

Cliffside Park Public Schools

September Oct- Mid Nov Mid Nov- Dec Jan-Mid Feb Mid Feb-March April-Mid May Mid May-June

KINDERGARTEN THROUGH GRADE 6 ART

KINDERGARTEN TOPICS AND NJCCCS	Element of art: Line Objectives:	Element of art: Color Objectives:	Element of art: Shape Objectives: Identify element of Shape in diverse types of artwork. Identify and create organic shapes. Use array of art mediums to create two-&-three dimensional works of art. Compare and contrast culturally and historically diverse works of art Identify artwork from specific artists and art periods Identify the elements used in their own and each other's artwork. Standards: 1.1.2.D.1 1.2.2.A.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1	Element of art: Value Objectives:	Element of art: Form Objectives:	Element of art: Texture Objectives: - Identify element of Texture in diverse types of artwork Identify how artists and artwork are affected by culture - Use array of art mediums to create two-&-three dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Distinguish patterns in nature found in works of art - Identify the elements used in their own and each other's artwork. Standards: 1.1.2.D.1 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.4 1.4.2.B.1	Element of art: Space Objectives: - Identify element of Space in diverse types of artwork Identify how artists and artwork are affected by culture - Use array of art mediums to create two-&-three dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Distinguish patterns in nature found in works of art - Identify the elements used in their own and each other's artwork. Standards: 1.1.2.D.1 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.4 1.4.2.B.1



	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
K - ACTIVITES	Projects: - Picasso's Elephant - Abstract Design Vocabulary: Thick, thin, zig-zag, curved, straight, diagonal Artists - Pablo Picasso - Wassily Kandinsky - Jackson Pollock	Projects: - William the Hippo - Color Wheel - Masks - Rainbow Fish Vocabulary: Primary – red, yellow, blue Secondary – orange, violet, green Color mixing, warm colors, cool colors Artists - Various Egyptian Artists - Marcus Pfister	Projects: - Making Leaves & Pumpkins - Making Winter Shapes Vocabulary: Organic shapes, geometric shapes Artists - Henri Matisse	Projects: - Mexican Sun & Moon - Masks Vocabulary: Light, dark, tints, shades Artists - African Art - Mexican folk artists - Frida Kahlo	Projects: - Paper pop-ups - Assemblage - Warm winter Jackets Vocabulary: Building, three-dimensional, symmetry, asymmetry, sculpture, paper craft Artists - Louise Nevelson - Xavier Barrade - Stephanie Herr - Vincent van Gogh	Projects: - Material & Textures collage - Clay Texture Tablets Vocabulary: Bumpy, smooth, grainy, ridged, soft, etc. Artists - Faith Ringgold - Toshiko Horiuchi MacAdam	Projects: - Rainbow City - Chalk Drawings Vocabulary: Foreground, middle ground, background Artists - Julian Beever - Kurt Wenner
K - RESOURCES	Books: - Action Jackson - Picasso Art Activity Pack Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Hot Hippo - Rainbow Fish - A Fish is a Fish Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Drawing with Scissors Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Why the Sun and Moon Live in the Sky Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - The New Encyclopedia of Origami and Papercraft Techniques - Vincent van Gogh's Café - The Purple Coat Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Depending on the activity the following resources may also be used:	Books: - Pavement - Chalk Artist - Sidewalk Canvas - Asphalt Renaissance Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
Principle of Design: Balance Objectives: - Identify principle of Balance in diverse types of artwork Identify Symmetrical Balance in artwork Use array of art mediums to create two-dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Identify the principles used in their own and each other's artwork. Standards: 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.B.1	Principle of Design: Movement Objectives: - Identify principle of Movement in diverse types of artwork Identify how artists and artwork are affected by culture - Use array of art mediums to create two-dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Identify the principles used in their own and each other's artwork. Standards: 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.B.1	Principle of Design: Pattern Objectives:	Principle of Design: Rhythm Objectives:	Principle of Design: Emphasis Objectives: - Identify principle of Emphasis in diverse types of artwork Identify how artists and artwork are affected by culture - Use array of art mediums to create two-&- three dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Identify the principles used in their own and each other's artworkApply the principles of a positive critique in giving and receiving responses to artwork. Standards: 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.B.1 1.4.2.B.2	Principle of Design: Contrast Objectives: - Identify principle of Contrast in diverse types of artwork Identify how artists and artwork are affected by culture - Use array of art mediums to create two-&-three dimensional works of art Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods - Distinguish patterns in nature found in works of art - Identify the principles used in their own and each other's artworkApply the principles of a positive critique in giving and receiving responses to artwork. Standards: 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.2 1.4.2.B.1 1.4.2.B.2	their own and each other's artworkApply the principl

