



**Howell Township Public Schools**

**Art Curriculum Guide**

**Grades K-8**

Board Approved: August 23, 2017

# **Acknowledgements**

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# Philosophy of Art Education

Art is an educational experience that seeks to enhance the creative quality of each child's life through problem solving skills that transcend multiple areas. Art addresses the students' intellect, imagination, and spirit as an integral part of their education.

Critical components for successful development of the artistic process include creative development, self-expression, problem solving, critical thinking, personal responsibility, and aesthetic sensitivity. All of these skills assist in the development and holistic awareness of the entire child. These skills, in conjunction with a variety of media, will nourish the quality of life for each individual student.

Art  
IS NOT WHAT YOU SEE  
BUT WHAT YOU  
MAKE OTHERS  
See  
Edgar Degas

# **Art Curriculum Mastery Goals**

## Mastery Skill Goals for Grade Bands

Grade	Mastery Goals at completion of the school year
K	<ul style="list-style-type: none"><li>• <b>Cut on a line within 1/4inch</b></li><li>• <b>Enhance fine motor skills, hold tools correctly</b></li><li>• <b>Color-identify and apply appropriate color</b></li><li>• <b>Draw different types of line</b></li><li>• <b>Draw various geometric shapes</b></li><li>• <b>Draw a simple pattern using shapes</b></li><li>• <b>Folded paper</b></li><li>• <b>Sponging, dotting</b></li><li>• <b>Students can use art vocabulary to describe the materials they are working with on a project</b></li><li>• <b>Materials: suggested list dependent upon availability of resources—crayon, watercolor, washable tempera, oil pastel, mixed media, tissue paper, found object</b></li></ul>

Grade	Mastery Goals at completion of the school year
1 <sup>st</sup> and 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• <b>Color- primary and secondary identification</b></li> <li>• <b>Line-identify multiple types of line in everyday life and apply in art to all projects</b></li> <li>• <b>Shape-identify geometric shapes</b></li> <li>• <b>Paper folding; manipulating paper to reinforce fine motor skills--tearing, crumbling, shredding</b></li> <li>• <b>Demonstrate problem solving skills in various 2D/3D works</b></li> <li>• <b>Explore and investigate the introduction of new media</b></li> <li>• <b>Utilize the vocabulary necessary to describe their work and that of their peers</b></li> <li>• <b>Materials: in addition to Kindergarten materials and not limited—popsicle sticks, felt, pipe cleaners, yarn, foil, cardboard, oak tag</b></li> </ul>

Grade	Mastery Goals at completion of the school year
3-5	<ul style="list-style-type: none"> <li>• <b>Color-understand the proportions necessary when mixing colors of various materials</b></li> <li>• <b>Line-apply line as a design element while creating balance, proportion and movement</b></li> <li>• <b>Experimentation with media and subject matter to apply to day to day problem solving skills pertinent to their own lives</b></li> <li>• <b>Shape-the addition of abstract, free form and organic</b></li> <li>• <b>Represent relationships between everyday scenes in nature and society</b></li> <li>• <b>Distinguish between 2D and 3D shape to form</b></li> <li>• <b>Create a collage</b></li> <li>• <b>Apply elements and principles in composition with multimedia variety</b></li> <li>• <b>Expand vocabulary to include critique and historical/cultural references when applicable</b></li> <li>• <b>Materials: intro to acrylics, chalk pastels, tempera, clay/pottery, printmaking, weaving</b></li> </ul>

Grade	Mastery Goals at completion of the school year
6	<ul style="list-style-type: none"> <li>• Form: SWB introduced to creating artwork in 3D form, utilizing techniques in clay, wood, cardboard, or other sculptural form and assorted medium.</li> <li>• Color: SWB introduced to color mixing with primary to produce secondary to create various color theory ranges, to be applied in assorted medium.</li> <li>• Line: SWBAT demonstrate understanding of line, and apply it to texture and value as 2D drawing and 3D drawing, in either color or black and white, in assorted medium.</li> <li>• Shape: SWB introduced to creating artwork in 3D on 2D plane, to show changes with perspective, utilizing assorted medium.</li> <li>• Texture: Students will create textures in 2D and 3D forms, and be introduced to utilizing assorted medium.</li> <li>• Value: SWB introduced to value in both black &amp; white and color, in a variety of mediums.</li> <li>• Space: SWB introduced to the artistic use of positive and negative space, in assorted medium.</li> </ul>

Grade	Mastery Goals at completion of the school year
7	<ul style="list-style-type: none"> <li>● Form: SWBAT demonstrate an understanding of Artwork in 3D Form, utilizing techniques in Clay, Wood, Cardboard, or other Sculptural Form and assorted medium.</li> <li>● Color: SWBAT demonstrate an understanding Color mixing with Primary, Secondary and Tertiary to create Various Color Theory Ranges, and apply it in assorted medium.</li> <li>● Line: SWBAT utilize an understanding of line, and apply it to texture and value as 2D drawing and 3D drawing, in either color or black and white, or assorted medium.</li> <li>● Shape: SWBAT demonstrate an understanding of creating Artwork in 3D on 2D plane, to show changes with perspective, utilizing assorted medium.</li> <li>● Texture: Students will utilize an understanding of Textures in 2D and 3D forms, and apply it to assorted medium.</li> <li>● Value: SWBAT demonstrate an understanding of Value in both Black &amp; White and color, in a variety of mediums.</li> <li>● Space: SWBAT demonstrate an understanding of the Artistic use of Positive and Negative Space, in assorted medium.</li> </ul>

