



BOE Approved 4/15

Cliffside Park Public Schools

September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
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KINDERGARTEN THROUGH GRADE 6 ART

KINDERGARTEN TOPICS AND NJCCCS	<p>Element of art: Line Objectives: - Identify element of Line in diverse types of 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 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.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1</p>	<p>Element of art: Color Objectives: - Identify element of Color in diverse types of artwork. - Identify Primary and Secondary Colors. - 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 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.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1</p>	<p>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.1 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1</p>	<p>Element of art: Value Objectives: - Identify element of Value 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 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.B.1</p>	<p>Element of art: Form Objectives: - Identify element of Form 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 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.B.1</p>	<p>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</p>	<p>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.4 1.4.2.A.1 1.4.2.A.4 1.4.2.B.1</p>
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K - ACTIVITES	<p>Projects:</p> <ul style="list-style-type: none"> - Picasso's Elephant - Abstract Design <p>Vocabulary:</p> <p>Thick, thin, zig-zag, curved, straight, diagonal</p> <p>Artists</p> <ul style="list-style-type: none"> -Pablo Picasso -Wassily Kandinsky -Jackson Pollock 	<p>Projects:</p> <ul style="list-style-type: none"> - William the Hippo - Color Wheel - Masks - Rainbow Fish <p>Vocabulary:</p> <p>Primary – red, yellow, blue Secondary – orange, violet, green Color mixing, warm colors, cool colors</p> <p>Artists</p> <ul style="list-style-type: none"> -Various Egyptian Artists -Marcus Pfister 	<p>Projects:</p> <ul style="list-style-type: none"> - Making Leaves & Pumpkins - Making Winter Shapes <p>Vocabulary:</p> <p>Organic shapes, geometric shapes</p> <p>Artists</p> <ul style="list-style-type: none"> - Henri Matisse 	<p>Projects:</p> <ul style="list-style-type: none"> - Mexican Sun & Moon - Masks <p>Vocabulary:</p> <p>Light, dark, tints, shades</p> <p>Artists</p> <ul style="list-style-type: none"> - African Art - Mexican folk artists - Frida Kahlo 	<p>Projects:</p> <ul style="list-style-type: none"> - Paper pop-ups - Assemblage - Warm winter Jackets <p>Vocabulary:</p> <p>Building, three-dimensional, symmetry, asymmetry, sculpture, paper craft</p> <p>Artists</p> <ul style="list-style-type: none"> - Louise Nevelson - Xavier Barrade - Stephanie Herr - Vincent van Gogh 	<p>Projects:</p> <ul style="list-style-type: none"> - Material & Textures collage - Clay Texture Tablets <p>Vocabulary:</p> <p>Bumpy, smooth, grainy, ridged, soft, etc.</p> <p>Artists</p> <ul style="list-style-type: none"> - Faith Ringgold - Toshiko Horiuchi MacAdam 	<p>Projects:</p> <ul style="list-style-type: none"> - Rainbow City - Chalk Drawings <p>Vocabulary:</p> <p>Foreground, middle ground, background</p> <p>Artists</p> <ul style="list-style-type: none"> - Julian Beever - Kurt Wenner
K - RESOURCES	<p>Books:</p> <ul style="list-style-type: none"> - Action Jackson - Picasso Art Activity Pack <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Hot Hippo - Rainbow Fish - A Fish is a Fish <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Drawing with Scissors <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Why the Sun and Moon Live in the Sky <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - The New Encyclopedia of Origami and Papercraft Techniques - Vincent van Gogh's Café - The Purple Coat <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Tar Beach - Dave the Potter <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Pavement - Chalk Artist - Sidewalk Canvas - Asphalt Renaissance <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)



