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Date            Agenda Item
Acknowledgement

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I. PHILOSOPHY

We in the Linden Public Schools believe that the basic purpose of fine arts education K to 8 is to develop and nurture the students’ skills as creators, organizers, observers and evaluators. The fine arts program includes the integrated study of the arts and humanities. Our program consists of a wide-range of disciplines that contain art history, art criticism, aesthetics, art production as well as, appropriate content from the humanities and the sciences. We include in our programs, studies in the historical and cultural aspects of New Jersey, the United States, and the world.

We believe and accept the idea that the study of the fine arts:

- cultivates the whole person, engaging the mind, body and spirit.
- builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- invites multiple ways of knowing which actively engage the brain learning.
- fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- embraces ambiguity-encouraging students to wonder and question.
- develops both individual initiative and collective responsibility.
- connects cultures and generations, past and present.
- has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine arts program will allow young people to nurture a positive self image by developing self awareness and self discipline. We believe the teaching of the fine arts in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, cooperative in social interactions and appreciative of the work of others.
II. FINE ARTS PROGRAM DESCRIPTION

The purpose of this course of study in the Linden Schools is to develop a basic art knowledge and experience for children in grades kindergarten through eight.

We are of the fact that each teacher excels in a certain area of study in art and may stress this at his/her school. However, this program is written to provide a well-balanced district art program. Children at each grade level must have sequential art experiences before proceeding to the next grade. The purpose, then, is to provide scope and sequence in the art program, grades kindergarten through eight, throughout the district.

With growth in Linden being constant and with frequent changing of students from one building to another, coordination of the art program is of great importance. The course of study is written to meet the needs of the students in Linden. It is a creative one in which the children in grades kindergarten through eight have the opportunity to explore, experiment, and create in as many diversified media as possible at their own pace.

The study of art history and art appreciation plays an important role in the teaching of art, beginning with the very young kindergarten child. In order to develop the student’s appreciation and understanding of art through the ages, reproductions of prints and sculptures are available throughout the township.

It is our hope that when the child completes the nine years of art in elementary schools, he/she will have developed an understanding and interest in many different areas of art. He/she may desire to use what is learned for personal enjoyment of art as a viewer or consumer of art, enriching their quality of life.

It is our desire to provide the elementary students with creative enjoyable learning experiences in art through concerns for their growth and development, giving them a fine foundation in art education.

The course of study is a flexible one that allows room for coordination with social studies, science and mathematics. This may be done on an individual basis. The art and classroom teachers working as a team and utilizing subject matter content from both disciplines develop a stronger, comprehensive learning experience for the student.

It is our aim, therefore, to guide the students into experiences, which will extend their understanding of the world around them and provide opportunities for them to express these ideas. The course of study addresses the four components of discipline-based art: aesthetics, art history, art criticism and art production. It is further mindful of the child’s mental, emotional, social and physical growth and has great concern for the child’s self-worth and self-being. We are cognizant of the fact that an enjoyable learning experience is a meaningful and lasting one.
III. PROGRAM GOALS

It is the goal of the art department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in art open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of art and its application. They will develop an appreciation of art and enrich the quality of their lives now and in the future. This revised K-8 art curriculum includes the four components of discipline based art education (art history, art production, aesthetics, criticism). Originality, creativity and self-expression are stressed through development of each unit taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student’s growth and development in art.

Additional goals will:

1. Provide the opportunity for students to develop manipulative skills to express feelings and ideas through art production.
2. Present the art program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore art in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of art, which will assist them in understanding it’s use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of art with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school art program via students’ artwork as both a reflection of student achievement and a vehicle to communicate the value of art education to the community.

Aesthetic/Personal Philosophy
The student will:
1. develop knowledge and skills that strengthen and sharpen aesthetic awareness in art.
2. develop the ability to evaluate works of art based on aesthetic principles and artistic elements using higher order thinking skills.
3. develop and demonstrate an appreciation of art.

Creating
The student will:
4. develop perceptual, intellectual and technical skills in creation of art.
5. identify and develop an understanding of the elements, media, and the unique qualities which produce artistic outcomes.
6. develop skills for the safe use of materials, technology and procedures.
7. develop skills for artistic expression through the use of contemporary technologies.
8. demonstrate self-awareness, creative thinking, confidence, self-discipline, collaboration, and risk-taking in art.

**Critical/ Analytical/ Judgment/ Evaluation**

The student will:

9. develop critical thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content of artwork.
10. demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.
11. demonstrate awareness and understanding of art related careers, leisure activities, and personal life skills developed.
12. develop an understanding of the academic importance of art and its potential for interdisciplinary relationships with the curricula.

**Historical/ Cultural/ Social Contexts**

The student will:

13. identify historical, social, and cultural influences and traditions which generated artistic accomplishments throughout American history and which continue to shape contemporary arts. This will include the accomplishments of women; ethnic, racial, and cultural communities; and the physically challenged.
14. recognize and understand that artists and art institutions both contribute to our culture and society.

**New Jersey Core Curriculum Content Standards**

for Visual and Performing Arts

**Introduction**

An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual arts is critical to the success of New Jersey and the nation as we move into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop original ideas, increase their ability to solve problems, and interact in partnerships -- skills inherently learned through the arts.

An education in the arts has the potential to:

Strengthen our ability to be creative and inventive decision-makers

Develop a wide range of skills significant to many aspects of life and work
Provide varied and powerful ways of communicating ideas, thoughts and feelings, both as individuals and as members of communities

Enable us to understand and influence the increasingly complex technological environment affecting all aspects of our lives

Provide a strong economic base through the state's cultural attractions

Emphasize humanities education as a key to understanding the arts as products of complex social, cultural, and intellectual trends

Enrich understanding of the human experience across cultures and histories, including the accomplishments of men and women of different ethnic, racial, and cultural backgrounds

Provide valuable tools to enhance learning across all disciplines

Empower people to create, reshape and fully participate in personal and community environments, to enhance the quality of life for all.

All children require and must be provided with an opportunity for a meaningful arts education. These core curriculum standards provide the foundation for creating a framework for essential arts education in all New Jersey schools. They form the core of our expectations for New Jersey students.

Six core curriculum content standards for Visual and Performing Arts are arranged in five broad categories including: aesthetic (1.1); creating and performing (1.2, 1.3); critical, analytic, judgmental, and evaluative (1.4); historical, social, and cultural (1.5); and design with respect to form, function, and structure (1.6).

The categories stated above include specific standards that define these artistic concepts and elements in the art forms of dance, music, theater, and the visual arts. A focus on general artistic concepts and themes rather than on the individual art forms provides a document that can be easily accessed by all arts educators, regardless of discipline.

While national, state, and individual arts discipline standards were extensively reviewed and considered during initial panel deliberation, it was determined that a more comprehensive and interdisciplinary design be constructed, where all art forms could be included in one document. These standards reflect the concern that the separate arts disciplines be viewed as one common body of skills and knowledge.

**Visual And Performing Arts List Of Standards**

1.1 All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.
1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

1.4 All students will develop, apply and reflect upon knowledge of the process of critique.

1.5 All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Knowledge**

1. Observe the four art forms of dance, music, theater, and visual art.

2. Explain that dance, music, theater and visual art can generate personal feelings.

3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

**B. Skills**

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.

3. Use imagination to create a story based on an arts experience in each of the art forms.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Knowledge**
1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.

2. Communicate ideas reflecting on the nature and meaning of art and beauty.

3. Recognize works of art and art elements designed to imitate systems in nature.

**B. Skills**
1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.

2. Compare and contrast works of art that communicate significant cultural meanings.

3. Apply qualitative terms when responding to works of art.

4. Create an arts experience that communicates a significant emotion or feeling.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Knowledge**
1. Examine works of art that have a utilitarian purpose (Functionalism).

2. Analyze works of art that place emphasis on structural arrangement (Formalism).

3. Describe how an element of an art form contributes to the aesthetic value of a particular work.

4. Describe the compositional design in selected works of art or performance.

**B. Skills**
1. Explain the aesthetic qualities of specified art works in oral and written responses.

2. Incorporate personal life experiences into an aesthetic response about an artwork.

3. Examine how exposure to various cultures and styles influence individuals’ feelings toward art forms and artworks.

4. Communicate ideas about the social and personal value of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Knowledge**
1. Examine works of art that communicate significant cultural beliefs or set of values.

2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.

3. Analyze how art is often defined by its originality.

**B. Skills**

1. Differentiate between the unique and common properties in all of the arts.

2. Distinguish among artistic styles, trends, and movements in various art forms.

3. Express how art is inspired by an individual's imagination.

4. Describe changes in meaning over time in the perception of a known work of art.

**STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.**

**Descriptive Statement:** Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**Visual Art**

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.

2. Cite basic visual art vocabulary used to describe works of art.

3. Present completed works of art in exhibition areas inside and outside the classroom.

4. Recognize how art is part of everyday life.
Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

Visual Art
1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

Visual Art
1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
3. Recognize and use various media and materials to create different works of art.
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
5. Investigate arts-related careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

Visual Art
1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music,
theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**Visual Art**
1. Identify the basic art elements of color, line, shape, form, texture, and space.
2. Discuss how art elements are used in specific works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**Visual Art**
1. Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**Visual Art**
1. Describe the emotional significance conveyed in the application of the elements.
2. Describe a work of art that clearly illustrates a principle of design.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**Visual Art**
1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.**

**Descriptive Statement:** Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others.
Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Knowledge**  
1. Explain that critique is a positive tool.  
2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.  