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1st - ACTIVITIES	Projects: - Masks - Radial Design - Portraits - Butterflies Vocabulary: Balance, Symmetrical, Asymmetrical Artists - MC Escher - Islamic Art	Projects: - Aboriginal Art - Day of the Dead Skeletons Vocabulary: Dots, lines, movement Artists - Bronwyn Bancroft - Frida Kahlo	Projects: - Hawaiian Tee-shirt Teddy Bear - Beading Vocabulary: Pattern, repetition, shapes, lines Artists - Native American Art - Pacific Islander Art	Projects: - Printmaking - Weaving - Twinning Vocabulary: Print, plate, brayer, ink, warp, weft, repletion, movement, pattern Artists - Andy Warhol - Native American Art	Projects: - Close-up flowers - Blue Dog Vocabulary: Size, Shape, Large, Small, Close, far Artists - Georgia O'Keefe - George Rodrigue	Projects: - Contrasting Color Grid Vocabulary: Warm colors, cold colors, grid, opposite Artists - Pablo Picasso	Projects: - Assemblage Sculptures Vocabulary: Unity, togetherness, balance, composition Artists - Louise Nevelson
1st - RESOURCES	Books: - Seeing Symmetry - Where the Wild Things Are Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Ready to Dream - An Australian ABC of Animals - Festival of Bones - Frida Kahlo: The artist who painted herself. Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where	Books: - A String of Beads - Button Box Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Grand Mother Spider Bring the Sun - The Cherokees Native Basket Weavers - Andy Warhol Colors Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Why is Blue Dog Blue - My Name is Georgia - Through Georgia's Eyes Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Black on White Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - 13 Sculptures Children Should Know Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



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GRADE 2 TOPICS AND NJCCCS	Element of art: Line Objectives:	Element of art: Color Objectives:	Element of art: Shape Objectives:	Element of art: Value Objectives:	of art - Compare and contrast culturally and historically diverse works of art - Identify artwork from specific artists and art periods	mediums to create two-&-three dimensional works of	and historically diverse works of art - Identify artwork from specific artists and art periods - Distinguish patterns in nature found in works of art - Identify the elements used in their own and each other's artwork.		

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2 nd - ACTIVITIES	Projects: - Contour Lines - Shadows Vocabulary: Contour, blind contour, outline. Artists - Jackson Pollock - Alexander Calder Books:	Projects: - Color Wheel Vocabulary: Warm Colors, Cold Colors, red, orange, yellow, blue, violet, green, color blending, color mixing Artists - Henri Matisse - Mark Rothko Books:	Projects: - Shape Houses Vocabulary: Geometric shapes, circle, square, triangle, rectangle, pentagon, etc. Artists - Frank Lloyd Wright Books:	Projects: - Cubist Portraits Vocabulary: Tints, shades, portraits, cubism Artists - Pablo Picasso - Juan Gris Books:	Projects: - Clay - Dessert sculptures Vocabulary: Sculpture, score, slip, clay, coil, slab, pinch pot, 3D, pop-art Artists - Wayne Thiebauld - Cleas Oldenburg Books:	Projects: - Hamburger/ Sandwich collage Vocabulary: Collage, pop art, paper craft. dada Artists - Matthew Cusick - Alexander Rodchenko Books:	Projects: - Overlapping Outer-Space Landscapes Vocabulary: Foreground, middle ground, background Artists - Frederic Church - John Constable - Website:
2 nd - RESOURCES	- Action Jackson - When a Line Bends a Shape Begins Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	- White Rabbit's Color Book - Mouse Paint Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	- Come on Over to MY House - Circle Here, Square There Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	- Pablo Picasso: Breaking the Rules - Getting the know the Artist Series: Picasso Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	- Counting with Wayne Thiebauld Depending on the activity the following resources may also be used:	- Alexander Rodchenko: Painting, Drawing, Collage,	http://www.nasa.gov/multimedia/imagegal lery/index.html Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