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GRADE 1 TOPICS AND NJCCCS	<p>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.</p> <p>Standards: 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 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</p>	<p>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.</p> <p>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</p>	<p>Principle of Design: Pattern Objectives: - Identify principle of Pattern in diverse types of artwork. - 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 artwork - Distinguish patterns in nature found in works of art artwork.</p> <p>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.A.4 1.4.2.B.1</p>	<p>Principle of Design: Rhythm Objectives: - Identify principle of Rhythm 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. -Apply the principles of a positive critique in giving and receiving responses to artwork.</p> <p>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</p>	<p>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 artwork. -Apply the principles of a positive critique in giving and receiving responses to artwork.</p> <p>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 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.B.1 1.4.2.B.2</p>	<p>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 artwork. -Apply the principles of a positive critique in giving and receiving responses to artwork.</p> <p>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.A.4 1.4.2.B.1 1.4.2.B.2</p>	<p>Principle of Design: Unity Objectives: - Identify principle of Unity 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 artwork. -Apply the principles of a positive critique in giving and receiving responses to artwork.</p> <p>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.A.4 1.4.2.B.1 1.4.2.B.2</p>



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1st - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Masks - Radial Design - Portraits - Butterflies <p>Vocabulary:</p> <p>Balance, Symmetrical, Asymmetrical</p> <p>Artists</p> <ul style="list-style-type: none"> - MC Escher - Islamic Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Aboriginal Art - Day of the Dead Skeletons <p>Vocabulary:</p> <p>Dots, lines, movement</p> <p>Artists</p> <ul style="list-style-type: none"> - Bronwyn Bancroft - Frida Kahlo 	<p>Projects:</p> <ul style="list-style-type: none"> - Hawaiian Tee-shirt Teddy Bear - Beading <p>Vocabulary:</p> <p>Pattern, repetition, shapes, lines</p> <p>Artists</p> <ul style="list-style-type: none"> - Native American Art - Pacific Islander Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Printmaking - Weaving - Twinning <p>Vocabulary:</p> <p>Print, plate, brayer, ink, warp, weft, repetition, movement, pattern</p> <p>Artists</p> <ul style="list-style-type: none"> - Andy Warhol - Native American Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Close-up flowers - Blue Dog <p>Vocabulary:</p> <p>Size, Shape, Large, Small, Close, far</p> <p>Artists</p> <ul style="list-style-type: none"> - Georgia O'Keefe - George Rodrigue 	<p>Projects:</p> <ul style="list-style-type: none"> - Contrasting Color Grid <p>Vocabulary:</p> <p>Warm colors, cold colors, grid, opposite</p> <p>Artists</p> <ul style="list-style-type: none"> - Pablo Picasso 	<p>Projects:</p> <ul style="list-style-type: none"> - Assemblage Sculptures <p>Vocabulary:</p> <p>Unity, togetherness, balance, composition</p> <p>Artists</p> <ul style="list-style-type: none"> - Louise Nevelson
1st - RESOURCES	<p>Books:</p> <ul style="list-style-type: none"> - Seeing Symmetry - Where the Wild Things Are <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Ready to Dream - An Australian ABC of Animals - Festival of Bones - Frida Kahlo: The artist who painted herself. <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - A String of Beads - Button Box <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Grand Mother Spider Bring the Sun - The Cherokees Native Basket Weavers - Andy Warhol Colors <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Why is Blue Dog Blue - My Name is Georgia - Through Georgia's Eyes <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Black on White <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - 13 Sculptures Children Should Know <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - 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	<p>Element of art: Line Objectives: - Identify element of Line in diverse types of artwork. - Use array of art mediums to create two-dimensional works of art. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork.</p> <p>Standards: 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>	<p>Element of art: Color Objectives: - Identify element of Color in diverse types of artwork. - Identify Primary and Secondary Colors. - Create secondary colors through color mixing - Use array of art mediums to create two-dimensional works of art. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>Standards: 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>	<p>Element of art: Shape Objectives: - Identify element of Shape in diverse types of artwork. - Identify and create geometric shapes. - Use array of art mediums to create two-&-three dimensional works of art. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>Standards: 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>	<p>Element of art: Value Objectives: - Identify element of Value in diverse types of artwork. - Create variety of values through color mixing - Identify how artists and artwork are affected by culture - Use array of art mediums to create two-dimensional works of art. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>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.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>	<p>Element of art: Form Objectives: - Identify element of Form 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. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>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.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>	<p>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. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>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.2 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 1.4.2.B.2</p>	<p>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. -Use elements to create personally relevant 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. -Apply the principles of a positive critique in giving and receiving responses to artwork</p> <p>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.2 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 1.4.2.B.2</p>