Grade	Mastery Goals at completion of the school year
8	<ul style="list-style-type: none"> <li>• Form: SWBAT synthesize their knowledge of artwork in 3D Form, utilizing techniques in clay, wood, cardboard, or other sculptural form and assorted medium.</li> <li>• Color: SWBAT synthesize their knowledge of color mixing with primary to produce secondary to create various color theory ranges, incorporating it into assorted medium.</li> <li>• Line: SWBAT synthesize their knowledge of line, and apply it to texture and value as 2D drawing and 3D drawing, in either color or black and white, incorporating it into assorted medium.</li> <li>• Shape: SWBAT synthesize their knowledge of Artwork in 3D on 2D plane, to show changes with perspective, incorporating it into assorted medium.</li> <li>• Texture: SWBAT synthesize their knowledge of textures in 2D and 3D forms, incorporating it into assorted medium.</li> <li>• Value: SWB introduced to value in both black &amp; white and color, incorporating it into a variety of mediums.</li> <li>• Space: SWB introduced to the artistic use of positive and negative space, incorporating it into assorted medium.</li> </ul>

## Introduction to Art

*“Imagination is more important than knowledge. Knowledge is limited.  
Imagination encircles the world.” - Albert Einstein*

Art is a multi-sensory experience. The curriculum is designed to address the educational needs of the diverse student population of Howell Township. The art teacher will assume responsibility for the development and implementation of an effective art program. Due to the subjective nature of art, no specific program of study can be provided for a teacher. The Art Educator will determine the materials and sequence of challenges based on student population.

The content knowledge, teaching expertise, and personal creativity of the art teacher will be the guiding premise. The curriculum will serve as the primary framework, in accordance with the NJCCCS for Fine Arts K-8.

### **Standard 1.1: Creative Process**

This section of the curriculum defines productive art skills utilizing the Elements and Principles that govern the creation of art. This will promote the mastery the child seeks to use in order to express themselves in an artistically satisfying manner, thereby sensitizing the child to the aesthetic aspects of his environment.

### **Standard 1.2: History of Art and Culture**

This section of the curriculum promotes the students' understanding of the historic continuity of artistic expression, and the innumerable ways that art relates to all areas of life. Its function is to provide a connective overview of art history, allowing students to experience art from various periods and diverse cultures that they in turn, can connect to their own lives.

### **Standard 1.3: Performance**

This section of the curriculum promotes the students' created, written, and verbal responses to their art experiences. The use of media, methods, and technology will serve to synthesize these responses.

### **Standard 1.4: Aesthetic Responses & Critique Methodologies:**

This section of the art curriculum contains information pertinent to the students' ability to establish and employ criteria for critical evaluation. The intent is to encourage thoughtful response regarding artwork, including their own, while utilizing the language of art.

The methodology for teaching art is perceptive and teacher-driven. The meaningful concepts and activities that facilitate the expansion of the students' perception of art is constantly evolving. This assures that the student will accumulate a repertoire of personal achievement that will encourage them to move into the next stages of artistic development.

# Progress Indicators

## Cumulative Progress Indicators: K-8

Student instruction focuses on the four NJCCCS for Fine Arts. The expectation for an individual student is increased growth, in knowledge and skills, at their particular level, regardless of grade level. Student growth at all grade levels is measurable through CPIs ranging from emergent to proficient to advanced.

### Emergent:

1. A student demonstrates a level of achievement indicating creative discovery.
2. A student recognizes that artwork reflects historical and cultural properties.
3. A student begins to articulate a response to artwork through written response, dialog and use of technology.
4. A student begins expresses opinions, suggestions or comments about their artwork and that of their peers.

### Proficient:

1. A student can create artwork aligned with project goals with a success level of understanding and application of medium.
2. A student can perceive and draw connections between art work and the relevant historical and cultural properties.
3. A student can utilize their ability to recognize and conceive solutions to artistic problems.
4. A student will express and defend opinions, suggestions or comments about their artwork and that of their peers.

### Advanced:

1. A student demonstrates insight and depth of understanding of the creative process while applying varied media on multiple levels.
2. A student can identify and draw inferences from historical works and various cultures, relating these to their own work and experiences.
3. A student can utilize their ability to recognize and conceive solutions to artistic problems, with insight, reason, and technical proficiency.
4. A student can analyze their artwork and the work of their peers, through verbal critique, written rubrics, and self-evaluations

# **Curriculum and Standard Guide**

<b>Standards 1.1</b>		<b>Arts Grade K-2</b>
<b>Standard 1.1 The Creative Process:</b> 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.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How do underlying structures unconsciously guide the creation of art works?	Underlying structures in art can be found via analysis and inference.	
Does art have boundaries?	Breaking accepted norms often gives rise to new forms of artistic expression.	
<b>Grade Level Standards</b>	<b>Classroom Applications</b>	
<p><b><u>Content</u></b></p> <p>The basic <a href="#">elements of art</a> and <a href="#">principles of design</a> govern art creation and composition.</p> <p><b><u>CPI</u></b> <b>1.1.2.D.1</b> Identify the basic elements of art and principles of design in diverse types of artwork.</p>	<p><b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Focus on the works of various artists who identified with a specific style or technique, characterized by use of the elements and principles of art</li> </ul> <p>Examine exemplary pictures of specific artworks and art styles that demonstrate specific and unique use of the elements of art</p>	
<b>Measures of Understanding</b>		
<i>To show evidence of meeting this CPI, students may complete the following performance assessment:</i>		
<p>Create works of art using a variety of art media and artistic techniques.</p> <p>Employ domain-specific vocabulary in recognizing the elements of art and their use. Display completed art work throughout the school.</p>		
<b>Resources</b>		
<ul style="list-style-type: none"> <li>• <a href="http://www.metmuseum.org/">http://www.metmuseum.org/</a></li> <li>• <a href="http://www.webmuseum.org/">http://www.webmuseum.org/</a></li> <li>• <a href="http://www.youtube.com">http://www.youtube.com</a></li> </ul>		