**B. Skills**  
1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.  
2. Express how individuals can have different opinions toward works of art.  

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Knowledge**  
1. Utilize basic arts terminology and arts elements in all four arts domains.  
2. Recognize the value of critiquing one’s own work as well as the work of others.  

**B. Skills**  
1. Observe the basic arts elements in performances and exhibitions.  
2. Formulate positive analysis of arts performances by peers and respond positively to critique.  
3. Recognize the main subject or theme in a work of art.  

**Building upon knowledge and skills gained in preceding grades by the end of Grade 6, students will:**

**A. Knowledge**  
1. Classify elements of unity or repetition in a work of art.  
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.  
3. Describe the technical proficiency of the artist’s work, orally and in writing.  

**B. Skills**  
1. Critique performances and exhibitions based on the application of the elements of the art form.  
2. Identify and differentiate among basic formal structures within artworks.  
3. Consider the impact of traditions in the critique of works of art.
Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge
1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.

2. Compare artistic content among contrasting art works in the same domain.

B. Skills
1. Evaluate the judgment of others based on the process of critique.

2. Compare and contrast the technical proficiency of artists.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge
1. Recognize works of art from diverse cultures.

B. Skills
1. Identify family and community as themes in art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge
1. Identify works of art from various historical periods and diverse cultures.

2. Recognize arts resources that exist in communities.

B. Skills
1. Describe the general characteristics of artworks from various historical periods and world cultures.

2. Examine art as a reflection of societal values and beliefs.
Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge
1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

B. Skills
1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge
1. Analyze how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

B. Skills
1. Identify the common artistic elements that help define a given historical period.
2. Discuss how cultural influences add to the understanding of works of art.
IV. SCOPE AND SEQUENCE

On the following pages are Visual Arts Program Scope and Sequence grades K-8. The unit topic and strands are consistent with the New Jersey Core Curriculum Content Standards and reflect a series of objectives that will be taught at each grade level in all art classrooms across the district. The letters indicate the grade at which the concept will be introduced (I), the grade in which that same concept will be further developed (D), the grade in which the objective is expected to be mastered (M) and then continued to be reinforced (R) in succeeding grades.

This scope and sequence begins in Kindergarten. As the Fine Arts offerings vary in discipline options in the middle grades, one can adjust the categories of I, D, M and R to begin in the year in which the student first studies Fine Arts.

The Fine and Performing Arts Program has anchors in grades 4, 8, and 11 and represents a cumulative progression. In the NJ Core Curriculum Content Standards these years represent the grades at which Fine Arts will be assessed in the next few years. In our scope and sequence, one can find a mastery marker in the objectives and the grades at which the students will be expected to know and be able to demonstrate proficiency to the state in Fine Arts achievement on the New Jersey ESPA, GEPA, and HSPA.

Due to the variety and diversity of courses offered, individual course curriculum will show at which grade it would be appropriate for a concept to be introduced and developed in order to achieve mastery at the designated grade markers. A model of an individual scope and sequence of an individual course curriculum can be found in the appendices.

DEFINITION OF SYMBOLS

Each goal and objective is stated and includes a grid, which shows scope and sequence. The grid also indicates when the objective is introduced, when it is developed, when it will be mastered, and when it should be reinforced.

The symbols used in this document are:

- I: Introduction of the skills/concepts
- D: Development of the skills/concepts
- M: Mastering the skills/concepts
- R: Reinforcing the skills/concepts
DISCIPLINE BASED ART EDUCATION

The four components of discipline-based art (art appreciation, aesthetics, criticism, and production) are addressed in the planning of each unit of study. While these components are equally important, they are not meant to be equally weighted in terms of time provided or emphasis in a lesson. Ideally, each instructional strategy or lesson plan should contain interrelated elements of each discipline. The application is determined by the individual teacher in regard to amount of time or emphasis to place on each.

A lesson may emphasize creative expression or refinement of skills, and it may introduce an historical fact or cultural context of the art form to be created as well as include aesthetics and criticism. It is the role of the art teacher to cover all the objectives stated in this document in his/her own way, allowing the students to develop individuality and creativity in each lesson.

Through involvement in the creative art expression, the student will acquire skills, techniques, and the knowledge and will:

- Use drawing, painting and modeling techniques to show ideas, feelings, moods and values.
- Understand how a media works, and its scope and limitations.
- Become familiar with elements of design and their uses in art.
- Recognize the use of lines and shapes to create.
- Examine images, ideas, and meaning in works of art.
- Recognize and respect the originality and individuality of his/her own expressions.
- Demonstrate the ability to design by overlapping shapes, variation of lines, colors, sizes, and texture.
- Use different types of art work as examples; the student will add knowledge to his/her own work.
- Examine and compare ideas and meanings of art, which relate to society and culture.
- Begin to be able to transform personal experiences into artistic expression.
- Encourage experimentation within the parameters of a medium’s flexibility.
- Further develop the ability to create 2D and 3D visual images.
- Understand and appreciate the diverse and individual quality of artistic expression.
- Understand the use of the fluid media of paint as a means of creative expression.
- Understand the meaning of originality in one’s own art expression.
# Art Appreciation: Historical Culture

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<td>1. Describe how a work of art makes you feel</td>
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<td>M</td>
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<td>2. Know various media: pencils, paint, clay, wool and paper.</td>
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<td>D</td>
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<td>D</td>
<td>M</td>
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<tr>
<td>3. Develop an understanding of the language of art.</td>
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<td>4. Become acquainted with works by artists.</td>
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<tr>
<td>5. Understand that various visual art careers exist and know the artists contributions to the community.</td>
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<td>I</td>
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<tr>
<td>6. Use the visual arts to express a concept, tell a story, create a mood, express an emotion, and symbolize an idea.</td>
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<td>D</td>
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<tr>
<td>7. Develop a work of art that communicates both verbally and visually (ex: illustration, poster, etc.)</td>
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<td>D</td>
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<tr>
<td>8. Understand the use of symbols and signs to communicate the ideas and feelings in a work of art of our own or other cultures.</td>
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<td>I</td>
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<tr>
<td>9. Understand the use of color and line to create a mood or emotion.</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<tr>
<td>10. Develop a historical understanding of the arts (primitive to present).</td>
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<tr>
<td>11. Recognize the difference between three or more works of art from any period in art.</td>
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<tr>
<td>12. Recognize the opportunity for careers in the visual arts and the role of artists in the community.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>13. Use appropriate language for all the visual arts including media, techniques, and tools to promote communication and understanding.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>14. Discuss the originality in creative artwork.</td>
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<td>D</td>
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<td>D</td>
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<tr>
<td>15. Develop an understanding of the historical and social times in which an artwork is created.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>16. Understand and appreciate the creative work of peers.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>17. Understand and appreciate works of art and the meanings of works of art.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>18. Know several contemporary artists' work.</td>
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<td>D</td>
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<tr>
<td>19. Know differences between the Impressionist/Expressionist art</td>
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<td>UNIT TOPIC AND STRANDS</td>
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<tr>
<td><strong>Aesthetics/Perception</strong></td>
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<tr>
<td>1 Develop an awareness of shapes of both natural and human origin.</td>
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<tr>
<td>2 Develop an awareness of the elements of design, line, form, texture, color, and shape.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<td>M</td>
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<tr>
<td>3 Value others’ unique ideas and abilities.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>R</td>
<td>R</td>
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<tr>
<td>4 Understand that different things look different depending upon the conditions of light, movement, position, and relative size.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
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<tr>
<td>5 Describe the impressions one receives when looking at a work of art.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>M</td>
<td>M</td>
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<tr>
<td>6 Look at and describe natural and human made forms in order to understand their underlying structure.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>D</td>
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<tr>
<td>7 Describe ways to look at works of art, nature, and objects.</td>
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<td>D</td>
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<tr>
<td>8 Recognize and value our own and different cultural backgrounds.</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>D</td>
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<tr>
<td>9 Describe the visual effects that occur when you change objects and people in space.</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<tr>
<td>10 Know the details of design: repetition, rhythm, color, form, line, and balance.</td>
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<td>I</td>
<td>D</td>
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<tr>
<td>11 Understand the element of design alone can be the basis for a work of art.</td>
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<tr>
<td>12 Use creative viewpoints by describing imaginative ways to look at the environment or image.</td>
<td>I</td>
<td>I</td>
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<tr>
<td>13 Describe visual and tactile qualities in works of art.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>14 Value our own and different cultural backgrounds.</td>
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<tr>
<td>15 Know about light and dark surface treatments.</td>
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<tr>
<td>16 Inquire and reflect on reasons for liking the art works created.</td>
<td>I</td>
<td>I</td>
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<tr>
<td>17 Understand images from the everyday environment.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<tr>
<td>18 Understand that all artists create differently and their work is perceived differently by the viewer.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<tr>
<td>19 Enrich the awareness of the value of art.</td>
<td>I</td>
<td>I</td>
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<td>UNIT TOPIC AND STRANDS</td>
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<td><strong>Art Criticism</strong></td>
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<tr>
<td>1 Develop an understanding of the qualities of natural and manmade objects.</td>
<td>I</td>
<td>I</td>
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<td>D</td>
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<tr>
<td>2 Identify basic art media used in works of art.</td>
<td>I</td>
<td>I</td>
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<tr>
<td>3 Identify sensory qualities.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<tr>
<td>4 Describe how a work of art makes you feel.</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>D</td>
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<td>M</td>
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<td>R</td>
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<tr>
<td>5 Look at two or more works of art of the same subject and talk about similarities and differences in the pieces.</td>
<td>I</td>
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<tr>
<td>6 Describe similarities and differences in different works of art, environments or periods of time.</td>
<td>I</td>
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<tr>
<td>7 Begin to identify themes in works of art from various cultures.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<tr>
<td>8 Use elements of design to describe works of art, nature and other objects.</td>
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<tr>
<td>9 Describe the way objects and environment may be organized in a picture.</td>
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<td>I</td>
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<tr>
<td>10 Begin to develop a critical thought process through discussion of a work of art.</td>
<td>I</td>
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<tr>
<td>11 Apply knowledge of the elements of design in art products.</td>
<td>I</td>
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<tr>
<td>12 Identify some of the symbols that are used by different cultures in their art work.</td>
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<tr>
<td>13 Be able to differentiate between an art reproduction and an original work of art.</td>
<td>I</td>
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<tr>
<td>14 Use of elements of design and the language of art when describing works of art.</td>
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<td>15 Be aware of composition in art products.</td>
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<td>16 Identify basic media used in works of art.</td>
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<td>17 Recognize, understand and use the elements of design in discussing his/her own works of art.</td>
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V. ART PRODUCTION CURRICULUM