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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
2nd - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Contour Lines - Shadows <p>Vocabulary:</p> <p>Contour, blind contour, outline.</p> <p>Artists</p> <ul style="list-style-type: none"> - Jackson Pollock - Alexander Calder 	<p>Projects:</p> <ul style="list-style-type: none"> - Color Wheel <p>Vocabulary:</p> <p>Warm Colors, Cold Colors, red, orange, yellow, blue, violet, green, color blending, color mixing</p> <p>Artists</p> <ul style="list-style-type: none"> - Henri Matisse - Mark Rothko 	<p>Projects:</p> <ul style="list-style-type: none"> - Shape Houses <p>Vocabulary:</p> <p>Geometric shapes, circle, square, triangle, rectangle, pentagon, etc.</p> <p>Artists</p> <ul style="list-style-type: none"> - Frank Lloyd Wright 	<p>Projects:</p> <ul style="list-style-type: none"> - Cubist Portraits <p>Vocabulary:</p> <p>Tints, shades, portraits, cubism</p> <p>Artists</p> <ul style="list-style-type: none"> - Pablo Picasso - Juan Gris 	<p>Projects:</p> <ul style="list-style-type: none"> - Clay - Dessert sculptures <p>Vocabulary:</p> <p>Sculpture, score, slip, clay, coil, slab, pinch pot, 3D, pop-art</p> <p>Artists</p> <ul style="list-style-type: none"> - Wayne Thiebaud - Cleas Oldenburg 	<p>Projects:</p> <ul style="list-style-type: none"> - Hamburger/ Sandwich collage <p>Vocabulary:</p> <p>Collage, pop art, paper craft. dada</p> <p>Artists</p> <ul style="list-style-type: none"> - Matthew Cusick - Alexander Rodchenko 	<p>Projects:</p> <ul style="list-style-type: none"> - Overlapping Outer-Space Landscapes <p>Vocabulary:</p> <p>Foreground, middle ground, background</p> <p>Artists</p> <ul style="list-style-type: none"> - Frederic Church - John Constable -
2nd - RESOURCES	<p>Books:</p> <ul style="list-style-type: none"> - Action Jackson - When a Line Bends a Shape Begins <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - White Rabbit's Color Book - Mouse Paint <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Come on Over to MY House - Circle Here, Square There <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Pablo Picasso: Breaking the Rules - Getting the know the Artist Series: Picasso <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Counting with Wayne Thiebaud <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Alexander Rodchenko: Painting, Drawing, Collage, Design, Photography - New Creative Collage Techniques: How to Make Original Art Using Paper, Color and Texture <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.nasa.gov/multimedia/imagegallery/index.html <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student 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
	Principle of Design:	Principle of Design:	Principle of Design: Pattern	Principle of Design: Rhythm	Principle of Design:	Principle of Design:	Principle of Design:
GRADE 3 TOPICS AND NJCCCS	<p>Balance Objectives: - Identify principle of Balance in diverse types of artwork and in everyday life - Identify Symmetrical and Asymmetrical Balance in artwork. - 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Movement Objectives: - Identify principle of Movement 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-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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Objectives: - Identify principle of Pattern in diverse types of artwork and in everyday life - 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Objectives: - Identify principle of Rhythm 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-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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Emphasis Objectives: - Identify principle of Emphasis 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. - 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Contrast Objectives: - Identify principle of Contrast 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. - 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Unity Objectives: - Identify principle of Unity 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. - 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>



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



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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	<p>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</p> <p>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 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Element of Art: Form Objectives: - Identify element of Form 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 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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>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 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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>	<p>Element of Art: Space Objectives: - Identify element of Space 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 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</p> <p>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.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3</p>