- <http://www.state.nj.us/education/cccs/>  
<https://www.google.com/imghp>

# Standard 1.2

# Art Grade K-2

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

Essential Questions	Enduring Understandings
Does art define culture or does culture define art?  What is old and what is new in any work of art?  How important is “new” in art?	Culture affects self-expression, whether we realize it or not.  Every artist has a style; every artistic period has a style.
Grade Level Standards	Classroom Applications
<b><u>CPI</u></b> <b>1.2.2.A.1</b> Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	<b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"><li>• Focus on the life and work of various artists.</li><li>• Discuss ways artists use themes in art making that may be influenced by cultures, styles, and life experiences.</li><li>• View examples of work either through actual resources or by viewing various online resources</li></ul>

## Measures of Understanding

### **Sample Assessments**

*To show evidence of meeting this CPI, students may complete the following performance assessment:*

Using various materials to create 2-dimensional and 3-dimensional artworks that are representative of cultures, artists, and style of art.

Experiment with modes of art application through use of various art tools and media

**Resources**

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

- <https://www.google.com/imghp>
- <http://www.youtube.com>

## Standards 1.3

## Art Grade K-2

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

### Essential Questions

How does creating and performing in the arts differ from viewing the arts?

To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

### Enduring Understandings

The arts serve multiple functions: enlightenment, education, and entertainment.

Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

The artistic process can lead to unforeseen or unpredictable outcomes.

### Grade Level Standards

#### Content

Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic [elements of art](#) and [principles of design](#) for personal expression results in [visual communication](#) that may be relevant in a variety of settings.

#### CPI

##### 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.2

Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial

### Classroom Applications

#### Instructional Guidance

To assist in meeting this CPI, students may:

Examine works of art from various cultures and discuss differences in materials and subject matter.

Experience a variety of art media to reinforce skills, craftsmanship and knowledge.

Drawing various subject matter such as but not limited to: portrait , still life , and landscapes.

representation.

### **Measures of Understanding**

#### **Sample Assessments**

- Students will 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.
- Students will create personal works of art based on age appropriate themes.
- Students will employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools and methodologies used to create and tell visual stories.
- Students will explore a wide variety of art materials and select tools appropriate for the production of works of art in a variety of art media.
- Students will create works of art based on observations of the physical world and illustrate how art is a part of everyday life.

#### **Resources**

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

<http://www.google.images>

<http://www.youtube.com>

<b>Standards 1.4</b>		<b>Art Grade K-2</b>
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of dance, theatre, music, and visual art.</b>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
When is art criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.	
<b>Grade Level Standards</b>	<b>Classroom Applications</b>	
<p><b><u>Content:</u></b></p> <p>Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p> <p><b><u>CPI</u></b>  <b>1.4.2.B.2</b>  Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p><b><u>Instructional Guidance</u></b></p> <ul style="list-style-type: none"> <li>• Collaborate with peers to evaluate performance and creativity to inform positive critique through whole group and small group interactions, during and after the art-making process</li> <li>• Discuss similarities and differences of student work keeping the objectives in mind.</li> <li>• Use art vocabulary relevant to the subject matter to drive peer critique interactions</li> </ul>	
<b>Measures of Understanding</b>		
<b><u>Sample Assessments</u></b>		
Teacher will facilitate a “positive comment only” critique in which the students will utilize vocabulary related to the lesson and terminology involved in the skills learned during the creation of the specific art project.		
<b>Resources</b>		
<a href="http://google.com/images">http://google.com/images</a> <a href="http://youtube.com">http://youtube.com</a> <a href="http://www.state.nj.us/education/cccs/standards">http://www.state.nj.us/education/cccs/standards</a>		

<b>Standard 1.1</b>	<b>Art: Grade 3-5</b>
<b>Standard 1.1 The Creative Process:</b> 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.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<p>How do underlying structures unconsciously guide the creation of art works?</p> <p>Does art have boundaries?</p>	<p>Underlying structures in art can be found via analysis and inference.</p> <p>Breaking accepted norms often gives rise to new forms of artistic expression.</p>
<b>Grade Level Standards</b>	<b>Classroom Applications</b>
<b>Content</b>	<p><b><u>Instructional Guidance</u></b></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Observe and apply the elements of art and principles of design in artmaking. Practice using e &amp; p for different purposes of expression using a variety of art media.</li> </ul>
<p>Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of</a></p>	

[design](#) assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

**CPI**

**1.1.5.D.1**

Identify elements of art and principles of design that are evident in everyday life.

**Measures of Understanding**

**Sample Assessments**

*To show evidence of meeting this CPI, students may complete the following performance assessment:*

Create works of art using both traditional and non-traditional materials. The subject matter should focus on the use of elements of art and principles of design derived from observation and imagination.