Drawing
Painting
Graphics/Illustration
Fibers/Textile
Ceramics
Sculpture
Technology
Mixed Media
DRAWING

OBJECTIVES:

Upon completion of this unit of study, the student will:

- understand the various techniques of drawing.
- develop fine and gross motor skills through the use of various drawing media (painting large brush, finger paint).
- use drawing as an expression of oneself both visually and emotionally.
- develop observational skills and eye-hand coordination through drawing from our environment.
- develop perceptual skills and awareness of the world around him/her.
- develop knowledge of figure drawing.
- understand the concept of one point perspective.
- understand the concept of two point perspective.
- understand the visual concept of big-small.
- understand the visual concept of distance: background, foreground, middle ground.
- understand the concept of overlapping in drawing a realistic visual expression.
- understand the concept of overlapping in drawing a design.
- understand the concepts of “in front of” and “behind”.

SUGGESTED ACTIVITIES:

Each activity should be adapted to the appropriate grade level, keeping in mind the growth and development of the child. A list of subject matter is given below. The method to complete the activity depends on the goal of the lesson. Large drawing might be done with paint, chalk, crayon, or ink, etc., while fine detail drawing would be done with fine markers, scratch board, pencil, etc.

Drawing is a means of defining the shapes of objects, which can represent ideas or express emotion by means of line or tone on a flat surface. Drawing is fundamental to nearly all areas of study. Developing eye-hand coordination is the most essential skill involved.

- Portraits of self and family
- Animals
- Pets
- Familiar people
- Imaginary people and subjects
- The city
- The country
- Under water scenes
- A trip into space
- The house I live in
- The street I live on
- Landscapes
- Studies of trees, flowers and weeds
- Still life
- Cartooning
- Fantasy & Imaginative Art
- Mathematical designs – division of space – radial – geometric design
- Figure drawing – a variety of activities
- Architectural drawings – Victorian houses – Egyptian Art – Roman Art – Futuristic
- Inanimate objects
- Man-made objects
- Drawing from nature
- Drawing in a specific artist’s style
- Interpretation of music
- Drawing in the style of a specific period of art
- Line as design – a pattern
- Line as rhythm – a movement
- Gesture drawing – figure
- Contour drawing – figure
- Worm’s eye view of the world – bird’s eye view of the world
- Landscape in perspective
- Understanding that all artists draw differently
- Copying an artist’s style
- Crumbled paper drawing (show volume)

SUGGESTED MEDIA AND MATERIALS TO BE USED:

By exploring the possibilities of these materials, technical skills are developed which enable students to achieve controlled result.

- Watercolor
- Finger paint
- Tempera
- Acrylic
- Ink
- Pens – felt tip, lettering, etc.
- Pencils
- Paintbrushes
- Markers
- Yarn
- Chalks and pastels
- Scratch points
- Pins
- Crayons
- Watercolor paper
- Bogus paper
- Manila paper
- White paper
- Construction paper, assorted colors
- Scratch Board
- Acetate
- Charcoal
- Cardboard
- Oaktag
- Plexiglas
- Matboard
- Wood
- Q-tips
- Sponges
- Computer
ART APPRECIATION: HISTORICAL/CULTURAL:

The selection of a time in art history should be made at the discretion of the instructor and be a part of the lesson’s objective. The emphasis should be on what artists, through their works of art, communicate or reflect on their times, their culture or themselves. Discussion of differing cultures, periods, philosophical points of view, or different methods an artist used should be considered more vital than when a work was created.

- Egyptian
- Renaissance
- Baroque
- Impressionism
- Post-Impressionism
- Expressionism
- Oriental Art
- American Art- 19th, 20th Century
- American Folk Art- 17th, 18th Century
- African Art
- Spanish Art
- Mexican Art
- Flemish Art
- English Art
- Dutch Art
- Italian Art
- Native American Art
- Surrealism
- Primitive Art
- Greek and Roman Art
- Modern Art
- Pop Art
- Op Art
- Aboriginal Art
## GOALS:
Upon completion of this area of study, the student will:

### Scope & Sequence

**UNIT TOPIC AND STRANDS**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC AND STRANDS</th>
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<tbody>
<tr>
<td>1</td>
<td>Understand the use of line drawing with many media.</td>
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<td>2</td>
<td>Understand line as an expression of emotion or mood.</td>
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<td>3</td>
<td>Understand the use of line in rhythm, repetition and movement.</td>
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<td>Understand the use of tones, in relation to showing distance.</td>
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<td>5</td>
<td>Understand drawing in one-point perspective.</td>
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<td>6</td>
<td>Understand drawing in two-point perspective.</td>
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<tr>
<td>7</td>
<td>Understand proportion in relation to a realistic visual artwork.</td>
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<td>8</td>
<td>Train the eye to draw what it sees through contour drawing.</td>
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<td>9</td>
<td>Understand personal perception of the individual artist (distortions, each artist as an individual).</td>
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<td>10</td>
<td>Blend colors to achieve volume in drawing.</td>
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<td>D</td>
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<tr>
<td>11</td>
<td>Know hard line.</td>
<td>I</td>
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<tr>
<td>12</td>
<td>Understand positive and negative space.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>13</td>
<td>Draw a portrait from life.</td>
<td>I</td>
<td>I</td>
<td>D</td>
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<td>M</td>
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<tr>
<td>14</td>
<td>Draw what is part of his/her environment.</td>
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<td>D</td>
<td>D</td>
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<td>15</td>
<td>Understand drawing the figure in proportion.</td>
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<td>16</td>
<td>Understand composition.</td>
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<td>17</td>
<td>Understand that drawing may be accomplished in many media.</td>
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<td>18</td>
<td>Understand concepts of mathematical art (division of space-geometric design, etc.)</td>
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<tr>
<td>19</td>
<td>Understand the concepts of cross-hatching, dotting, and combination of line.</td>
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<td>20</td>
<td>Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen &amp; ink, scratchboard).</td>
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<td>21</td>
<td>Understand the concept of enlarging and the concept of scale.</td>
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<td>D</td>
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</table>
PAINTING

OBJECTIVES:

Upon completion of this program of study, the student will:

- develop hand-eye coordination
- understand the care and use of painting materials
- have the opportunity for spontaneous creative expression through this fluid media.
- understand the fluid media of finger-paint in relation to his/her own body manipulations.
- develop small and gross motor skills.
- develop ideas from imagination with a fluid media.
- commit time and effort to developing ideas and concepts.
- understand the variety of methods of applying paint other than with a brush (i.e., sponge, Q-tip, etc.).
- understand the various techniques of painting, including principles of design and composition.
- develop ideas from the environment or man-made objects for inspiration.

SUGGESTED ACTIVITIES:

In selecting activities for a painting lesson, the teacher should keep in mind the fact that painting is a fluid medium, and in the primary grades treated as such. Children should paint directly with paint, no predrawing with pencil. The young child should be able to create beautiful visual expressions showing free flowing lines, developing large motor skills with the whisk of a brush. Planning should be carefully done through the grades. All students should be taught the techniques of paint and it’s vivid qualities. A painting lesson for middle school should be more sophisticated than for elementary school children. The middle school student should show control of the media and it’s varied techniques.

- Painting- tempera, acrylic and water-color
  - My family
  - My pets
  - Flowers
  - People
  - A scene

- “Together” painting- (two students on a large paper.)

- Mural Painting
- Painting a design
- Use sponges as a painting tool
- Mixing colors
- Imaginary pictures
- Story illustrations
• Geometric designs (hard line)
• Free form
• Spontaneous design
• Analogous
• Warm colors
• Complimentary colors
• String painting
• Stick painting
• Crayon resist (use of wash)
• Landscape
• Seascape
• Gesture drawing
  o Seasonal scenes
• Clowns
• On-location painting

SUGGESTED MATERIALS:

• Large brushes- bristle (tempera)
• Watercolor brushes
• Various size brushes
• Construction paper- all colors
• Manila paper
• Drawing paper (white)
• Water color paper
• Sponges
• Newspaper
• Chalk- (wet) or pastels
• Chalk-(dry) or pastels
• String
• Finger paint
• Palettes
• Egg cartons (or other containers for paint)
• Tempera paint
• Acrylic paint
• Watercolor paint
• Cardboard

ART APPRECIATION: HISTORICAL/CULTURAL:

The selection of a time of history or a school of painting should be made at the discretion of the teacher and be a part of the lesson’s objective. The emphasis in presentation is that there are many ways of expressing oneself through paint. Discussion of the different techniques in painting and comparisons of different paintings of the same subject matter should be serious considerations in planning a lesson in painting at any level.