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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
4th - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Exquisite Corpse - Gestural Drawing <p>Vocabulary:</p> <p>Stream of Consciousness, Dada, gestures, figure drawing</p> <p>Artists</p> <ul style="list-style-type: none"> - Leonardo da Vinci - Sangeeta Sandrasegar 	<p>Projects:</p> <ul style="list-style-type: none"> - Pop-Art color Wheels <p>Vocabulary:</p> <p>Complimentary colors, primary, secondary, tertiary, mandala</p> <p>Artists</p> <ul style="list-style-type: none"> - Roy Lichtenstein 	<p>Projects:</p> <ul style="list-style-type: none"> - Vegetable Cut-Outs - Shape Shifters <p>Vocabulary:</p> <p>Cut-outs, organic, geometric shapes.</p> <p>Artists</p> <ul style="list-style-type: none"> - Henri Matisse 	<p>Projects:</p> <ul style="list-style-type: none"> - Black & White Drawings <p>Vocabulary:</p> <p>Value, light, dark, hatching, cross hatching, scumbling, drawing techniques, shading.</p> <p>Artists</p> <ul style="list-style-type: none"> - Albrecht Durer 	<p>Projects:</p> <ul style="list-style-type: none"> - Recycled Sculptures <p>Vocabulary:</p> <p>Recycle-art, found object, assemblage,</p> <p>Artists</p> <ul style="list-style-type: none"> - Ha Schultz - Vik Muniz 	<p>Projects:</p> <ul style="list-style-type: none"> - Rubbing Landscapes - Japanese fish prints <p>Vocabulary:</p> <p>Frottage, rubbing, texture, gytaku</p> <p>Artists</p> <ul style="list-style-type: none"> - Hiroshige - Hokusai 	<p>Projects:</p> <ul style="list-style-type: none"> - Perspective Cities <p>Vocabulary:</p> <p>One point, two point, perspective, renaissance art, fresco</p> <p>Artists</p> <ul style="list-style-type: none"> - Raphael - other Renaissance artists
4th - RESOURCES	<p>Books:</p> <ul style="list-style-type: none"> - The Exquisite Book - Figure It Out!: The Beginner's Guide to Drawing People <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Make it PoP - Whaam! - The art and life of Roy Lichtenstein <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Book:</p> <ul style="list-style-type: none"> - Drawing with Scissors <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.albrecht-durer.org/ <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Lost & Found <p>Websites:</p> <p>http://www.studioargento.com/arte/trash_people/in dex_en.html</p> <p>http://www.recyclart.org/</p> <p>Documentary:</p> <p>Wasteland</p> <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - The Great Wave: A Children's Book inspired by Hokusai <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Book:</p> <ul style="list-style-type: none"> - RAPHAEL: Art for Children. <p>Website:</p> <p>http://www.urban-objects.com/</p> <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)