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4	Principle of Design:	Principle of Design:	Principle of Design: Pattern	Principle of Design: Rhythm		Principle of Design:	Principle of Design:
	Balance	Movement	Objectives:	Objectives:	Emphasis	Contrast	Unity
	Objectives:	Objectives:	- Identify principle of	- Identify principle of	Objectives:	Objectives:	Objectives:
	- Identify principle of	- Identify principle of	Pattern in diverse types of	Rhythm in diverse types of	- Identify principle of	- Identify principle of	- Identify principle
	Balance in diverse	Movement in diverse types	artwork and in everyday life	artwork and in everyday life	Emphasis in diverse	Contrast in diverse	of Unity in diverse
	types of artwork and	of artwork and in everyday	- Use array of art mediums	- Identify how artists and	types of artwork and in	types of artwork and	types of artwork and
	in everyday life	life	to create two-&-three	artwork are affected by	everyday life	in everyday life	in everyday life
	- Identify	- Identify how artists and	dimensional works of art.	culture	- Identify how artists and	- Identify how artists	- Identify how artists
	Symmetrical and	artwork are affected by	- Compare and contrast	- Use array of art mediums	artwork are affected by	and artwork are	and artwork are
	Asymmetrical	culture	culturally and historically	to create two-dimensional	culture	affected by culture	affected by culture
	Balance in artwork.	- Use array of art mediums	diverse works of art	works of art.	- Use array of art	Use array of art mediums to create	- Use array of art
	- Use array of art	to create two-dimensional	between different mediums	- Compare and contrast	mediums to create two-&-		mediums to create two-&-three
	mediums to create	works of art.	- Differentiate between art	culturally and historically	three dimensional works	two-&-three	dimensional works of
	two-dimensional	- Differentiate between art mediums through visual	mediums through visual	diverse works of art	of art Differentiate between art	dimensional works of	
	works of art.		observation and	between different mediums		art.	art.
	- Differentiate	observation and	experimentation	- Differentiate between art	mediums through visual	- Differentiate	- Differentiate
	between art	experimentation	- Identify artwork from	mediums through visual	observation and	between art mediums	between art
	mediums through visual observation	- Compare and contrast	specific artists and art	observation and experimentation	experimentation - Compare and contrast	through visual	mediums through visual observation
	and experimentation	culturally and historically diverse works of art	periods - Asses the application of	- Identify artwork from	culturally and historically	observation and	
	- Compare and	between different mediums	elements & principles in	specific artists and art	diverse works of art	experimentation - Compare and	and experimentation - Compare and
	contrast culturally	- Display artwork outside of	their own and other's	periods	between different	contrast culturally and	contrast culturally
SS	and historically	the classroom.	artwork through critique	- Asses the application of	mediums	historically diverse	and historically
Ö	diverse works of art	- Identify artwork from	using art specific	elements & principles in	- Identify artwork from	works of art between	diverse works of art
2	between different	specific artists and art	terminology and vocabulary	their own and other's	specific artists and art	different mediums	between different
Z	mediums	periods	terrimology and vocabalary	artwork through critique	periods	- Identify artwork from	mediums
\(\frac{1}{2} \)	- Identify artwork	- Asses the application of	Standards:	using art specific	- Asses the application of	specific artists and art	- Identify artwork
GRADE 3 TOPICS AND NJCCCS	from specific artists	elements & principles in	1.1.5.D.1	terminology and vocabulary	elements & principles in	periods	from specific artists
ಿ ಬ	and art periods	their own and other's	1.1.5.D.2		their own and other's	- Asses the	and art periods
ᇫ	- Identify elements &	artwork through critique	1.2.5.A.1	Standards:	artwork through critique	application of	- Asses the
2	principles used in	using art specific	1.2.5.A.2	1.1.5.D.1	using art specific	elements & principles	application of
က	specific art periods	terminology and	1.3.5.D.1	1.1.5.D.2	terminology and	in their own and	elements &
	and genres	vocabulary	1.3.5.D.2	1.2.5.A.1	vocabulary	other's artwork	principles in their
I≅	- Asses the		1.3.5.D.3	1.2.5.A.2	,	through critique using	own and other's
9	application of	Standards:	1.3.5.D.4	1.3.5.D.1	Standards:	art specific	artwork through
	elements &	1.1.5.D.1	1.3.5.D.5	1.3.5.D.2	1.1.5.D.1	terminology and	critique using art
	principles in their	1.1.5.D.2	1.4.5.A.1	1.3.5.D.3	1.1.5.D.2	vocabulary	specific terminology
	own and other's	1.2.5.A.1	1.4.5.A.2	1.3.5.D.4	1.2.5.A.1	-	and vocabulary
	artwork through	1.2.5.A.2	1.4.5.B.1	1.3.5.D.5	1.2.5.A.2	Standards:	
	critique using art	1.3.5.D.1	1.4.5.B.3	1.4.5.A.1	1.3.5.D.1	1.1.5.D.1	Standards:
	specific terminology	1.3.5.D.2		1.4.5.A.2	1.3.5.D.2	1.1.5.D.2	1.1.5.D.1
	and vocabulary	1.3.5.D.3		1.4.5.B.1	1.3.5.D.3	1.2.5.A.1	1.1.5.D.2
		1.3.5.D.4		1.4.5.B.3	1.3.5.D.4	1.2.5.A.2	1.2.5.A.1
	Standards:	1.3.5.D.5			1.3.5.D.5	1.3.5.D.1	1.2.5.A.2
	1.1.5.D.1	1.4.5.A.1			1.4.5.A.1	1.3.5.D.2	1.3.5.D.1
	1.1.5.D.2	1.4.5.A.2			1.4.5.A.2	1.3.5.D.3	1.3.5.D.2
	1.2.5.A.1	1.4.5.B.1			1.4.5.B.1	1.3.5.D.4	1.3.5.D.3
	1.2.5.A.2	1.4.5.B.3			1.4.5.B.3	1.3.5.D.5	1.3.5.D.4
	1.3.5.D.1					1.4.5.A.1	1.3.5.D.5
	1.3.5.D.2					1.4.5.A.2	1.4.5.A.1
	1.3.5.D.3					1.4.5.B.1	1.4.5.A.2
	1.3.5.D.4					1.4.5.B.3	1.4.5.B.1
	1.4.5.A.1						1.4.5.B.3
	1.4.5.A.2						
	1.4.5.B.1						
	1.4.5.B.3						

