of the standard curriculum for all students grades K-3 in the Rutherford School District.

6. ARTICULATION/SCOPE & SEQUENCE

All students receive instruction in art during grades K-3.

7. RESOURCES

References:

Art reference posters, art project reference books, art magazines, art prints, art inspired story books, art history books, computers, photographs

Supplies/Materials:

Various weights & textures of paper, construction paper, scissors, glue, rulers, tape, paper punch, stapler, cardboard, pencils, paste, wallpaper, newspaper, felt, burlap, fabric, muslin, scraps, feathers, glitter, yarn, thread, large eyed needles, straws, wooden sticks, dowels, buttons, beads, trim, fabric crayons, cotton, pipe cleaners, craft sticks, crayons, pastels, scratch art sticks, colored markers, oil pastels, sponge, string, watercolors, art paste, ceramic tiles, modeling clay, Model Magic clay, water containers, palettes, tempera paint, brushes, sandpaper, brayers, acrylic paint

Scrap materials:

Cardboard tubes, wood scraps, styrofoam trays, corrugated cardboard

Special papers:

Corrugated paper, watercolor paper, scratch boards, tissue, cellophane, florescent, metallic, oak tag, cardboard

8. Methodologies

The following is a list of some of the basic methodologies used in K-3 art lessons:

- Introduction, including resources, upcoming projects and materials to be used.
- Discussion of artists, techniques, and materials used.
- Teacher demonstration of various techniques.
- Student procedure for completing various art projects.
- Critiquing previous students' projects for positive effects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

9. Suggested Activities

1) Painting Activities

- Animals
 - pets
 - dinosaurs
 - birds
- Landscapes
 - realistic-seasonal
 - fantasy
- Observations
 - still life
 - trees
 - flowers, fruits, etc.

Self-Awareness

- home
- school
- activities
- community

2) Drawing/Design

- Figure Drawings
 - human
 - posed
 - gesture
- Portraits
 - full face
 - profile
 - expressive
- Elements of Composition

- focal point
- near/far
- background/foreground
- horizontal, vertical, diagonal

3) Printing

- styrofoam
- cardboard
- glue and string
- clay stamps
- sandpaper
- monoprinting
- fabric

4) 3-D/Sculpture

- paper sculpture
- puppets
- weaving
- found objects
- wood
- clay

5) General

- school community projects
- local community projects
- work on computers
- art displays of finished artwork

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-aloud

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.4
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.4
- Presentation and exploration of related career possibilities 9.2.4
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP - KINDERGARTEN

Class	September	October	November	December	January
Art: Kindergarten	<ul style="list-style-type: none"> • Art safety & materials • Art is all around us • Drawing/coloring skills • Display artwork • Develop respect for their work & others • Multiple-step directions 	<ul style="list-style-type: none"> • Art safety & materials • Drawing/coloring skills • Introduction to art elements: line, shape & color • Tracing skills • Cutting skills • Gluing skills Seasonal/ holiday themes 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape & color • Painting/printing skills • Art history experience • Multicultural arts • Tracing, cutting & gluing skills 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: Line, shape & color • Tracing, cutting & gluing skills 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape & color • Multiple-step directions • 2-D & 3-D art differences • Introduction to assembling techniques • Seasonal/holiday themes

Class	February	March	April	May	June
Art: Kindergarten	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape, color & texture • Appreciation for art all around us • 2-D & 3-D art differences • Tracing, cutting & gluing skills • Painting/printing skills 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape, color & texture • Cross-curricular art connections • Usage of art vocabulary • Introduction to critique • Tracing, cutting & gluing skills 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape, color & texture • Art history experience • Seasonal themes • Introduction to framing techniques • Tracing, cutting & gluing skills 	<ul style="list-style-type: none"> • Art safety & materials • Art elements: line, shape, color & texture • Art show preparation & experience • Tracing, cutting & gluing skills 	<ul style="list-style-type: none"> • Review art safety & materials • Review art elements: line, shape, color & texture • Review art history experiences • Review critique • Art appreciation