		Unit: Neolithic Art Objectives: - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Egyptian Art - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Mesopotamian Art - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Ancient Indian Art - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Ancient Chinese Art - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Ancient Greek Art - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media	Unit: Culture in our Community - Identify the elements of art and principles of design in artwork and everyday life - Compare and contrast works of art in various media			
		September	October	November	December	January	February	March	April	May	June
GRADE 5 TOPICS AND NJCCCS		contrast works of art in various mediums that use the same art elements and principles of design - Recognize works of art as a reflection of society - Identify artistic elements used in Neolithic art and how it compares to art from other cultures. - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	same art elements and principles of design - Recognize works of art as a reflection of society - Determine the impact of individual artists on Egyptian Art - Identify artistic elements used in Egyptian art and how it compares to art from other cultures. - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	of design - Recognize works of art as a reflection of society - Determine the impact of individual artists on Mesopotamian - Identify artistic elements used in Mesopotamian art and how it compares to art from other cultures. - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	of design - Recognize works of art as a reflection of society - Determine the impact of individual artists on Indian Art - Identify artistic elements used in Indian art and how it compares to art from other cultures. - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	mediums that use the same art elements and principles of design - Recognize works of art as a reflection of society - Determine the impact of individual artists on Chinese Art - Identify artistic elements used in Chinese art and how it compares to art from other cultures. - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	in various mediums that use the same art elements and principles of design - Recognize works of art as a reflection of society - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.3	contrast works of art in various mediums that use the same art elements and principles of design - Recognize works of art as a reflection of society - Create two-and-three dimensional works of art that use the elements and principles -Differentiate between art mediums through visual observation and experimentation -Display artwork outside of the classroom - Categorize and respond to artwork based on cultural and historical points of view - Demonstrate how art communicates personal & social values & ideas - 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 1.2.5.A.3 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.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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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
5th - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Cave Drawings - Clay Tiles - Clay Sculptures <p>Vocabulary:</p> <p>Neolithic Art, Hunter Gatherer society, Lascaux, BCE (Before Common Era)</p> <p>Artists</p> <ul style="list-style-type: none"> - Neolithic Cave Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Egyptian Style Portraits - Clay Cartouches - Clay Scarabs - Egyptian Narrative Drawings <p>Vocabulary:</p> <p>Portraits, cartouche, hieroglyphs, scarab,</p> <p>Artists</p> <ul style="list-style-type: none"> - Early Egyptian Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Assyrian Animal Carvings - Cylinder Seals <p>Vocabulary:</p> <p>Cylinder Seals, Assyria, Mesopotamia</p> <p>Artists</p> <ul style="list-style-type: none"> - Mesopotamian Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Batiking - Henna - Textile Prints - Mandalas <p>Vocabulary:</p> <p>Batik, henna, printmaking, mandala, symmetry, balance, unity</p> <p>Artists</p> <ul style="list-style-type: none"> - Indian Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Hand Scrolls - Calligraphy - Pottery <p>Vocabulary:</p> <p>Chinese handscrolls, landscape, ink, format, non-western art</p> <p>Artists</p> <ul style="list-style-type: none"> - Qu Ding (Chinese, active ca. 1023–ca. 1056) - Qian Xuan (Chinese, ca. 1235–before 1307) 	<p>Projects:</p> <ul style="list-style-type: none"> - Myth Vases - Pebble Mosaics - Conteposto <p>Vocabulary:</p> <p>Greek myths, architecture, pottery, black on red technique</p> <p>Artists</p> <ul style="list-style-type: none"> - Lydos - Paseas - etc 	<p>Projects:</p> <ul style="list-style-type: none"> - Bookmaking: making our own art history books <p>Vocabulary:</p> <p>Art history, bookmaking, culture</p> <p>Artists</p> <ul style="list-style-type: none"> - Mia Leijonstedt - Guy Debord - Cheri Gaulke - other Book Arts artists
5th - RESOURCES	<p>Website:</p> <ul style="list-style-type: none"> - http://lascaux.culture.fr <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.artyfactory.com/egyptian_art/egyptian_art_lessons.htm <p>Book:</p> <ul style="list-style-type: none"> - The Art and Architecture of Mesopotamia <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - The Art and Architecture of Mesopotamia <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Creative Batik (Beginner's Guide to) <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.metmuseum.org/toah/hd/chhs/hd_chhs.htm <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.metmuseum.org/toah/hd/vase/hd_vase.htm <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - Masters: Book Arts: Major Works by Leading Artists <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student 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 6 TOPICS AND NJCCCS	Unit: Roman Art	Unit: Islamic Art	Unit: Early African Art	Unit: African Art	Unit: Japanese Art	Unit: Early American	Unit: Art of the
	<p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Roman Art -Compare and contrast Roman Art to the work of other cultures -Identify innovations that impacted the advancement in Roman Art - Analyze the societal, historical, and political impact of art on Roman culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Roman Art - Identify the distinguishing characteristics of Roman Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Islamic Art -Compare and contrast Islamic Art to the work of other cultures -Identify innovations that impacted the advancement in Islamic Art - Analyze the societal, historical, and political impact of art on Islamic culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Islamic Art - Identify the distinguishing characteristics of Islamic Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Early African Art -Compare and contrast Early African Art to the work of other cultures -Identify innovations that impacted the advancement in Early African Art - Analyze the societal, historical, and political impact of art on Early African culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Early African Art - Identify the distinguishing characteristics of Early African Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in African Art -Compare and contrast African Art to the work of other cultures -Identify innovations that impacted the advancement in African Art - Analyze the societal, historical, and political impact of art on African culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in African Art - Identify the distinguishing characteristics of African Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Japanese Art -Compare and contrast Japanese Art to the work of other cultures -Identify innovations that impacted the advancement in Japanese Art - Analyze the societal, historical, and political impact of art on Japanese culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Japanese Art - Identify the distinguishing characteristics of Japanese Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Art</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Early American Art -Compare and contrast Early American Art to the work of other cultures -Identify innovations that impacted the advancement in Early American Art - Analyze the societal, historical, and political impact of art on Early American culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Early American Art - Identify the distinguishing characteristics of Early American Art compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>	<p>Middle Ages</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Describe the significance of the elements and principles in Art of the Middle Ages -Compare and contrast Art of the Middle Ages to the work of other cultures -Identify innovations that impacted the advancement in Art of the Middle Ages - Analyze the societal, historical, and political impact of art on Middle Ages culture and culture on art - Create two-&-three dimensional works of art that incorporate the elements and principles using a variety of mediums - Identify universal themes present in Art of the Middle Ages - Identify the distinguishing characteristics of Art of the Middle Ages compared to art from other historical eras -Compare and contrast examples of archetypal subject matter in art from diverse cultural and historical eras by writing critical essays <p>Standards:</p> <p>1.1.8.D.1 1.1.8.D.2 1.2.8.A.1 1.2.8.A.2 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</p>