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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
3 rd - ACTIVITIES	Projects: - Asymmetrical nature drawings - Kaleidoscopes Vocabulary: Symmetry, asymmetry, radial design Artists - Betty Tribe	Projects: - Radiating Stick Figures Vocabulary: Movement, form, brush strokes, radiating Artists - Marcel Duchamp - Vincent van Gogh	Projects: - Animal Patterns - Chagall's World Vocabulary: Pattern, repetition, shape, movement, texture Artists - Marc Chagall	Projects: - Pop-Art Prints Vocabulary: Pop art, printmaking, plate, press, ink, brayer Artists - Andy Warhol - Roy Lichtenstein	Projects: - Out-of-Place Objects Vocabulary: Emphasis, surrealism, composition, focal point, size, location Artists - Rene Magritte - Salvador Dali - Michael McGillis - Andreas Kocks	Projects: - Opposite Worlds Vocabulary: Contrast, light, dark, warm colors, cold colors, complimentary colors, opposites Artists - Vincent van Gogh - Daniel Kukla	Projects: - Found Object Sculpture Vocabulary: Sculpture, found objects, combines Artists - Robert Rauschenberg - Alessandra Fiordaliso - Aaron Kramer
3 rd - RESOURCES	Books: - Kaleidoscope by Salina Yoon Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Figure It Out!: The Beginner's Guide to Drawing People Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Journey on a Cloud - Dreamer from the Village Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Uncle Andy's Cats - Getting to Know the Artist Series: Warhol Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Magritte's Marvelous Hat - Now You See It – Now You Don't: Rene Magritte Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	resources may also	Book: - Rauschenberg: Ar & Life Website: http://www.urban- objects.com/ Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Studen Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June			
GRADE 4 TOPICS AND NJCCCS	Element of Art: Line Objectives: Identify element of Line in diverse types of artwork and in everyday life Use array of art mediums to create two-dimensional works of art. Differentiate between art mediums through visual observation and experimentation Compare and contrast culturally and historically diverse works of art between different mediums Identify artwork from specific artists and art periods Identify elements & principles used in specific art periods and genres Asses the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary Standards: 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.4 1.4.5.A.1 1.4.5.B.3	Element of Art: Color Objectives: Identify element of Color in diverse types of artwork and in everyday life Identify and Create Tertiary colors through color mixing Identify how artists and artwork are affected by culture Use array of art mediums to create two-dimensional works of art. Differentiate between art mediums through visual observation and experimentation Compare and contrast culturally and historically diverse works of art between different mediums Display artwork outside of the classroom. Identify artwork from specific artists and art periods Asses the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary Standards: 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.5 1.4.5.B.1 1.4.5.B.3	Element of Art: Shape Objectives: Identify element of Shape in diverse types of artwork and in everyday life Identify and create organic and geometric shapes Use array of art mediums to create two-&-three dimensional works of art. Compare and contrast culturally and historically diverse works of art between different mediums Differentiate between art mediums through visual observation and experimentation Identify artwork from specific artists and art periods Asses the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary Standards: 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.B.1 1.4.5.B.3	Element of Art: Value Objectives: - Identify element of Value in diverse types of artwork and in everyday life - Create different values using only black and white mediums - Identify how artists and artwork are affected by culture - Use array of art mediums to create two-dimensional works of art Compare and contrast culturally and historically diverse works of art between different mediums - Differentiate between art mediums through visual observation and experimentation - Identify artwork from specific artists and art periods - Asses the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary Standards: 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.B.1 1.4.5.B.3	Element of Art: Form Objectives:	Element of Art: Texture Objectives: - Identify element of Texture in diverse types of artwork and in everyday life - Identify how artists and artwork are affected by culture - Use array of art mediums to create two-&-three dimensional works of art Compare and contrast culturally and historically diverse works of art between different mediums - Differentiate between art mediums - Differentiate between art mediums - Identify artwork from specific artists and art periods - Asses the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary Standards: 1.1.5.D.1 1.1.5.D.2 1.2.5.A.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.B.3	and historically diverse works of art between different mediums - Differentiate between art mediums through visual observation and experimentation			

	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
4 th - АСПVIПES	Projects: - Exquisite Corpse - Gestural Drawing Vocabulary: Stream of Consciousness, Dada, gestures, figure drawing Artists - Leonardo da Vinci - Sangeeta Sandrasegar	Projects: - Pop-Art color Wheels Vocabulary: Complimentary colors, primary, secondary, tertiary, mandala Artists - Roy Lichtenstein	Projects: - Vegetable Cut-Outs - Shape Shifters Vocabulary: Cut-outs, organic, geometric shapes. Artists - Henri Matisse	Projects: - Black & White Drawings Vocabulary: Value, light, dark, hatching, cross hatching, scumbling, drawing techniques, shading. Artists - Albrecht Durer	Projects: - Recycled Sculptures Vocabulary: Recylce-art, found object, assemblage, Artists - Ha Schultz - Vik Muniz	Vocabulary: Frottage, rubbing, texture, gyotaku Artists - Hiroshige - Hokusai	Projects: - Perspective Cities Vocabulary: One point, two point, perspective, renaissance art, fresco Artists - Raphael - other Renaissance artists
4 th - RESOURCES	Books: - The Exquisite Book - Figure It Out!: The Beginner's Guide to Drawing People Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Make it PoP - Whaam! - The art and life of Roy Lichtenstein Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Book: - Drawing with Scissors Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: - http://www.albrecht-durer.org/ Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - Lost & Found Websites: http://www.studioargento. com/arte/trash_people/in dex_en.html http://www.recyclart.org/ Documentary: Wasteland Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Books: - The Great Wave: A Children's Book inspired by Hokusai Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Book: - RAPHAEL: Art for Children. Website: http://www.urban-objects.com/ Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)