**Resources**

- <http://www.state.nj.us/education/cccs/>
- <https://www.theartofed.com>
- <http://www.metmuseum.org/>
- <http://www.nationalgallery.com>

# Standard 1.2

# Art Grade 3-5

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

Essential Questions	Enduring Understandings
<p>Does art define culture or does culture define art?</p> <p>What is old and what is new in any work of art?</p> <p>How important is “new” in art?</p>	<p>Culture affects self-expression, whether we realize it or not.</p> <p>Every artist has a style; every artistic period has a style.</p>
Grade Level Standards	Classroom Applications
<p><b>Content:</b></p> <p>The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	<p><b><u>Instructional Guidance</u></b></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"><li>• Read about and discuss the work of various artists and their influence on the art world.</li><li>• View examples of work through print reproductions and various online resources.</li></ul>

**CPI**

**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.

**Measures of Understanding**

**Sample Assessments**

*To show evidence of meeting this CPI, students may complete the following performance assessment:*

Utilize a variety of art media appropriate to the creation of 2-dimensional and 3-dimensional works of art.

**Resources**

- <http://www.state.nj.us/education/cccs/>
- <http://www.louvre.fr/en>
- <http://www.moma.org/>
- <https://www.rijksmuseum.nl/en>
- <https://www.pinterest.com>
- <https://www.theartofed.com>

## Standard 1.3

## Art Grade 3-5

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

### Essential Questions

### Enduring Understandings

How does creating and performing in the arts differ from viewing the arts?

To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

The arts serve multiple functions: enlightenment, education, and entertainment.

Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

The artistic process can lead to unforeseen or unpredictable outcomes.

### Grade Level Standards

### Classroom Applications

#### Content

Each of the [genres](#) of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.

#### CPI

#### **1.3.5.A.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

#### Instructional Guidance

*To assist in meeting these CPIs, students may:*

- Following teacher instruction and modeling, students will create and experiment utilizing various art media and methods with different styles and techniques of art making.
- Students will have the opportunity to apply art vocabulary through formal and informal interactions as it applies to their artmaking.

experiment with various compositional approaches influenced by these genres.

**Measures of Understanding**

**Sample Assessments**

Students will create an art project focusing on the different techniques and media which incorporates criteria demonstrated by the teacher.

**Resources**

- <http://www.state.nj.us/education/cccs>
- <https://www.google.com>
- <https://www.youtube.com>
- <https://www.theartofed.com>

<b>Standard 1.4</b>	<b>Art: Grade 3-5</b>
<b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of dance, theatre, music, and visual art.</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
When is art criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.
<b>Grade Level Standards</b>	<b>Classroom Applications</b>
<p><b><u>Content</u></b></p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p><b><u>CPI</u></b></p> <p><b>1.4.5.B.1</b></p> <p>Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p><b><u>CPI</u></b></p>	<p><b><u>Instructional Guidance</u></b></p> <p><i>To assist in meeting these CPIs, students may:</i></p> <ul style="list-style-type: none"> <li>• Participate in guided verbal discussion regarding application of criteria for selected works of art. Apply academic and domain-specific vocabulary in evaluating master works, their own artwork, as well as the works of their peers.</li> <li>• Investigate the various learning pathways involved in the creative process.</li> <li>• Recognize the significance of differentiated learning and how it applies to their own artworks and that of their peers.</li> </ul>

<p><b>1.4.5.B.2</b></p> <p>Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	
<p><b>Measures of Understanding</b></p>	
<p><b><u>Sample Assessments</u></b></p> <p><i>To show evidence of meeting these CPIs, students may complete the following performance assessment:</i></p> <ul style="list-style-type: none"> <li>• Develop a sample rubric based on the criteria applied to evaluation of the art work.</li> </ul>	
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="http://www.state.nj.us/education/cccs/">http://www.state.nj.us/education/cccs/</a></li> <li>• <a href="https://www.theartofed.com/magazine/assessment/">https://www.theartofed.com/magazine/assessment/</a></li> <li>• <a href="https://www.pinterest.com">https://www.pinterest.com</a> - Critique-specific Resources</li> </ul>	

<b>Standard 1.1</b>		<b>Art Grade 6-8</b>
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.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How do the elements of Art and Principles of Design direct the creation of two and three dimensional art work?	Through various medium experiences students recognize, apply, and analyze their works and the works of other artists using their understanding of the art elements and principles.	
<b>Grade Level Standards</b>	<b>Classroom Applications</b>	
The creation of art is driven by the elements and principles of art.  CPI 1.3.8.D.1	Incorporate various art elements and the principles in the creation of two and three dimensional artworks , using a broad array of art medium to enhance the expression of creative ideas.	
<b>Measures of Understanding</b>		
Student self-directed evaluation as well as teacher assessment through the use of project specific rubrics.  Assessments will be utilized before, during, and after the project. Rubrics will be clearly posted throughout the duration of the assignment.		
<b>Resources</b>		