13. CURRICULUM MAP – ART - GRADE 1

Class	September	October	November	December	January
Art: Grade 1	<ul style="list-style-type: none"> • Art safety & materials • Art is all around us • Drawing/coloring skills • Display artwork throughout the year • Develop respect for their work & others • Developing usage of art vocabulary throughout the year 	<ul style="list-style-type: none"> • Drawing/coloring skills • Introduction to art elements: line, shape & color • Color theory • Review tracing, cutting & gluing • Theme-based projects 	<ul style="list-style-type: none"> • Art elements: line, shape, color & texture • Painting/printing skills • Introduction to critique • Art history experience • Multicultural arts • Introduction to framing techniques 	<ul style="list-style-type: none"> • Art elements: line, shape, color & value • Critique • Painting/printing skills • Art history experience • Multicultural arts 	<ul style="list-style-type: none"> • Art elements: line, shape, color, texture, value & form • Multiple-step directions • Critique • 2-D & 3-D art differences • Introduction to assembling techniques • Seasonal themes

Class	February	March	April	May	June
Art: Grade 1	<ul style="list-style-type: none"> • Art elements: line, shape, color, texture, value, form & space • Abstract art • Appreciation for art all around us • 2-D & 3-D art differences • Critique 	<ul style="list-style-type: none"> • Art elements: line, shape, color, texture, value, form & space • Cross-curricular art connections • Usage of art vocabulary in critique • Art history experience 	<ul style="list-style-type: none"> • Art elements: line, shape, color, texture, value, form & space • Art from diverse cultures • Art history experience • Theme-based projects 	<ul style="list-style-type: none"> • Identify all art elements • Art show preparation & experience • Introduction to creating art inspired stories 	<ul style="list-style-type: none"> • Review all art elements • Review art history experiences • Review critique • Art appreciation

13. CURRICULUM MAP – ART – GRADE 2

Class	September	October	November	December	January
Art: Grade 2	<ul style="list-style-type: none"> • Art safety & materials • Art is all around us • Art appreciation • Review drawing & coloring skills • Display artwork throughout the year • Create art inspired stories • Develop respect for their work & others • Developing usage of art vocabulary throughout the year 	<ul style="list-style-type: none"> • Review all art elements • Introduction to the principles of design: rhythm focus • Multiple-step directions • Review painting & printing skills • Review color theory • Review critique • Review framing techniques • Theme-based projects 	<ul style="list-style-type: none"> • Review art elements • Principles of design: proportion focus • Multicultural arts • Drawing/coloring skills • Painting/printing skills • Critique • Art vocabulary review 	<ul style="list-style-type: none"> • Review art elements • Principles of design: balance focus • Critique/art vocabulary usage • Art history experience • Painting skills • Drawing/coloring skills 	<ul style="list-style-type: none"> • Review art elements • Principles of design: emphasis focus • Critique/art vocabulary usage • 3-D art • Assembling techniques • Theme-based projects

Class	February	March	April	May	June
Art: Grade 2	<ul style="list-style-type: none"> • Review art elements • Principles of design: unity focus • 3-D art • Assembling techniques • Critique/art vocabulary usage • Personal responses to artworks • Abstract art 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Art history experience • Painting skills 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Family/community art themes • Critique/art vocabulary usage • Theme-based projects • Cross-curricular art connections 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Art show preparation & experience • Art from diverse cultures 	<ul style="list-style-type: none"> • Review art elements & principles of design • Review art history experiences • Review critique • Art appreciation

13. CURRICULUM MAP – ART – GRADE 3

Class	September	October	November	December	January
Art: Grade 3	<ul style="list-style-type: none"> • Art safety & materials • Review art elements • Review principles of design • Art is all around us • Art appreciation • Review drawing & coloring skills • Display artwork throughout the year • Develop respect for their work & others • Applying art vocabulary throughout the year 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Multiple-step directions • Review framing techniques • Review critique • Multicultural arts • Review painting & printing skills • Theme-based projects 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Multicultural arts • Art history experience • Critique/art vocabulary usage • Painting & printing skills 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Art history experience • Critique/art vocabulary usage • Assembling techniques • 3-D artwork 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Assembling techniques • 3-D artwork

Class	February	March	April	May	June
Art: Grade 3	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Abstract art 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Art history experience • Develop respect & self-awareness through artwork 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Cross-curricular art connections • Theme-based projects 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Art from diverse cultures • Art show preparation & experience • Distinguish subject matter in artworks • Community connections 	<ul style="list-style-type: none"> • Review art elements • Review principles of design • Critique/art vocabulary usage • Review art history experiences • Review art appreciation