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	Unit: Neolithic Art	Unit: Egyptian Art	Unit: Mesopotamian Art	Unit: Ancient Indian Art	Unit: Ancient Chinese	Unit: Ancient Greek	Unit: Culture in our
	Objectives:	- Identify the elements of	- Identify the elements of art	- Identify the elements of art	Art	Art	Community
	- Identify the elements of art and	art and principles of design in artwork and everyday	and principles of design in artwork and everyday life	and principles of design in artwork and everyday life	- Identify the elements of art and principles of	- Identify the elements of art and principles of	- Identify the elements of art and
	principle of docide	lifo			Hesian in artwork and	design in artwork and	principles of design
	in artwork and BOE Ap	proved 4/15 - Compare and contrast	- Compare and Francisco Pa	rk Public School	everyday life	everyday life	in artwork and
T	Septerabele	Owerkent and contrast		Janedivines Feets use the same	Mid Frebal Manchontrast		MêdelMay Jiane
	- Compare and	mediums that use the	art elements and principles	art elements and principles	works of art in various	contrast works of art	- Compare and
	contrast works of art	same art elements and	of design	of design	mediums that use the	in various mediums	contrast works of art
	in various mediums	principles of design	- Recognize works of art as	- Recognize works of art as	same art elements and	that use the same art	in various mediums
	that use the same art elements and	- Recognize works of art as a reflection of society	a reflection of society - Determine the impact of	a reflection of society - Determine the impact of	principles of design - Recognize works of art	elements and	that use the same art elements and
	principles of design	- Determine the impact of	individual artists on	individual artists on Indian	as a reflection of society	principles of design - Recognize works of	principles of design
	- Recognize works of	individual artists on	Mesopotamian	Art	- Determine the impact of	art as a reflection of	- Recognize works of
	art as a reflection of	Egyptian Art	- Identify artistic elements	- Identify artistic elements	individual artists on	society	art as a reflection of
	society	- Identify artistic elements	used in Mesopotamian art	used in Indian art and how it	Chinese Art	- Create two-and-	society
	 Identify artistic 	used in Egyptian art and	and how it compares to art	compares to art from other	- Identify artistic elements	three dimensional	- Create two-and-
	elements used in	how it compares to art from	from other cultures.	cultures.	used in Chinese art and	works of art that use	three dimensional
	Neolithic art and	other cultures.	- Create two-and-three	- Create two-and-three	how it compares to art	the elements and	works of art that use
	how it compares to art from other	Create two-and-three dimensional works of art	dimensional works of art that use the elements and	dimensional works of art that use the elements and	from other cultures Create two-and-three	principles -Differentiate between	the elements and principles
	cultures.	that use the elements and	principles	principles	dimensional works of art	art mediums through	-Differentiate
	- Create two-and-	principles	-Differentiate between art	-Differentiate between art	that use the elements and	visual observation and	between art
	three dimensional	-Differentiate between art	mediums through visual	mediums through visual	principles	experimentation	mediums through
	works of art that use	mediums through visual	observation and	observation and	-Differentiate between art	-Display artwork	visual observation
TOPICS AND NJCCCS	the elements and	observation and	experimentation	experimentation	mediums through visual	outside of the	and experimentation
ဗ္ဗ	principles	experimentation	-Display artwork outside of	-Display artwork outside of	observation and	classroom	-Display artwork
۱ž	-Differentiate	-Display artwork outside of	the classroom	the classroom - Categorize and respond to	experimentation	- Categorize and	outside of the
	between art mediums through	the classroom - Categorize and respond	Categorize and respond to artwork based on cultural	artwork based on cultural	-Display artwork outside of the classroom	respond to artwork based on cultural and	classroom - Categorize and
¥	visual observation	to artwork based on	and historical points of view	and historical points of view	- Categorize and respond	historical points of	respond to artwork
တ္သ	and experimentation	cultural and historical	- Demonstrate how art	- Demonstrate how art	to artwork based on	view	based on cultural
≧	-Display artwork	points of view	communicates personal &	communicates personal &	cultural and historical	- Demonstrate how art	and historical points
2	outside of the	- Demonstrate how art	social values & ideas	social values & ideas	points of view	communicates	of view
2	classroom	communicates personal &	- Asses the application of	- Asses the application of	- Demonstrate how art	personal & social	- Demonstrate how
핃	- Categorize and	social values & ideas	elements & principles in	elements & principles in	communicates personal &	values & ideas	art communicates
GRADE	respond to artwork	- Asses the application of elements & principles in	their own and other's artwork through critique	their own and other's artwork through critique	social values & ideas - Asses the application of	- Asses the	personal & social values & ideas
G.	based on cultural and historical points	their own and other's	using art specific	using art specific	elements & principles in	application of elements & principles	- Asses the
	of view	artwork through critique	terminology and vocabulary	terminology and vocabulary	their own and other's	in their own and	application of
	- Demonstrate how	using art specific	terrimology and vecasulary	tommology and vocabulary	artwork through critique	other's artwork	elements &
	art communicates	terminology and	Standards:	Standards:	using art specific	through critique using	principles in their
	personal & social	vocabulary	1.1.5.D.1 1.1.5.D.2	1.1.5.D.1 1.1.5.D.2	terminology and	art specific	own and other's
	values & ideas		1.2.5.A.1 1.2.5.A.2	1.2.5.A.1 1.2.5.A.2	vocabulary	terminology and	artwork through
	- Asses the	Standards:	1.2.5.A.3 1.3.5.D.1	1.2.5.A.3 1.3.5.D.1		vocabulary	critique using art
	application of	1.1.5.D.1 1.1.5.D.2	1.3.5.D.2 1.3.5.D.3	1.3.5.D.2 1.3.5.D.3	Standards:	Ot and damed a	specific terminology
	elements &	1.2.5.A.1 1.2.5.A.2	1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2	1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2	1.1.5.D.1 1.1.5.D.2	Standards: 1.1.5.D.2	and vocabulary
	own and other's	1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3	1.4.5.A.3 1.4.5.B.1	1.4.5.A.3 1.4.5.B.1	1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1	1.2.5.A.1 1.2.5.A.2	Standards:
	artwork through	1.3.5.D.4 1.3.5.D.5	1.4.5.B.3	1.4.5.B.3	1.3.5.D.2 1.3.5.D.3	1.2.5.A.3 1.3.5.D.1	1.1.5.D.1 1.1.5.D.2
	critique using art	1.4.5.A.1 1.4.5.A.2			1.3.5.D.4 1.3.5.D.5	1.3.5.D.2 1.3.5.D.3	1.2.5.A.1 1.2.5.A.2
	specific terminology	1.4.5.A.3 1.4.5.B.1			1.4.5.A.1 1.4.5.A.2	1.3.5.D.4 1.3.5.D.5	1.2.5.A.3 1.3.5.D.1
	and vocabulary	1.4.5.B.3			1.4.5.A.3 1.4.5.B.1	1.4.5.A.1 1.4.5.A.2	1.3.5.D.2 1.3.5.D.3
					1.4.5.B.3	1.4.5.A.3 1.4.5.B.1	1.3.5.D.4 1.3.5.D.5
	Standards:					1.4.5.B.3	1.4.5.A.1 1.4.5.A.2
	1.1.5.D.1 1.1.5.D.2						1.4.5.A.3 1.4.5.B.1
	1.2.5.A.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2						1.4.5.B.3
	1.3.5.D.3 1.3.5.D.4						
	1.3.5.D.5 1.4.5.A.1						
	1.4.5.A.2 1.4.5.A.3						
	1.4.5.B.1 1.4.5.B.3						
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BOE Approved 4/15