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	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb-March	April-Mid May	Mid May-June
6th - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Paper Mosaics - Tile Mosaics - Architecture Study: Arches - Pompeii frescos <p>Vocabulary:</p> <p>Mosaics, tiles, grout, structure, arches, fresco</p> <p>Artists</p> <ul style="list-style-type: none"> - Lod Mosaic 	<p>Projects:</p> <ul style="list-style-type: none"> - Symmetrical Tiles - tile Prints - Glass Mosaics <p>Vocabulary:</p> <p>Geometric patterns, symmetry, Islamic Art</p> <p>Artists</p> <ul style="list-style-type: none"> - Islamic Art 	<p>Projects:</p> <ul style="list-style-type: none"> - Masks - Robes - Headdresses <p>Vocabulary:</p> <p>Masks, woodcarving, terra cotta, casting, bronze, culture, ceremony</p> <p>Artists</p> <ul style="list-style-type: none"> - Various African Masks, Robes and Headdresses from different regions of Africa 	<p>Projects:</p> <ul style="list-style-type: none"> - Beading - Weaving <p>Vocabulary:</p> <p>Warp, weft, basket weaving,</p> <p>Artists</p> <ul style="list-style-type: none"> - Zulu Woven Baskets 	<p>Projects:</p> <ul style="list-style-type: none"> - Printmaking - Pottery - Origami - Kirigami - Paper Making <p>Vocabulary:</p> <p>Print, plate, ink, carving, edition, landscape, origami, kirigami</p> <p>Artists</p> <ul style="list-style-type: none"> - Hiroshige - Hokusai 	<p>Projects:</p> <ul style="list-style-type: none"> - Totem Poles - Aztec & Myan Art - Molas - North American Folk Art <p>Vocabulary:</p> <p>Folk Art, Totems, Native American Art, Molas, Art of Panama, embroidery, samplers</p> <p>Artists</p> <ul style="list-style-type: none"> - Early American Folk Artists (many are unidentified) - Brian Jungen - traditional Kuna artists 	<p>Projects:</p> <ul style="list-style-type: none"> - Byzantine art - anglo saxon art - Illuminated Letters - mini-books - tryptichs <p>Vocabulary:</p> <p>Book of Kells, illuminated manuscripts, icons, gold leaf</p> <p>Artists</p> <ul style="list-style-type: none"> - Celtic Monks - Pietro Cavallin
6th - RESOURCIES	<p>Website:</p> <ul style="list-style-type: none"> - http://www.metmuseum.org/about-the-museum/now-at-the-met/Features/2010/The-Roman-Mosaic-from-Lod-Israel <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Book:</p> <ul style="list-style-type: none"> - Islamic Geometric Patterns - Islamic Art at the Louvre <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Books:</p> <ul style="list-style-type: none"> - African Masks: From the Barbier-Mueller Collection <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.zanzibartribalart.com/AboutZuluBaskets.htm <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.hiroshige.org.uk/ <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://www.folkartmuseum.org/ - http://en.wikipedia.org/wiki/Mola_(art_form) <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available) 	<p>Website:</p> <ul style="list-style-type: none"> - http://en.wikipedia.org/wiki/Book_of_kells - http://www.metmuseum.org/toah/hd/byza/hd_byza.htm <p>Depending on the activity the following resources may also be used:</p> <ul style="list-style-type: none"> - Internet Sites - Various Artists - Books/Magazines - Teacher & Student Examples - Visuals/Posters - Digital Images - SMART Board (Where available)