• Impressionism
• Post-Impressionism
• Modern Art
• Expressionism
• Abstract Expressionism
• Oriental- Japanese Brush strokes
• American Art
• Primitive Art
• African Art
• Op Art
• Cubism
• Aboriginal Art
GOALS:
Upon completion of this area of study, the student will:

Scope & Sequence

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
<th>K</th>
<th>1</th>
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<td><strong>Painting</strong></td>
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<tr>
<td>1 Understand the qualities of painting media through mixing colors.</td>
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<tr>
<td>2 Better understanding of the principles of color theory: mixing primaries to create a secondary color.</td>
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<tr>
<td>3 Better understanding of the principles of color theory: Tints, shades and values</td>
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<tr>
<td>4 Better understanding of the principles of color theory: Complementary colors.</td>
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<tr>
<td>5 Better understanding of the principles of color theory: Analogous colors.</td>
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<tr>
<td>6 Better understanding of the principles of color theory: Cool colors, warm colors.</td>
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<tr>
<td>7 Better understanding of the principles of color theory: Tertiary colors.</td>
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<tr>
<td>8 Understand the concept of a horizon line in painting the world around us.</td>
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<tr>
<td>9 Understand large and small to show distance (perspective).</td>
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<tr>
<td>10 Understand the difference between opaque and transparent.</td>
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<tr>
<td>11 Understand the concept of hard line painting (with tape, etc.).</td>
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<td>12 Develop the use of the painting media to illustrate depth or form.</td>
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<tr>
<td>13 Create visual texture through the use of values (brush manipulation, sponges, found objects, palette knife).</td>
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<td>14 Create spontaneous design using the painting media.</td>
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<tr>
<td>15 Utilize various types of painting tools such as: sponge, brush, etc.</td>
<td>I</td>
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<tr>
<td>16 To utilize the theory of oriental brush strokes to create controlled painting (drybrush).</td>
<td>I</td>
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<td>17 To understand how to control a wet medium to achieve desired results.</td>
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<td>Painting (continued)</td>
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<tr>
<td>18 Develop a painting from beginning to completion with the use of paint for solid areas as well as line.</td>
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<td>19 Understand how to layer paint both with transparent pigment wash and opaque pigment.</td>
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<tr>
<td>20 Utilize the elements of design in painting.</td>
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<tr>
<td>21 Understand the principles of design in creating a painting.</td>
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<td>22 Understand the concept of foreground, middle ground and background by using color.</td>
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<tr>
<td>23 Understand the technique of blending colors to create shapes and forms.</td>
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<td>24 Understand the difference in painting media: tempera, acrylics, watercolor.</td>
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<td>25 Be aware of the types of artists (illustrators, fine artists, moviemakers, and designers), that utilize painting techniques and the job opportunities in the marketplace.</td>
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GRAPHICS/ILLUSTRATION

OBJECTIVES:

Upon completion of this area of study, the students will:

- use the printing process for repeat designs
- understand that printmaking is a process of reproducing an original image.
- recognize the importance of positive and negative space in a relief print.
- use the assigned printing process and its effects to achieve desired results.
- know additive and subtractive printing process.
- use the elements of design in creating a print.
- know the relief printing process

SUGGESTED ACTIVITIES:

Each lesson should be adapted to the appropriate grade level. A simple monoprint in kindergarten can become a part of a special or more sophisticated act within the middle grades. Careful planning on the instructor’s part will add to the excitement of the graphic design at any level. Each experience through the grades grows upon a previous graphic experience, developing a continuum and scope and sequence in graphics.

- Monoprint with finger-paint
- Using hands and fingers to print
- Print with cut styrofoam
- Etch drawing into styrofoam
- Print with yarn, string
- Print with cardboard
- Use cardboard collage as a relief method
- Relief print with vegetables and potatoes
- Stencil making for positive and negative
- Erasers for stamping
- Dry point using film, plastic, acetate, or fiber board
- Chalk
- Markers and mix media
- Glue Prints
- Embossing, cardboard and found objects
- Lettering
- Creating a book cover
- Create a cartoon strip
- Illustrating a CD/album cover
- Creating a movie poster
- Creating an original playing card (jack, queen or king).
- Illustrating a classic ‘fairy’ from another age (50’s, 60’s 90’s etc.)
SUGGESTED MEDIA AND MATERIALS TO BE USED:

Selection of media or materials for each lesson should be appropriate for the grade level or objective to be taught. Combinations of printing methods may be used for media depending upon the outcome desired and the age of the students.

- Finger-paint
- Tempera
- Water-based printing ink
- Crayons
- Sticks
- Cardboard
- Glue
- String and yarn
- Found Objects
- Styrofoam trays
- Wood
- Erasers
- Media Mix
- Brayers
- Spoons
- Crayon
- Plexiglas or inking trays

ART APPRECIATION: HISTORICAL/ CULTURAL:

The selection of time in history of a type of graphics should be made at the discretion of the art instructor and be part of the lesson’s objective. Examples of a local artist’s work, eve, other student’s work, from a previous year, to illustrate a technique or motivate critical thinking and /or criticism should also be given. Possibilities include:

- Japanese- modern
- Japanese- ancient
- American pop-
  - Johns, Warhol, Rauschenburg
- John Audubon
- Currier and Ives
- Rembrandt
- Local artists
- Greg/Tim Hildebrandt
- Maxfield Parrish
- Norman Rockwell
- Al Hirschfeld
- N.C. Wyeth
- Charles Schultz
- Brad Holland
- Stan Lee
- Justin Bua
GOALS:
Upon completion of this program, the student will:

Scope & Sequence

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Graphics/Illustration</strong></td>
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<tr>
<td>1 Create a print from a variety of materials.</td>
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<tr>
<td>2 Use the elements of design to create a good graphic print.</td>
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<tr>
<td>3 Know the various printing processes: rubbing, monoprints, styrofoam and found objects.</td>
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<tr>
<td>4 Understand the methods and materials used to create each type of print.</td>
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<td>5 Learn basic relief printing techniques.</td>
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<td>6 Learn the stenciling process.</td>
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<td>7 Learn the monoprint process.</td>
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<td>8 Understand repeat pattern.</td>
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<td>9 Understand repeat pattern in rotation.</td>
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<td>10 Print a yarn relief design.</td>
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<tr>
<td>11 Understand the idea of job opportunities in the work force.</td>
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<tr>
<td>12 Understand all the media (ie; drawing, painting, etc.), techniques in creating an illustration.</td>
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<tr>
<td>13 Understanding basic lettering and lettering styles.</td>
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<tr>
<td>14 Understanding how styles of lettering enhance an image.</td>
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<tr>
<td>15 Designing the illustration to include lettering to create a more powerful composition.</td>
<td>I</td>
<td>I</td>
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<tr>
<td>16 Creating a piece of commercial art from a story, movie, book or idea.</td>
<td>I</td>
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<tr>
<td>17 Be familiar with famous/known illustrators (ie; Hildebrandt, Maxfield Parrish, NC Wyeth.) and their work.</td>
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<tr>
<td>18 Utilize the concepts of thumbnail and preliminary sketches prior to final production of illustration.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>19 Under the concept of sequencing in creating a story cartoon or comic.</td>
<td>I</td>
<td>D</td>
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</tbody>
</table>
FIBERS/ TEXTILE DESIGN

OBJECTIVES:

Upon completion of this area of study, the student will:

- understand movement of line.
- understand over and under, in and out, above and below
- develop hand-eye coordination
- develop fine motor skills
- understand various fibers and their use in creating an art expression.
- understand simple basic stitching.
- understand repetition in design of line and color.
- promote an understanding of an implied design.
- use texture in a design.
- understand tactile qualities of texture.
- combine texture and color to create various effects.
- create a two-dimensional design with fabric.
- create an aesthetically pleasing and functional three-dimensional design with fibers or fabric
- understand and plan use of color and texture in fibers in creating an art product.
- appreciate and use found materials from nature to create an art form.

SUGGESTED ACTIVITIES:

Each activity and material selected should be appropriate to the grade level, keeping in mind the growth and development of the child. Each experience is meant to draw upon the previous lesson, developing a scope and sequence.

- spontaneous stitching
- line design
- cut paper weaving
- mesh
- cardboard loom weaving
- weaving on a wood frame or loom
- weaving with found materials
- picture stitching
- banners
- tie-dye
- batik
- hooking on canvas/mesh
- appliqués: outline, chain, couching, running, satin and cross
- fold and dye (cloth- fiber paper)
- printing on fabric
- stenciling on fabric- repeat patterns
- simple macramé hangings
- sculptural form
SUGGESTED MATERIALS:

Below is a list of materials to be used in this unit; your imagination knows no boundaries.

- Yarn
- Burlap
- Mesh
- Construction paper
- Meat trays
- Oak tag
- Beads
- Textured fabric
- Dippity dye papers
- Muslin
- Elmers glue
- Needles
- Straws
- Cloth (scraps)
- String
- Popsicle sticks
- Iron
- Permanent markers
- Fabric markers
- Thread
- Dowel sticks
- Weeds
- Twigs
- Feathers
- Branches
- Reed
- Raffia

ART APPRECIATION: HISTORICAL/ CULTURAL:

Our heritage includes knowing something about the history of art as well as appreciating the process of creating an art product. Emphasis should be on the different cultures, periods, sources and materials available, as well as the artist’s interpretation and feelings about his creations.