	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
	September	Oct- Iviid Nov	IVIId NOV- Dec	Jan-Ivila reb	iviid Feb-iviai Cii	Aprii-iviiu iviay	iviiu iviay-julie
5 th - ACTIVITIES	Projects: - Cave Drawings - Clay Tiles - Clay Sculptures Vocabulary: Neolithic Art, Hunter Gatherer society, Lascaux, BCE (Before Common Era) Artists - Neolithic Cave Art	Projects: - Egyptian Style Portraits - Clay Cartouches - Clay Scarabs - Egyptian Narrative Drawings Vocabulary: Portraits, cartouche, hieroglyphs, scarab, Artists - Early Egyptian Art	Projects: - Assyrian Animal Carvings - Cylinder Seals Vocabulary: Cylinder Seals, Assyria, Mesopotamia Artists - Mesopotamian Art	Projects: - Batiking - Henna - Textile Prints - Mandalas Vocabulary: Batik, henna, printmaking, mandala, symmetry, balance, unity Artists - Indian Art	Projects: - Hand Scrolls - Calligraphy - Pottery Vocabulary: Chinese handscrolls, landscape, ink, format, non-western art Artists - Qu Ding (Chinese, active ca. 1023–ca. 1056) -Qian Xuan (Chinese, ca. 1235–before 1307)	- Paseas - etc	Projects: - Bookmaking: making our own art history books Vocabulary: Art history, bookmaking, culture Artists - Mia Leijonstedt - Guy Debord - Cheri Gaulke - other Book Arts artists
5 th - RESOURCES	Website: - http://lascaux.culture .fr Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: - http://www.artyfactory.com/ egyptian_art/egyptian_art_I essons.htm Book: - The Art and Architecture of Mesopotamia Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Whereavailable)	Books: The Art and Architecture of Mesopotamia Depending on the activity the following resources may also be used: Internet Sites Various Artists Books/Magazines Teacher & Student Examples Visuals/Posters Digital Images SMART Board (Where available)	Books: - Creative Batik (Beginner's Guide to) Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: http://www.metmuseum.org/toah/hd/chhs/hd_chhs.htm Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	http://www.metmuseu m.org/toah/hd/vase/hd _vase.htm	Books: - Masters: Book Arts: Major Works by Leading Artists Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