\*Prezi or other teacher derived material

\*SmithsonianEducation.org

\*Youtube appropriate material

<b>Standard 1.2</b>		<b>Art Grade 6-8</b>
1.2 History of the Arts and Culture: All students will understand the role of, development and influence of the arts throughout history and across cultures.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How does culture influence art both regionally and globally throughout time?	Through various mediums, students recognize, apply, and analyze their works and the works of other artists using their understanding of different cultures and time periods.	
<b>Grade Level Standards</b>	<b>Classroom Applications</b>	
The creation of art is driven by the elements and principles of art  CPI  1.3.8.D.1	Incorporate various art elements and the principles in the creation of two and three dimensional artworks , using a broad array of art medium to enhance the expression of creative ideas.	
<b>Measures of Understanding</b>		
Student self-directed evaluation as well as teacher assessment through the use of project specific rubrics.  Assessments will be utilized before, during, and after the project. Rubrics will be clearly posted throughout the duration of the assignment.		
<b>Resources</b>		
*Prezi or other teacher derived material  *SmithsonianEducation.org		

\*Youtube appropriate material

<b>Standard 1.3</b>	<b>Art Grade 6-8</b>
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and or/presenting works of visual art.	
Essential Questions	Enduring Understandings
<p>How does creating and performing in the arts differ from viewing the arts?</p> <p>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</p>	<p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>Though the artist’s imagination and intuition drive the work, great art requires skills an discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
Grade Level Standards	Classroom Applications
<p>Content</p> <p>Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.</p> <p>CPI</p>	<p>Creating artwork using a variety of medium to produce 2D and 3D original works of art.</p> <p>Artwork will reflectd an understanding of art elements and principles, resulting in a personal expression, within the confines of the theme.</p> <p>All students will refine perceptual, intellectual, physical, and technical skills through creating visual art.</p>

1.3.8.D.1	
1.3.8.D.2	
1.3.8.D.5	
1.3.8.D.6	

**Measures of Understanding**

Verbal exchange, as a class or individually, to compare and contrast original student artwork, identifying elements and principles within the works.  
SW learn to critique their own work based on an established criteria.

**Resources**

<http://www.moma.org/collection/search.php>

[www.artchive.com](http://www.artchive.com)

[www.artcyclopedia.com](http://www.artcyclopedia.com)

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

<b>Standard 1.4</b>	<b>Art Grades 6-8</b>
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**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works in visual art.

Essential Questions	Enduring Understandings
When is Art Criticism Vital and When is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Grade Level Standards	Classroom Applications
<p><b><u>Content:</u></b></p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p> <p><b><u>CPI</u></b></p> <p>1.4.8.A.1</p> <p>1.4.8.B.1</p> <p>1.4.8.B.2</p> <p>1.4.8.B.3</p>	<p>Seek out and explore expertise on specific work of art or culture.</p>

**Measures of Understanding**

\*Teacher will evaluate the student’s understanding of the critical process which leads to informed judgments about the relative merits of artworks

\*This understanding can be assessed through written or verbal communication.

\*Based on Research, SWBAT complete an outline based on biographical info, artistic style, techniques, materials and historic background, in order to formulate a critique tailored to a particular artist.

\*Verbal Critiques on artistic style, application which will compare and contract both famous artist work and student work.

### Resources

Charts on both the Art Elements and Art Principles.

Critiques on artists on various Art Education Websites:

<http://www.visual-arts-cork.com/famous-paintings/>

<http://www.incredibleart.org/files/crit.htm>

<http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx>

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

# Concepts of Art Application

# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE** K-2

**UNIT TOPIC / CONCEPT:** line

**STANDARD(S)** 1.1, 1.2, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p><b>Identify, define and create various types of lines</b></p>	<p><b>Modeling</b> <b>Show examples</b> <b>Use of internet</b></p>	<p><u><b>Suggested but not limited to:</b></u></p> <p><b>Pencils</b></p> <p><b>Markers</b></p> <p><b>Crayons</b></p> <p><b>Craypas</b></p> <p><b>Mondrian</b></p>	<p><b>Teacher observation</b></p> <p><b>Monitor progress</b></p> <p><b>Rubric</b></p> <p><b>Scales</b></p> <p><b>Portfolio</b></p> <p><b>Pre-</b></p>	<p><b>Contour drawing</b></p> <p><b>Painting</b></p> <p><b>Clay</b></p> <p><b>Enrichment:</b></p> <p><b>Blind contour, lifedrawing.</b></p> <p><b>Monochromatic</b></p> <p><b>Coil Pot</b></p>

		<b>Matisse</b>	<b>assessment</b>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE** K-2

**UNIT TOPIC / CONCEPT:** Color

**STANDARD(S)** 1.1, 1.2, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Identify primary, secondary, warm and colors</p>	<p>Show examples</p> <p>Demonstrate color mixing</p> <p>Show examples on internet</p>	<p><u>Suggested but not limited to:</u></p> <p>Tempera paint</p> <p>construction paper</p> <p>Craypas</p> <p>Monet</p> <p>Picasso</p>	<p>Teacher observation</p> <p>Monitor progress</p> <p>Rubric</p> <p>Scales</p> <p>Portfolio</p> <p>Pre-</p>	<p>Color wheel</p> <p>Warm/cool colors</p> <p>Primary color pictures</p> <p>Secondary color pictures</p> <p><u>Enrichment:</u></p> <p>Apply to sunrise/sunset landscape painting.</p> <p><u>Modification:</u></p> <p>Reduce the number of colors and change tools</p>

			<b>assessment</b>	<b>used.</b>
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE** K-2