Students should be able to make aesthetic judgements about these works of art and appreciate them for what they are:

- Oriental
- Indian
- Contemporary (rya rugs, wall hangings, quilts, etc.)
- New Zealand (painting on cloth, etc.)
- Native American (Indian blankets, cloth, etc.)
- African (wall hangings, cloth, etc.)
**FIBERS/TEXTILE DESIGN**

**GOALS:**
Upon completion of this area of study, the student will:

**Scope & Sequence**

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
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<tbody>
<tr>
<td>Fibers/Textile Design</td>
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<tr>
<td>1 Develop an understanding of over and under weaving.</td>
<td>I</td>
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<tr>
<td>2 Develop an understanding of up and down through stitching.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>3 Know basic stitches.</td>
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<td>D</td>
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<tr>
<td>4 Create a design or visual expression through the use of fibers as a media.</td>
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<tr>
<td>5 Understand the use of fibers in the art forms of the American Indian.</td>
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<tr>
<td>6 See the design qualities of common materials and application of their use in an art form.</td>
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<tr>
<td>7 Understand the basic concepts of weaving warp and weft (horizontal &amp; vertical).</td>
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<tr>
<td>8 Understand the concept of spontaneous design in tie dying.</td>
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<tr>
<td>9 Understand the use of texture in design created.</td>
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<tr>
<td>10 Understand the tactile qualities of texture.</td>
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<tr>
<td>11 Understand the basic knots used in macramé.</td>
<td>I</td>
<td>I</td>
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<tr>
<td>12 Understand the planning and using texture and color in textile.</td>
<td>I</td>
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<tr>
<td>13 Understand the process of batik.</td>
<td>I</td>
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<td>D</td>
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33
CERAMICS

OBJECTIVES:

Upon completion of this area of study, the student will:

- complete a pinch pot.
- be able to use the coil method when working with clay.
- utilize slab method when working with clay.
- create a representational sculptural form using clay.
- recognize the importance of texture when working with clay.
- know the appropriate terminology when using clay: kiln, fire, glaze, bisque, green ware, slip, pinch, coil, slab, scoring, underglaze.
- utilize combining techniques in one ceramic form (coil-slab-pinch-pot).
- understand the use of ceramic clay to create a functional traditional form.
- understand the clay forming process of rolling.
- understand the clay forming processes of joining, slipping, and scoring.
- understand the clay forming process of pinching and pulling.
- understand the various types of surface decoration process used in clay (impressed designs, texture tools, underglaze).

SUGGESTED ACTIVITIES:

Each activity should be adapted to the appropriate grade level, keeping in mind the growth and development of the child. Each experience should draw upon the previous lesson upon a prior lesson in order to develop a continuum and scope and sequence.

- create a pinch pot as a container.
- create a pinch pot with textural designs and /or forming animals, clowns, bells, etc.
- simple sculpture, animals, etc.
- coil method pots, 3D design, etc.
- slab method, house bells, boxes, jars, container vessels.
- underglazing.
- balls, coils into a predetermined mold to create a vessel.
- impressions.
- cut-out designs.
- add ons, (relief, bas-relief).
- clay masks.
- drape clay to create a vessel.
- ceramic jewelry.
- figure modeling.
- figures and animals created with combining coils and slab.
- designing a tile.
SUGGESTED MEDIA AND MATERIALS:

All work should be created with materials specified for each lesson. Each technique requires different tools and/or materials. The teacher will plan and organize each lesson accordingly.

- Ceramic clay – (terra cotta, earthstone, white talc)
- Glaze
- Underglaze
- Slip
- Water
- Clay tools
- Rolling pins

- Carving, cutting tools
- Fabrics, burlap, etc.
- Extruder (garlic press)
- Dowel sticks/rulers
- Found objects (shells, pine cones, etc)

ART APPRECIATION: HISTORICAL/CULTURAL:

The selection of a time in art history in ceramics should be made at the discretion of the instructor and be part of the lesson’s objective. Historical backgrounds should be presented with each unit of study, if possible; the emphasis should be on what art objects tell us about sources, influences, their culture, and their times rather than knowing dates.

- Primitive – African, Pacific, pre-Columbian
- Egyptian
- Greek
- Roman
- Oriental
- Native American
- Early American
- Islamic
- Contemporary pottery
- Decorative art
**CERAMICS**

**GOALS:**

Upon completion of this area of study, the student will:

**Scope & Sequence**

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
<th>K</th>
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<tbody>
<tr>
<td><strong>Ceramics</strong></td>
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<tr>
<td>1 Create a pinch pot.</td>
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<tr>
<td>2 To be able to use the coil method when working with clay.</td>
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<td>3 Utilize slab method when working with clay.</td>
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<tr>
<td>4 Create a representational sculptural form using clay.</td>
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<tr>
<td>5 Recognize the importance of texture when working with clay.</td>
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<tr>
<td>6 Utilize combining techniques in one ceramic form (coil-slab-pinch pot)</td>
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<tr>
<td>7 Understand the use of ceramic clay to create a functional traditional form.</td>
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</table>
OBJECTIVES:

Upon completion of this area of study, the student will:

- create objects in three dimensions.
- develop small and gross motor skills.
- use 3D form as an expression of oneself.
- develop perception of 3D form by observing the world around us.
- learn importance of balance and movement in 3D work (mobile, stabile).
- understand the concept of positive and negative space.
- know the difference between subtractive and additive processes.
- know the difference between bas relief, free standing, portrait, bust, and mobile or kinetic sculpture.
- understand sculptural forms for focus of decorative items.
- distinguish between 2D and 3D design.
- be able to work with a variety of materials to create a 3D form.
- create a sculptural form with movement and balance in space (mobile, kinetic, stabiles).
- know how to create realistic sculpture of human, animal, or inanimate forms using a variety of materials.
- create a functional piece of sculpture (puppets, jewelry, etc).
- design an architectural form as a sculpture form.
- develop a basic knowledge of proportion when creating realistic sculpture.
- understand how to create a sculptural form through construction materials (blocks, boxes, etc).
- understand the creation of a sculptural form through the use of simple paper construction.
- understand the methods of the joining process in a sculptural form, gluing, stapling, etc.
- understand paper construction process including curling, coiling, flat and foiling.
- understand creating a sculpture form through the use of ceramic clay.
- understand complex modular construction through the use of styrofoam, Popsicle, etc.
- understand subtractive sculpture with balsa wood, ceramic clay, plaster and oil clay.
- create a relief sculpture: i.e.; sand casting, bas relief, clay (houses, masks).
SUGGESTED ACTIVITIES:

Each activity should be adapted to the appropriate grade level, keeping in mind the growth and development of children and what they can successfully handle. Fine motor skills are to be considered carefully. Each experience planned should draw upon a lesson taught in the previous grade developing a continuum and scope and sequence in creating and understanding three-dimensional design.

- Relief carving
- Modeling
- Paper construction
- Joining processes, paper, clay
- Glue, nailing, wood construction
- Clay slabs and coils
- Papier-mâché sculpture (animal people)
- Straw, toothpick construction
- Balsa wood – sculptured heads (Primitive Art / African Art)
- Styrofoam – puppets, sculpture, animals, etc.
- Bas relief carving – plaster, balsa wood
- Modeling paper – cutting, folding, curling
- Puppets – papier-mâché, paper bag, tubes
- Tube and egg carton sculpture
- Wire sculpture

SUGGESTED MEDIA AND MATERIAL TO BE USED:

In selecting materials for each lesson the instructor must carefully consider what the student can handle successfully, whether it be to model, sculpt, or adhere pieces together. The success of the lesson planned depends largely on the development of the child in handling some of the technical aspects in this area of study.

- Wood
- Wire
- Paris craft
- Papier-mâché
- Cloth
- Clay
- Yarn
- Plaster
- Found objects
- Pipe cleaners
- Popsicle sticks
- Toothpicks
- Straws
- Feathers
- Boxes
- Cardboard
- Paper
- Paint
- Paper bags
- Paper plates
- Cardboard tubes
- Oatmeal boxes
- Cans
- Dough
- Sand
- Carving knives
- Sandpaper
- Steel wool
• Glue
• Scissors

• Bowls

ART HERITAGE:

The selection of a time in art history in a sculpture should be made at the discretion of the instructor and be part of the lesson’s objectives.