		Oct- Mid Nov Unit: Islamic Art	Mid Nov- Dec Unit: Early African Art		Mid Feb-March Unit: Japanese Art	April-Mid May Unit: Early American	Mid May-June Unit: Art of the
4	Unit: Roman Art			Unit: African Art		•	
	Objectives:	Objectives:	Objectives:	Objectives:	Objectives:	Art	Middle Ages
	- Describe the	- Describe the significance	- Describe the significance	- Describe the significance	- Describe the	Objectives:	Objectives:
	significance of the	of the elements and	of the elements and	of the elements and	significance of the	- Describe the	- Describe the
	elements and	principles in Islamic Art	principles in Early African	principles in African Art	elements and principles	significance of the	significance of the
	principles in Roman	-Compare and contrast	Art	-Compare and contrast	in Japanese Art	elements and	elements and
	Art	Islamic Art to the work of	-Compare and contrast	African Art to the work of	-Compare and contrast	principles in Early	principles in Art of
	-Compare and	other cultures	Early African Art to the work	other cultures	Japanese Art to the work	American Art	the Middle Ages
	contrast Roman Art	-Identify innovations that	of other cultures	-Identify innovations that	of other cultures	-Compare and	-Compare and
	to the work of other	impacted the advancement	-Identify innovations that	impacted the advancement	-Identify innovations that	contrast Early	contrast Art of the
	cultures	in Islamic Art	impacted the advancement	in African Art	impacted the	American Art to the	Middle Ages to the
	-Identify innovations	- Analyze the societal,	in Early African Art	- Analyze the societal,	advancement in	work of other cultures	work of other cultures
	that impacted the advancement in	historical, and political	- Analyze the societal, historical, and political	historical, and political impact of art on African	Japanese Art	-Identify innovations	-Identify innovations
		impact of art on Islamic		· ·	- Analyze the societal,	that impacted the	that impacted the
	Roman Art	culture and culture on art	impact of art on Early	culture and culture on art	historical, and political	advancement in Early	
	- Analyze the	- Create two-&-three	African culture and culture	- Create two-&-three	impact of art on Japanese	American Art	advancement in Art
	societal, historical,	dimensional works of art	on art	dimensional works of art	culture and culture on art	- Analyze the societal,	of the Middle Ages
	and political impact of art on Roman	that incorporate the elements and principles	- Create two-&-three dimensional works of art	that incorporate the elements and principles	- Create two-&-three dimensional works of art	historical, and political impact of art on Early	- Analyze the societal, historical,
	culture and culture		that incorporate the			American culture and	and political impact
	on art	using a variety of mediums - Identify universal themes	elements and principles	using a variety of mediums - Identify universal themes	that incorporate the elements and principles	culture on art	of art on Middle
	- Create two-&-three	present in Islamic Art	using a variety of mediums	present in African Art	using a variety of	- Create two-&-three	Ages culture and
AND NJCCCS	dimensional works of	- Identify the distinguishing	- Identify universal themes	- Identify the distinguishing	mediums	dimensional works of	culture on art
Ö	art that incorporate	characteristics of Islamic	present in Early African Art	characteristics of African Art	- Identify universal	art that incorporate	- Create two-&-three
9	the elements and	Art compared to art from	- Identify the distinguishing	compared to art from other	themes present in	the elements and	dimensional works of
Z	principles using a	other historical eras	characteristics of Early	historical eras	Japanese Art	principles using a	art that incorporate
\(\frac{1}{2} \)	variety of mediums	-Compare and contrast	African Art compared to art	-Compare and contrast	- Identify the	variety of mediums	the elements and
	- Identify universal	examples of archetypal	from other historical eras	examples of archetypal	distinguishing	- Identify universal	principles using a
TOPICS	themes present in	subject matter in art from	-Compare and contrast	subject matter in art from	characteristics of	themes present in	variety of mediums
<u>G</u>	Roman Art	diverse cultural and	examples of archetypal	diverse cultural and	Japanese Art compared	Early American Art	- Identify universal
2	- Identify the	historical eras by writing	subject matter in art from	historical eras by writing	to art from other historical	- Identify the	themes present in
9	distinguishing	critical essays	diverse cultural and	critical essays	eras	distinguishing	Art of the Middle
l H	characteristics of	,	historical eras by writing	,	-Compare and contrast	characteristics of	Ages
GRADE	Roman Art	Standards:	critical essays	Standards:	examples of archetypal	Early American Art	- Identify the
1 %	compared to art from	1.1.8.D.1 1.1.8.D.2		1.1.8.D.1 1.1.8.D.2	subject matter in art from	compared to art from	distinguishing
	other historical eras	1.2.8.A.1 1.2.8.A.2	Standards:	1.2.8.A.1 1.2.8.A.2	diverse cultural and	other historical eras	characteristics of Art
	-Compare and	1.2.8.A.3 1.3.8.D.1	1.1.8.D.1 1.1.8.D.2	1.2.8.A.3 1.3.8.D.1	historical eras by writing	-Compare and	of the Middle Ages
	contrast examples of	1.3.8.D.2 1.3.8.D.3	1.2.8.A.1 1.2.8.A.2	1.3.8.D.2 1.3.8.D.3	critical essays	contrast examples of	compared to art from
	archetypal subject	1.3.8.D.4 1.4.8.A.3	1.2.8.A.3 1.3.8.D.1	1.3.8.D.4 1.4.8.A.3	-	archetypal subject	other historical eras
	matter in art from	1.4.8.B.3	1.3.8.D.2 1.3.8.D.3	1.4.8.B.3	Standards:	matter in art from	-Compare and
	diverse cultural and		1.3.8.D.4 1.4.8.A.3		1.1.8.D.1 1.1.8.D.2	diverse cultural and	contrast examples of
	historical eras by		1.4.8.B.3		1.2.8.A.1 1.2.8.A.2	historical eras by	archetypal subject
	writing critical				1.2.8.A.3 1.3.8.D.1	writing critical essays	matter in art from
	essays				1.3.8.D.2 1.3.8.D.3		diverse cultural and
					1.3.8.D.4 1.4.8.A.3	Standards:	historical eras by
	Standards:				1.4.8.B.3	1.1.8.D.1 1.1.8.D.2	writing critical
	1.1.8.D.1 1.1.8.D.2					1.2.8.A.1 1.2.8.A.2	essays
	1.2.8.A.1 1.2.8.A.2					1.2.8.A.3 1.3.8.D.1	
	1.2.8.A.3 1.3.8.D.1					1.3.8.D.2 1.3.8.D.3	Standards:
	1.3.8.D.2 1.3.8.D.3					1.3.8.D.4 1.4.8.A.3	1.1.8.D.1 1.1.8.D.2
	1.3.8.D.4 1.4.8.A.3					1.4.8.B.3	1.2.8.A.1 1.2.8.A.2
	1.4.8.B.3						1.2.8.A.3 1.3.8.D.1
							1.3.8.D.2 1.3.8.D.3
							1.3.8.D.4 1.4.8.A.3
							1.4.8.B.3