**UNIT TOPIC / CONCEPT:** Space

**STANDARD(S)** 1.1, 1.2, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Identify and create 2 D and 3 D works of art using varied media</p>	<p>Demonstrate Techniques Show examples Internet use</p>	<p>Clay Wire Paper folded Pipe cleaners Cardboard Wood Paper bags Tempera paint  Degas Wyeth</p>	<p>Teacher observation  Monitor progress  Rubric  Scales  Portfolio  Pre-</p>	<p>Sculpture- 3-D  2D- paintings, drawings  <u>Enrichment:</u>  Perspective  <u>Modification:</u>  Free form</p>

			<b>assessment</b>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE** K-2

**UNIT TOPIC / CONCEPT:** shape

**STANDARD(S)** 1.1, 1.2, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p><b>Identify geometric and organic shapes.</b></p>	<p><b>Modeling</b></p> <p><b>Show examples</b></p> <p><b>Use of internet</b></p>	<p><b>Pencils</b></p> <p><b>Paper</b></p> <p><b>Scissors</b></p> <p><b>Glue</b></p> <p><b>Markers</b></p> <p><b>Crayons</b></p> <p><b>Miro</b></p> <p><b>Kandinsky</b></p>	<p><b>Teacher observation</b></p> <p><b>Monitor progress</b></p> <p><b>Rubric</b></p> <p><b>Scales</b></p> <p><b>Portfolio</b></p> <p><b>Pre-</b></p>	<p><b>Drawing, tracing, cutting, gluing</b></p> <p><b><u>Enrichment:</u></b></p> <p><b>Multimedia collage</b></p> <p><b>Printmaking</b></p> <p><b><u>Modification:</u></b></p>

			<b>assessment</b>	<b>Tearing</b>  <b>Stamping</b>
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE** K-2

**UNIT TOPIC / CONCEPT:** texture

**STANDARD(S)** 1.1, 1.2, 1.3

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p><b>Identify textures of everyday objects</b></p>	<p><b>Modeling</b></p> <p><b>Show examples</b></p> <p><b>Use of internet</b></p>	<p><u><b>Suggested but not limited to:</b></u></p> <p><b>Paper</b></p> <p><b>Crayons</b></p> <p><b>Texture plates</b></p> <p><b>Foam sheets</b></p> <p><b>Van Gogh</b></p> <p><b>Seurat</b></p>	<p><b>Teacher observation</b></p> <p><b>Monitor progress</b></p> <p><b>Rubric</b></p> <p><b>Scales</b></p> <p><b>Portfolio</b></p> <p><b>Pre-assessment</b></p>	<p><b>Rubbing, clay, printing</b></p> <p><u><b>Enrichment:</b></u></p> <p><b>Relief printing</b></p> <p><u><b>Modification:</b></u></p> <p><b>Rubbing</b></p> <p><b>Scratch art</b></p>

# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 3-5

**UNIT TOPIC / CONCEPT:** Elements of Art & Principles of Design

**STANDARD(S)** 1.1,1.2,1.3,1.4

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Identify elements of art and principles of design that are evident in everyday life.</p> <p>Relate common artistic elements that define art genres in visual art.</p> <p>Identify common and distinctive characteristics of genres of visual art works using</p>	<p>Utilize applicable elements of art and principles of design.</p> <p>Select various artists pertinent to each project.</p> <p>Continuation of basic literacy in the visual arts through the</p>	<p>Pencils, pens, crayons, markers, chalk pastels, and oil pastels / watercolor, acrylic, and tempera.</p> <p>Construction paper, glue, yarn, recycled materials.</p> <p>Clay, pariscraft, found objects, and wood.</p>	<p>Teacher observation.</p> <p>Monitor progress</p> <p>Rubric</p> <p>Scales</p> <p>Portfolio</p> <p>Pre-assessment</p>	<p>Painting/Drawing:</p> <p>Still life, landscapes, contour, portraiture, utilizing appropriate materials, traditional and experimental tools.</p> <p>Collage:</p> <p>Abstract compositions using collage technique.</p> <p>Printmaking:</p> <p>Etching, Styrofoam, monotypes, rubbings</p> <p>Sculpture:</p> <p>Mosaic, slab vessel, pinch pots, coil pots, figurines, and abstract.</p>

<p>age appropriate terminology.</p> <p>Employ basic discipline/specific Arts terminology to characterize works of visual art.</p>	<p>creation of 2-Dimensional and 3-Dimensional works.</p> <p>Recognize various points of view through the process of critique and self-reflection.</p>			<p><b>Modifications:</b></p> <p>Per child basis depending upon students individual ability materials can be altered.</p>
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# Howell Township Public School

## Fine Arts Curriculum

SUBJECT: Art

GRADE:6-8

UNIT TOPIC / CONCEPT: Color

STANDARD(S) 1.1, 1.2, 1.3, 1.4,

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p>SWBAT identify, explain, and demonstrate Color in Art work utilizing knowledge of color theory using varied medium, in projects that are either Functional or Non-</p>	<p>* Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</p> <p>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</p> <p>*Students will create a project specific to the concept being studied within the parameters</p>	<p>Paint</p> <p>Paper</p> <p>Clay</p> <p>Wood/ cardboard</p> <p>Wire</p> <p>Computer</p>	<p>Student self assessment rubric</p> <p>Teacher created assessment rubric</p> <p>Project</p> <p>Critique</p> <p>Schoology</p>	<p>Language Arts-</p> <p>*Vocabulary word wall</p> <p>*written assessment and verbal critique</p> <p>Math-</p> <p>*application of measurement skills</p> <p>History and Culture-</p> <p>*Time period /artist and culture</p>	<p>Material Modifications:</p> <p>Gloves</p> <p>Pencil Grips</p> <p>Stabilization Devises</p> <p>Scissors</p> <p>Enrichment:</p> <p>Room Placement</p> <p>Additional Supplies</p> <p>Supplemental materials</p> <p>Books</p> <p>Additional Technology</p>