• Egyptians
• Pre-Colombian
• African
• Primitive
• Oriental
• Native American
• Architecture
• Contemporary
• European 19th Century
• Greek
• Roman
**SCULPTURE**

**GOALS:**
Upon completion of this area of study, the student will:

**Scope & Sequence**

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<tr>
<td><strong>Sculpture</strong></td>
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<tr>
<td>1 Distinguish between 2D and 3D design.</td>
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<tr>
<td>2 To be able to work with a variety of materials to create a 3D form.</td>
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<tr>
<td>3 Create a sculptural form with movement and balance in space (mobile, kinetic, stabiles).</td>
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<tr>
<td>4 Know how to create realistic sculptures of human, animal or inanimate forms using a variety of materials.</td>
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<td>5 Create a functional piece of sculpture (puppets, jewelry).</td>
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<tr>
<td>6 Design an architectural form as a sculptural form.</td>
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<td>7 Develop knowledge of proportion when creating realistic sculpture.</td>
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<tr>
<td>8 Understand how to create a sculptural form through the use of simple paper construction.</td>
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<tr>
<td>9 Understand how to create a sculptural form through construction materials (blocks, boxes, etc.).</td>
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<tr>
<td>10 Understand the methods of the joining process in a sculptural form, (gluing, stapling, etc.).</td>
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<tr>
<td>11 Understand the paper construction process including curling, coiling, flat and folding.</td>
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<tr>
<td>12 Understand creating a sculpture form through the use of ceramic clay.</td>
<td>I</td>
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<tr>
<td>13 Understand complex modular construction through the use of popsicle sticks, Styrofoam, etc.</td>
<td>I</td>
<td>D</td>
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<tr>
<td>14 Understand the subtractive sculpture with balsa wood, ceramic clay and oil clay.</td>
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<tr>
<td>15 Create a relief sculpture: ie; sand casting, bas-relief, clay (houses and masks).</td>
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</table>
TECHNOLOGY

OBJECTIVES:

Upon completion of this unit of study, the student will:

- have knowledge of modern technology and its use in the world.
- understand mathematics involved in graphic design.
- understand the use of a computer as a means of creative expression.
- understand that elements of design and composition apply to computer graphics.
- understand the use of the computer in advertising art.
- know skills and techniques of using the computer and apply them to graphic design. understand the function of different computers, platforms and graphic software.
- develop an awareness of the different styles of lettering.
- Use technology to understand movement.
- use technology as a reference for 2-D and 3-D work.
- use the elements of art in manipulating pixels to create art work.
- be able to understand the tools in various paint and drawing programs.
- understand the basic use of the computer.
- be able to use the computer to create 2-D and 3-D images.
- use the computer to enhance art materials or art projects.
- use the internet for research in art history, reference, ideas and as a motivational tool. understand the use of movement or creating movement in animation through the use of computers.

SUGGESTED ACTIVITIES:

Each activity should be adapted to the appropriate grade level. Availability of a computer and student knowledge of the computer keyboard are important factors in developing the technology program.

- Create simple geometric designs (math-related)
- Create simple perspective drawings
- Line designs
- Repetition of pattern
- Create designs that are representational
- Create pure design
- Division of space (Mondrian)
- Reinforce shapes and forms, color and line
- Create an abstract image on the computer
- Create a 2D animation
- Create a 3D animation
SUGGESTED MATERIALS:

- Computer
- Printer
- Mouse
- Joy stick
- Computer software

- Scanner
- Digital Camera
- Drawing Tablet
- Internet ware
GOALS:
Upon completion of this area of study, the student will:

Scope & Sequence

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
<th>K</th>
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<tr>
<td><strong>Technology</strong></td>
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<tr>
<td>1 Know skills and techniques of using the computer and apply them to graphic design.</td>
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<tr>
<td>2 Understand the function of different computer platforms and graphic software.</td>
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<tr>
<td>3 Develop an awareness of different styles of lettering (fonts).</td>
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<td>4 Use technology to understand movement.</td>
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<tr>
<td>5 Use technology as reference or 2D and 3D art work</td>
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<td>6 Using elements of art in manipulating pixels to create art work.</td>
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<td>7 Understand the tools in several paint &amp; drawing programs.</td>
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<td>8 Understand basic use of the computer (mouse clicking, etc.)</td>
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<tr>
<td>9 Use the computer to create 2D and 3D images</td>
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<tr>
<td>10 Use the computer to enhance art materials or art projects.</td>
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<td>11 Use the internet for research in art history and as a motivational tool.</td>
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<td>12 Creating movement and animation by use of the computer.</td>
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<td>13 Using photo manipulation to change and enhance digital photographs.</td>
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<td>14 Utilizing pencil sketches and preliminary art to prepare for computer projects.</td>
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<tr>
<td>15 Be aware of the various uses of artistic technology in the job marketplace (advertising, movie-making, illustration, layout, etc.).</td>
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<td>16 Be familiar with graphic companies in the technology field (ie; Disney, DreamWorks, Industrial Light &amp; Magic, etc.)</td>
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</table>
MIXED MEDIA

OBJECTIVES:

Upon completion of this unit of study, the student will:

- know an assortment of materials to create an art expression.
- recognize and use texture to design.
- make a collage from found objects and materials.
- combine 2 and 3 dimensional objects to create a visual expression.
- combine cutting, tearing, pasting, building, gluing, sketching, painting or drawing to complete a work of art.
- develop large and small motor skills.
- develop creative thinking by using more than one material in a work of art.
- combine the use of 2 and 3 dimensional work.

SUGGESTED ACTIVITIES:

Each activity should be adapted to the appropriate grade level, keeping in mind the growth and development of the child.

- Collage: animals, seascape, landscape, people, insects, etc.
- Shoe box diorama
- Paper box sculpture
- Portraits and/or self-portraits: yarn and paint, glue and chalk, torn paper and chalk crayon and wash.
- Murals: our town, seasons, flowers, insects, social studies, using found materials, cut paper and markers (spontaneous or planned), etc.
- Water theme: fish bowl, ocean, and pond.
- Landscapes: city, country, desert.
- People in their back yard, playground, gym.
- Groups of people in portrait: family, friend, etc.
- Relief of people and animals.
- Tissue paper scenes.
- Jewelry from natural and human origins.
- Mobiles
GOALS:
Upon completion of this area of study, the student will:

Scope & Sequence

<table>
<thead>
<tr>
<th>UNIT TOPIC AND STRANDS</th>
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<tr>
<td><strong>Mixed Media</strong></td>
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<tr>
<td>1 Combine cutting, tearing, pasting. Building, gluing, sketching, painting or drawing to complete a work of art.</td>
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<td>2 Develop large and small motor skills.</td>
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<td>3 Develop creative thinking by using more than one material in a work of art.</td>
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<tr>
<td>4 Combine the use of 2D and 3D work.</td>
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</tbody>
</table>
VI. EVALUATION

Students will be graded on the following areas throughout the year:

- Projects
- Tests
- Quizzes
- Homework
- Class Participation
- Attendance

**Grades 1 & 2**  
**Grades 3 through Middle School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>E (excellent)</td>
<td>A</td>
<td>90-100</td>
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<tr>
<td>G (good)</td>
<td>B</td>
<td>82-89</td>
</tr>
<tr>
<td>S (satisfactory)</td>
<td>C</td>
<td>75-81</td>
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<tr>
<td>NI (needs improvement)</td>
<td>D</td>
<td>70-74</td>
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<tr>
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<td>F</td>
<td>0-69</td>
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</table>

An **A** student in art:

- Shows personal initiative and does work outside of the classroom.
- Respects other students and their work.
- Works hard at the required art projects for the entire period.
- Demonstrates care in the use of media, materials, tools and furniture.
- Volunteers to help other students in art & clean up.
- Includes detail, care and creativity in their work.

A **B** student in art:

- Does all the required lessons in art.
- Gets along with the other students.
- Does his/her best to complete all projects.
- Is considerate and shares all materials and media.
- C-operates in cleaning up, putting things away when asked.
- Occasionally includes detail, care and creativity in their work.

A **C** student in art:

- Shows an average amount of interest in art projects, concepts and techniques.
- Does not interfere with work of more enthusiastically involved students.
• Makes a considerable effort to accomplish project goals.
• Is considerate and shares all materials and media.
• Demonstrates the desire to learn proper care and handling of art materials.
• Can show partial disrupting of a safe environment necessary in a studio setting.
• Sometimes, but rarely uses detail and creativity in their work.

A **D** student in art:

• Shows below average amount of interest in art projects, concepts and techniques.
• Can interfere with work of more enthusiastically involved students.
• Shows little effort to accomplish project goals.
• Does not complete some assignments.
• Lacks the desire to learn proper care and handling of art materials.
• Can cause disruptions in art classroom.
• Rarely if ever uses detail, care and creativity in their work.

An **F** student in art:

• Shows little or no interest in art projects, concepts and techniques.
• Interferes with work of more enthusiastically involved students.
• Shows little or no effort to accomplish project goals.
• Does not complete assignments.
• Bad attitude. Usually causes disruptions in art classroom.
• Does not use detail, care and creativity in their work.
VII. FINE ARTS BIBLIOGRAPHY

Items that become available and meet the goals of the curriculum as well as the NJCCCS may be used as supplemental material with permission of the department director.

BOOKS:


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Anholt, Laurence. **Camille and the Sunflowers.** Barrows.Hauppauge, NY.

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Venezia, Mike. **Goya**. Children’s Press., Chicago, Ill.,1989

Venezia, Mike. **Mary Cassatt**. Children’s Press., Chicago, Ill.,1989


**VIDEOS:**


**PERIODICALS:**


**Visuals:**

*Shorewood Visuals - reproductions from the Shorewood Library*. Shorewood Fine Art Productions. Norwalk, Ct.
VII. FINE ARTS APPENDICES

Growth and Development Through Art

The Role of the Teacher

Art Display

Field Trips

Special Population

Glossary

Process of Critique
GROWTH AND DEVELOPMENT IN ART

Before discussing the art curriculum on the primary level, let us first touch on the subject, children at this age. They are curious, inquisitive, anxious and, above all, full of imagination. They respond to almost any art experience the teacher presents. They find their art experiences a challenge and a joy. In kindergarten and first grade, they begin to grow further away from their home, and a whole new world opens to them. As growth continues they become more conscious of themselves as individuals in the world about them.