	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
6 th - ACTIVITIES	Projects: - Paper Mosaics - Tile Mosaics - Architecture Study: Arches - Pompeii frescos Vocabulary: Mosaics, tiles, grout, structure, arches, fresco Artists - Lod Mosaic	Projects: - Symmetrical Tiles - tile Prints - Glass Mosaics Vocabulary: Geometric patterns, symmetry, Islamic Art Artists - Islamic Art	Projects: - Masks - Robes - Headdresses Vocabulary: Masks, woodcarving, terra cotta, casting, bronze, culture, ceremony Artists - Various African Masks, Robes and Headdresses from different regions of Africa	Projects: - Beading - Weaving Vocabulary: Warp, weft, basket weaving, Artists - Zulu Woven Baskets	Projects: - Printmaking - Pottery - Origami - Kirigami - Paper Making Vocabulary: Print, plate, ink, carving, edition, landscape, origami, kirigami Artists - Hiroshige - Hokusai	Projects: - Totem Poles - Aztec & Myan Art - Molas - North American Folk Art Vocabulary: Folk Art, Totems, Native American Art, Molas, Art of Panama, embroidery, samplers Artists - Early American Folk Artists (many are unidentified) - Brian Jungen - traditional Kuna artists	Projects: - Byzantine art - anglo saxon art - Illuminated Letters - mini-books - tryptichs Vocabulary: Book of Kells, illuminated manuscripts, icons, gold leaf Artists - Celtic Monks - Pietro Cavallin
6 th - RESOURCIES	Website: - http://www.metmuse um.org/about-the- museum/now-at-the- met/Features/2010/T he-Roman-Mosaic- from-Lod-Israel Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Book: - Islamic Geometric Patterns - Islamic Art at the Louvre Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Whereavailable)	Books: - African Masks: From the Barbier-Mueller Collection Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: - http://www.zanzibartribalart.com/AboutZuluBaskets.htm Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: http://www.hiroshige.org. uk/ Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)	Website: - http://www.folkartmus	Website: - http://en.wikipedia.or g/wiki/Book_of_kells - http://www.metmuse um.org/toah/hd/byza /hd_byza.htm Depending on the activity the following resources may also be used: - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)