<b>Functional.</b>	<b>of the project.</b>  <b>*Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b>	<b>based design</b>  <b>Pencil</b>  <b>Printmaking</b>  <b>Textile/ fiber arts</b>  <b>Prezi</b>	<b>Google Classroom</b>  <b>Kahoot</b>	<b>Technology</b>  <b>*computer sites demonstrating examples and techniques</b>  <b>*Power point presentation</b>  <b>Science</b>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6 - 8

**UNIT TOPIC / CONCEPT:** LINE

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, define, and create various types of line through the use of varied media.</b></p>	<p>Teachers will introduce lesson through images/visuals, two and three dimensional materials which exemplify varied types of line.</p> <p>Teacher will demonstrate procedure with possible connections to elements principles of design specific to particular project.</p> <p>Students will create a project specific to the concept being studied.</p>	<p>Paint</p> <p>Paper</p> <p>Clay</p> <p>Wood/cardboard</p> <p>Wire</p> <p>Computer based design</p>	<p>Student self assessment rubric</p> <p>Teacher assessment rubric</p> <p>Project</p> <p>Critique</p>	<p>Language Arts Literacy – Vocabulary related terms. Writing assessment and verbal critique.</p> <p>Math – application of measurement skills.</p> <p>History and Culture - Time period / Artists and culture</p> <p>Technology – use of computer sites and software demonstrating techniques related to topic.</p>	<p><b>Material Modifications:</b></p> <p>Gloves</p> <p>Pencil Grips</p> <p>Stabilization Devises</p> <p>Scissors</p> <p><b>Enrichment:</b></p> <p>Room Placement</p> <p>Additional Supplies</p> <p>Supplemental materials</p> <p>Books</p> <p>Additional Technology</p>

	<b>Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b>	<b>Pencil</b>  <b>Printmaking</b>  <b>Textile/ fiber arts</b>		<b>Science – N/A</b>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6-8

**UNIT TOPIC / CONCEPT:** Form

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, explain, and create Artwork in a 3D structurally sound piece that is functional or non functional Using varied medium.</b></p>	<p><b>*Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</b></p> <p><b>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</b></p> <p><b>*Students will create a project specific to the concept being studied within the parameters of the project.</b></p> <p><b>*Closure of the lesson will be measured through</b></p>	<p><b>Paint</b></p> <p><b>Paper</b></p> <p><b>Clay</b></p> <p><b>Wood/cardboard</b></p> <p><b>Wire</b></p> <p><b>Computer based design</b></p>	<p><b>Student self assessment rubric</b></p> <p><b>Teacher assessment rubric</b></p> <p><b>Project</b></p> <p><b>Critique</b></p>	<p><b>Language Arts -writing assessment and verbal critique</b></p> <p><b>Math-application of measurement skills</b></p> <p><b>History and Culture- Time period /artist and culture</b></p> <p><b>Technology-computer sites demonstrating examples and techniques</b></p>	<p><b>Material Modifications:</b></p> <p><b>Gloves</b></p> <p><b>Pencil Grips</b></p> <p><b>Stabilization Devises</b></p> <p><b>Scissors</b></p> <p><b>Enrichment:</b></p> <p><b>Room Placement</b></p> <p><b>Additional Supplies</b></p> <p><b>Supplemental materials</b></p> <p><b>Books</b></p> <p><b>Additional Technology</b></p>

	<b>appropriate assessment including student and teacher written assessment and verbal critique.</b>	<b>Pencil</b>		<b>Science</b>	
		<b>Printmaking</b>			
		<b>Textile/ fiber arts</b>			

# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6-8

**UNIT TOPIC / CONCEPT:** Space

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, explain, and create Artwork utilizing Space, in projects that are either functional or non functional, Using varied medium.</b></p>	<p><b>*Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</b></p> <p><b>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</b></p> <p><b>*Students will</b></p>	<p><b>Paint</b></p> <p><b>Paper</b></p> <p><b>Clay</b></p> <p><b>Wood/cardboard</b></p> <p><b>Wire</b></p> <p><b>Computer based design</b></p>	<p><b>Student self assessment rubric</b></p> <p><b>Teacher assessment rubric</b></p> <p><b>Project</b></p> <p><b>Critique</b></p>	<p><b>Language Arts -writing assessment and verbal critique</b></p> <p><b>Math-application of measurement skills</b></p> <p><b>History and Culture- Time period /artist and culture</b></p> <p><b>Technology-computer sites demonstrating examples and techniques</b></p>	<p><b>Material Modifications:</b></p> <p><b>Gloves</b></p> <p><b>Pencil Grips</b></p> <p><b>Stabilization Devises</b></p> <p><b>Scissors</b></p> <p><b>Enrichment:</b></p> <p><b>Room Placement</b></p> <p><b>Additional Supplies</b></p> <p><b>Supplemental materials</b></p> <p><b>Books</b></p> <p><b>Additional Technology</b></p>

	<p><b>create a project specific to the concept being studied within the parameters of the project.</b></p> <p><b>*Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b></p>	<p><b>Pencil</b></p> <p><b>Printmaking</b></p> <p><b>Textile/ fiber arts</b></p>		<p><b>Science</b></p>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6-8