Kindergarten and Grade 1. Children in kindergarten and grade one use basic geometric symbols for most of their ideas; for example, a circle may represent the sun, people, animals, etc. They repeat over and over again the symbols they have mastered and feel secure with. At this age, children draw important objects and people larger than ones that are not important. They draw things as they feel them to be and are not concerned with representing them as a camera would. The sky at the top of the picture, the straight line for the ground and, of course, the sun in every picture are part of the magic world of the kindergarten and first grader. They become excited easily and love to work with their hands. They enjoy every new media and experience presented. They are most cooperative children and willing to try, to do, and to create!

The Second Grader. As children grow and become second graders, we find some changes in their patterns. They begin to move away from symbols and want to be more representative. They begin to put greater details in their pictures, include a frown on a face, or earrings or beads on a lady. They may lay out a street scene like a map; they will show interior and exterior of a house at the same time, similar to and X-ray. They will show all four legs of an animal or table, and they begin to use color more naturalistically. The second graders show perspective in their own way. They show distance by a second ground line or place an object higher on the page. Usually, though, objects are the same size. Second graders also love to try all art media; they have a delightful imagination and their work shows it.

The Third and Fourth Grader. Children in the third and fourth grades become more conscious of their drawing and painting. They begin to plan and use more realistic proportions. They create space through the overlapping of forms and begin to show greater understanding of perspective by representing things in the distance smaller and higher on the page. When it comes to drawing figures, they make an attempt at showing movement but are often discouraged by their misunderstanding of proportions and foreshortening. These students love to experiment with paint and various media and receive great satisfaction from the finished product. They are more aware of what other people think of their work and strive to please. At this age, since they have finer motor skills, they begin to enjoy working with various three-dimensional materials.
**The Fifth and Sixth Grader.** The Fifth and Sixth grader become quite critical of themselves, and this is reflected in their artwork. They become easily discouraged and frustrated with their efforts and can quickly begin to lose interest in art activities. Fifth and sixth graders need a great deal of helpful guidance in accepting their own efforts. They begin to see perspective, and try desperately to represent on paper what their eyes see. They begin to shade and draw in greater detail and become more interested in showing textures. They are most aware of the world around them and want acceptance and approval from their teachers and friends. They enjoy working in groups and get a great deal of pleasure from the use of craft media-tooling, weaving, and combinations of materials.

**The Seventh and Eighth Grader.** Seventh and Eighth grade youngsters are most concerned about self. They are aware of the many physical changes that are happening to them and are often insecure about relating to people. They search for acceptance by peers and approval of teachers.

In the art room they easily become frustrated and often have a difficult time expressing themselves through art realistically since they would like photographic paintings. This age group is more comfortable working with design and 3-D materials. This enables them to manipulate materials and solve problems, giving them total involvement. It’s important that a diversified art program be available to this age group because they need to express themselves in different ways with media. These students need a great deal of encouragement and guidance from the art teacher to enable them to overcome their frustrations. Their feelings of self-worth and self-esteem are constantly reinforced through art expression.

**Conclusion:** You now have a brief outline of the student involved in art, kindergarten through grade eight. Of course, generalizations have been made and each child varies in his growth and development patterns at each level. We must always remember each child is an individual and should be treated as such. Jane Bland, of the Museum of Modern Art, sums it up nicely, “A child learns to paint, model and construct as he learns to walk, slowly developing in his own way and learning each new step in the process as he is ready for it.”
THE ROLE OF THE ART TEACHER

Each elementary school is assigned an art teacher. The art teacher is directly responsible to the art director and to the building principal for tasks unique to the building.

Elementary art is scheduled once a week: K-2: 30 minutes; grades 3-5: 45 minutes. Grades 6, 7, and 8 is scheduled in an eight week block with 45 minutes. Special education students are mainstreamed, if ready, providing the least restrictive environment. The nature of their program is to provide art experiences that will enhance their growth and development, both physical and verbal, and their self-esteem.

The role of the art teacher in the elementary schools takes on many aspects. Aside from the responsibility of planning lessons and teaching children, this professional works closely with classroom teachers, principal, and parents. It is his/her role to:

- Develop and plan art lessons that promote creativity and thinking.
- Plan interdisciplinary lessons staying within the confines of the curriculum.
- Guide and motivate classroom teachers in planning creative and meaningful art experiences that reinforce other disciplines (e.g., Math, Social Studies, etc).
- Work closely with PTA.
- Keep abreast of new media trends and techniques in art education.
- Be an advisor for special art projects planned in other classrooms, to include social studies, math, science or language art classes.
- Help classroom teachers understand the child’s growth and development in art and accept a child’s artwork at its level.
- Consider it his/her professional responsibility to participate in professional conferences, children’s exhibits and organizations on the local, state, and national level.
- Guide classroom teachers in the use of materials and/or displays.
- Plan field trips or guest speakers related to the curriculum.
- Keep the director aware of any problems or needs.
- Keep the community, parents, and non-art professional staff aware of the goals and objectives of the art program.
- Order art supplies for the school year.
- Teach the disciplines of the New Jersey Core Curriculum Content Standards: Aesthetics, Art Production, Elements and Principles, Art Criticism and Art History.

In general, one will find the art teacher often acts as an art consultant to the non-art staff and community, sharing expertise when necessary.
ART DISPLAY

Children’s art displayed in an attractive fashion throughout the school year. Display of their own artwork develops in children an appreciation of art and that of their peers. It develops enthusiasm and self-confidence in addition to developing greater interest and understanding of art. Most importantly a feeling of self-worth and accomplishment is fostered.

Each school has an annual Spring Music and Art Festival. Children’s artwork is exhibited and music is performed. These art displays show what the children have accomplished throughout the year. Murals can be another form of display.

Displays of reproductions of sculpture and paintings are available in all schools at all times, enriching the art experience for children and developing art history and art appreciation.

The Linden All City Arts Festival develops the concept of meaningfulness, district planning and coordination. All exhibits are comprehensive, attractive, and educational and show artwork across the grades.
FIELD TRIPS

Field trips are a necessary part of the art curriculum and provide both enrichment and better understanding of the art world. They allow the student to see first hand works of art and develop a sensitive awareness to man and his society through the study of his culture.

MUSEUMS

AMERICAN MUSEUM OF NATURAL HISTORY
Central Park West at 79th Street, New York City

FRICK MUSEUM
1 East 70th Street, New York City

GUGGENHEIM MUSEUM
1071 Fifth Avenue, New York City

HISPANIC SOCIETY OF AMERICA
Broadway between 155th and 156th Streets, New York City

JEWISH MUSEUM
1109 Fifth Avenue at 92nd Street, New York City

METROPOLITAN MUSEUM OF ART
Fifth Avenue and 82nd Street, New York City

MONTCLAIR MUSEUM
3 South Mountain Avenue, Montclair, New Jersey

MORRIS MUSEUM OF ARTS AND SCIENCE
Morristown, New Jersey

MUSEUM OF MODERN ART
11 West 53rd Street, New York City

NEWARK MUSEUM
43 Washington Street, Newark, New Jersey

NEW YORK HISTORICAL SOCIETY
Central Park West at 77th Street, New York City

WHITNEY MUSEUM OF AMERICAN ART
945 Madison Avenue at 75th Street, New York City

JANE VOORHEES ZIMMERLI MUSEUM (RUTGERS UNIVERSITY)
Hamilton Street, New Brunswick, New Jersey
SPECIAL POPULATION

All students benefit from and should be involved in art education. We believe art is the first language and essential to the total education of the child, we do not exclude the special population student.

In an effort to maximize their educational experiences, special students can be mainstreamed with regular education youngsters. We feel they should be involved in the visual arts in an environment in which they will be most successful. A self-contained art class in grades K-5 should be available so that the art specialist can provide the students with a more intensified experience in a small group. This will allow them to develop fine motor skills, eye-hand coordination, and other skills.
Process of critique:

**OBSERVE & DESCRIBE**

Take time to look at the artwork. Try to discover as much as you can about the artwork. Describe what you see like a good reporter; think like a detective.

- What can you learn from the information plate?
- WHO made it?
- HOW was it made?
- WHAT materials were used to make it?
- What subjects in the artwork can you recognize?
- Are people shown to you? What are they doing?
- Can you identify the objects?
- Is a time, place, or event shown?
- What kind of colors, shapes, lines and textures has the artist used?
- Are these repeated? How?
ANALYZE

Analysis means you look for relationships; we look to discover how art elements (line, color, shape, texture, value and space) and principles (emphasis, balance, proportion, pattern, movement or rhythm and unity or variety) are put together. A work of art can be thought of as a system in which all the parts (the art elements) are essential in creating the whole (design or composition). The design creates visual unity.

• What is the first thing you notice about the artwork?
• Is there a dominant thing you see first? (Emphasis)? Why?
• Is there a special weight (Balance) among the objects and/or colors in the artwork? What mood does it create?
• Do the proportions look normal, ideal or unusual? Why?
• Are elements repeated to create a pattern? Where? Why?
• What visual rhythms or paths of movement (Rhythm) do your eyes follow? Where? Why?
• What elements bring together, or unify, many parts of the design? Why? What elements add variety? Why?
INTERPRET

Use all the information you have gathered to explain what the work means to you.

- What mood or feeling seems to be expressed in this artwork?
- Can you think of other words to describe the mood or feeling?
- Use analogies and language with adjectives and adverbs.
- Example: “These lively, angular shapes seem to be dancing.”
- Always give reasons for your ideas or feelings.
- A reason states a cause and effect.
- Example: “The dull colors cause me to have a dreamy feeling.”
- What is the main theme?
- State the theme or hypothesis that could explain what the artist’s message was to you?
- A hypothesis is a theory or guess based on facts.
- What in the artwork leads you to believe this?
EVALUATE

Use all the information you have gathered to judge the artwork. All the criteria or standards for evaluating must be considered.

- Why was the art made?
- Is it functional or non-functional?
- Does the artwork imitate nature?
  - Does the artwork express an idea or feeling?
- Does the artwork create an interesting design?
- Was the artist successful in his goals?
- What do you see in the artwork that helps you judge it as a good piece of artwork?
- Subject, mood or design?
- Elements of Design?
- Principles of Design?
- Is the artwork important?
- Because of what it means? Why?
- Because of what it does? Why?

Would you like others to see this artwork? Why?
GLOSSARY

**Abstract**- Usually showing no representational form. Based on an emotion or a sensation.

**Acrylic**- A quick drying water base paint that has qualities similar to oil paint.

**Aesthetic**- Having to do with the pleasurable and beautiful as opposed to the useful or scientific. An aesthetic response is the perception and enjoyment of a work of art.

**Analogous**- Colors which are related or similar; ex. yellow, yellow-green, green (familiar colors).

**Background**- In art, those things that seem most distant, as if in the back of the picture.

**Balance**- An equal arrangements of elements within a composition. Elements could include color, line, shape, or texture etc. for example.

**Canvas**- A tightly stretched cloth surface on which to paint.

**Collage**- A collage is any artistic composition made by gluing assorted materials to a flat surface.

**Color**- Color is light. Every color we normally see is light which has either been reflected from or transmitted by a pigment or dye.

**Color wheel**- A chart that shows colors and their opposites.

**Complementary Colors**- Colors that are opposite on the color wheel.

**Composition**- In the visual arts, the structure or organization of a work. Design

**Contrast**- The amount of darkness or brightness between colors.

**Cool Colors**
Any color that suggests something cold. Any hue can be made cooler by adding white. Best example of a cool color- blue.

**Criticism**- The process of describing, analyzing, interpreting, and judging works of art

**Drawing**- The art or act of representing something on a surface by means of lines and shades, as with a pencil, crayon, pen, chalk, compasses, etc. Also, a sketch, plan, picture or design made with such materials.
Expressionism- the artist expresses a feeling or idea solely by means of form, line, or color without direct reference to subject matter.

Foreground- In art, those things that seem closest, as if in the front of the picture.

Gothic Letter- A lettering type that is equal in thickness on all sides. It may be thick as a block letter, or thin, but it must be equal.

Gouache- A method of painting in opaque watercolor. Highlights are obtained by white or other light color. It is frequently used in miniature painting.

Grotesque- The unnatural but decorative combination of human and animal forms interwoven with plant forms.

Harmony- Consistent and orderly arrangement among parts of a composition.

Horizon line- Line separating objects below the viewpoint and objects above. In perspective the vanishing point sits on the horizon line. Not necessarily a line clearly shown in the image.

Horizontal- Parallel to the horizon.

Hue- another name for color.

Hue- Particular shade or name of color.

Illustration- Creating an image from a story. An image can have words. Most illustrations are the work of commercial artists.


Landscape- A works of art that depicts a scene in nature.

Layout- Arrangement.

Lithograph- A print produced from the surface of stone, zinc, paper, or aluminum by means of grease, water and ink in either black or white colors. Artist draws on a block of smooth limestone with a piece of grease crayon. A printing press is then used to transfer the image to paper.

Medium (plural)
Media (singular)- Used in the broadest sense to describe the various methods and materials used by an artist. Painting, drawing and sculpture are three different medium and oil and acrylic are two media of painting.

Mixed media- A painting or other work of art in which more than one medium and/or material is used; e.g. using acrylic, watercolor and pen in a single work.
Mobile- Various materials cut into a variety of forms connected with a string of wire suspended in air, being able to move freely because of proper balance.

Monochromatic- Using only one hue. An example of a monochromatic color scheme is based on various tints and shades of green.

Monochrome- A picture produced in a single color.

Monotype- Means a single print is made. The paper is pressed to a piece of glass which has been inked.

Mosaic- A picture or decoration produced by inlaying small pieces of colored stone, glass or other material.

Mural- A large painting created on the wall or a ceiling, and thus, in effect, becoming a part of the interior.

Negative Space- The empty space in-between objects and parts of objects (ex: Inside the handle of a mug).

Nonobjective- No subject matter. (Waisley, Kandinski, Calder). Also considered sculpture.

Objective- Similar resemblance to an object or something that might be true to life.

Oils- Powdered; colored pigment mixed with oil to produce a material for painting.

Opaque- An article or art material that is not clear and cannot be seen through, such as oil paint, acrylic or tempera.


Painting- An interpretation of the world that will enrich our own experience. It is not merely a picture. A painting can be realistic, expressionistic or abstract.

Palette- A thin panel (often with a thumb hole) on which a painter mixes pigments. The terms can also be used to describe the range of colors chosen by an artist.

Pastel- A dry color in crayon form used for art purposes. (chalk)

Performance art- An art form combining elements of theater, music, and the visual arts.

Perspective- A system for representing three-dimensional space on a flat surface.

Pigment- Any substance used as a coloring agent. What makes paint it’s color. Example cadmium for yellow.

Pointillism- Painting with a million dots. Scientific study of color and light. (Seuret)
**Portrait**- An image of a person, usually representing some aspect of their character.

**Positive Space**- The space inside important objects in a picture (ex: a human)

**PostImpressionism**  Beginning of the Modern School of Art. (Cezanne, Van Gogh).

**Primary Colors**- In painting, those colors - blue, red, yellow - that cannot be made from mixtures of other colors. White and black are not primary colors. White, Black and Grays are NOT colors but shades. Black is the absence of color.

**Realism**- Subject taken from everyday life- peasants, laborers, the family.

**Repetition**- a series of repeated elements. Can create a pattern.

**Rhythm**- Generally used to describe the results produced by repetition, movement.

**Roman Letter**- A lettering type that is both thick and thin within a single letter.

**Saturation**- The intensity of a color. Less saturation in the color will make pink, then white.

**Scale**- The size of an object as compared to other objects.

**School**- The expression of art influenced by a strong personality and resulting in a general similarity of product affecting a group of painters of a given period.

**Sculptor**- A person who designs and completes works of sculpture.

**Sculpture**- A three-dimensional work of art made by carving (cutting in wood, stone, etc.) modeling (a building up of a soft material such as clay or wax).

**Secondary Colors**- The combination of any two primary colors results in the creation of a secondary color. Yellow and red create orange. Yellow and blue create green. Blue and red create violet.

**Semiabstraction**- Subject reduced to more or less recognizable shapes.

**Serif**- The “feet” on lettering. The extra pieces of a letter, unnecessary to the major shape.

**Shade**- When black is added to a color to make it darker, the resulting color is referred to as a shade.

**Silkscreen**- In this method the areas to be printed are cut into a stencil that is fastened to a frame tightly stretched with silk. To make an impression, the paint is forced through the screen with a squeegee (similar to a tool used by a window washer).
**Sketch**- A rough drawing or painting usually used by an artist as means of recording or outlining an image in preparation for a more finished work.

**Stabile**- A construction secured at its base. It may or may not have moving parts. Also considered sculpture. Often made of wire so one can see through it as well as its sides.

**Static**- At rest, no movement. Can be in complete balance.

**Still Life**- Inanimate forms used as subject matter by the artist.

**Style**- How a specific artist’s work looks. Specific styles include unique art sizes, material, color, and other formal elements, but also subject and content.

**Surrealism**- Dream-like distorts reality. Example: The work of Salvador Dali.

**Symbolism**- Pictures that mean or are associated with other things, such as the symbol for peace is a dove.

**Symmetry**- Balance of parts in which those on one side of the center are the exact reverse of those on the other. This is also referred to as formal balance.

**Technique**- The way in which an artist uses a material in the creation of an artwork.

**Text Letter**- A lettering type having many serifs, such as “Old English”, etc. A decorative type letter.

**Texture**- The actual or implied quality if a surface, such as rough or smooth, slick or grainy, hard or soft. Van Gogh’s painting had lots of texture.

**Three Dimensional**- Something having three dimensions... height, depth, and width. (A piece of sculpture).

**Throwing**- The act of forming pottery of plastic clay on a potter’s wheel.

**Transparent**- An article or art material that is clear and can be seen through, such as watercolor.

**Two Dimensional**- Something having two dimensions... height and width (a painting).

**Unity**- the similarities among the elements of a work that create a sense of things belonging together.

**Value**- The technical name for shading, which gives color the quality of seeming light or dark.

**Vertical**- Straight up in direction, perpendicular to a horizontal.
**Ware**- General term referring to pottery in either the raw, bisque or glazed state.

**Warm Colors**- Any color that suggests something warm. Darkening a hue tends to make it warmer. Best example of a warm color is yellow/orange.

**Wash**- A transparent application of watercolor, acrylic or oil paint.

**Watercolor**- A painting medium soluble in water.

**Vanishing point** - The point at which all lines going in the distance go to to create perspective.

**Wedging**- Kneading and cutting of the plastic clay, forcibly throwing down one piece upon the other in order to obtain a uniform texture free from air pockets.