**UNIT TOPIC / CONCEPT:** Texture

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, explain, and create Artwork utilizing Lines, in projects that are either functional or non functional, Using varied medium.</b></p>	<p><b>*Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</b></p> <p><b>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</b></p> <p><b>*Students will</b></p>	<p><b>Paint</b></p> <p><b>Paper</b></p> <p><b>Clay</b></p> <p><b>Wood/cardboard</b></p> <p><b>Wire</b></p> <p><b>Computer based design</b></p>	<p><b>Student self assessment rubric</b></p> <p><b>Teacher assessment rubric</b></p> <p><b>Project</b></p> <p><b>Critique</b></p>	<p><b>Language Arts -writing assessment and verbal critique</b></p> <p><b>Math-application of measurement skills</b></p> <p><b>History and Culture- Time period /artist and culture</b></p> <p><b>Technology-computer sites demonstrating examples and techniques</b></p>	<p><b>Material Modifications:</b></p> <p><b>Gloves</b></p> <p><b>Pencil Grips</b></p> <p><b>Stabilization Devises</b></p> <p><b>Scissors</b></p> <p><b>Enrichment:</b></p> <p><b>Room Placement</b></p> <p><b>Additional Supplies</b></p> <p><b>Supplemental materials</b></p> <p><b>Books</b></p> <p><b>Additional Technology</b></p>

	<p><b>create a project specific to the concept being studied within the parameters of the project.</b></p> <p><b>*Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b></p>	<p><b>Pencil</b></p> <p><b>Printmaking</b></p> <p><b>Textile/ fiber arts</b></p>		<p><b>Science</b></p>	
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# Howell Township Public School

## Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6-8

**UNIT TOPIC / CONCEPT:** Value

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, explain, and create Artwork utilizing Values, in projects that are either functional or non functional, Using varied medium.</b></p>	<p><b>*Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</b></p> <p><b>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</b></p> <p><b>*Students will</b></p>	<p><b>Paint</b></p> <p><b>Paper</b></p> <p><b>Clay</b></p> <p><b>Wood/cardboard</b></p> <p><b>Wire</b></p> <p><b>Computer based design</b></p>	<p><b>Student self assessment rubric</b></p> <p><b>Teacher assessment rubric</b></p> <p><b>Project</b></p> <p><b>Critique</b></p>	<p><b>Language Arts -writing assessment and verbal critique</b></p> <p><b>Math-application of measurement skills</b></p> <p><b>History and Culture- Time period /artist and culture</b></p> <p><b>Technology-computer sites demonstrating examples and techniques</b></p>	<p><b>Material Modifications:</b></p> <p><b>Gloves</b></p> <p><b>Pencil Grips</b></p> <p><b>Stabilization Devises</b></p> <p><b>Scissors</b></p> <p><b>Enrichment:</b></p> <p><b>Room Placement</b></p> <p><b>Additional Supplies</b></p> <p><b>Supplemental materials</b></p> <p><b>Books</b></p> <p><b>Additional Technology</b></p>

	<p><b>create a project specific to the concept being studied within the parameters of the project.</b></p> <p><b>*Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b></p>	<p><b>Pencil</b></p> <p><b>Printmaking</b></p> <p><b>Textile/ fiber arts</b></p>		<p><b>Science</b></p>	
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## Howell Township Public School

### Fine Arts Curriculum

**SUBJECT:** Art

**GRADE:** 6-8

**UNIT TOPIC / CONCEPT:** Shape

**STANDARD(S)** 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)	Modifications/Enrichments
<p><b>SWBAT identify, explain, and create Artwork utilizing Shape, in projects that are either functional or non functional, Using varied medium.</b></p>	<p><b>*Teachers will introduce the lesson through images/visuals, two and three dimensional materials.</b></p> <p><b>*Teacher will demonstrate procedure with possible connections to elements and principles of design specific to particular project.</b></p>	<p><b>Paint</b></p> <p><b>Paper</b></p> <p><b>Clay</b></p> <p><b>Wood/cardboard</b></p> <p><b>Wire</b></p> <p><b>Computer based</b></p>	<p><b>Student self assessment rubric</b></p> <p><b>Teacher assessment rubric</b></p> <p><b>Project</b></p> <p><b>Critique</b></p>	<p><b>Language Arts -writing assessment and verbal critique</b></p> <p><b>Math-application of measurement skills</b></p> <p><b>History and Culture- Time period /artist and culture</b></p> <p><b>Technology-computer sites demonstrating</b></p>	<p><b>Material Modifications:</b></p> <p><b>Gloves</b></p> <p><b>Pencil Grips</b></p> <p><b>Stabilization Devises</b></p> <p><b>Scissors</b></p> <p><b>Enrichment:</b></p> <p><b>Room Placement</b></p> <p><b>Additional Supplies</b></p> <p><b>Supplemental materials</b></p> <p><b>Books</b></p>

	<p><b>*Students will create a project specific to the concept being studied within the parameters of the project.</b></p> <p><b>*Closure of the lesson will be measured through appropriate assessment including student and teacher written assessment and verbal critique.</b></p>	<p><b>design</b></p> <p><b>Pencil</b></p> <p><b>Printmaking</b></p> <p><b>Textile/ fiber arts</b></p>		<p><b>examples and techniques</b></p> <p><b>Science</b></p>	<p><b>Additional Technology</b></p>
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