

Cliffside Park Public Schools
K-6 Art Curriculum Maps for NJSL

	September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb- March	April-Mid May	Mid May - June
KINDERGARTEN TOPICS	<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 1.3.2.D.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 - ACTIVITIES	<p>Projects:</p> <ul style="list-style-type: none"> - Picasso's Elephant - Abstract Design - Line in Art using various techniques and mediums <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 - Color in Art using various techniques and mediums. <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"> -Paul Klee 	<p>Projects:</p> <ul style="list-style-type: none"> - Making Leaves & Pumpkins - Making Winter Shapes - Shape in Art using various techniques and mediums <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 - value in Art using various techniques and mediums <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"> - Pop Art - Blue Dog - Form in Art using various techniques and mediums <p>Vocabulary:</p> <p>Building, three-dimensional, symmetry, asymmetry, sculpture, paper craft</p> <p>Artists</p> <ul style="list-style-type: none"> - Andy Warhol 	<p>Projects:</p> <ul style="list-style-type: none"> - Clay Texture Tablets - Texture in Art using various techniques and mediums <p>Vocabulary:</p> <p>Bumpy, smooth, grainy, ridged, soft, etc.</p> <p>Artists</p> <ul style="list-style-type: none"> - Carol Long 	<p>Projects:</p> <ul style="list-style-type: none"> - Van Gogh - Sunflowers - Space in Art using various techniques and mediums <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	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.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: - 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. 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	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. 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: 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. 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 artwork. -Apply 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.A.4 1.4.2.B.1 1.4.2.B.2	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. 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

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1st - ACTIVITIES</p> <p>Projects: - Radial Design - Butterflies - Balance in Art using various techniques and mediums.</p> <p>Vocabulary: Balance, Symmetrical, Asymmetrical</p> <p>Artists - MC Escher - Islamic Art</p>	<p>Projects: - Aboriginal Art - Day of the Dead Skeletons - Movement in Art using various techniques and mediums.</p> <p>Vocabulary: Dots, lines, movement</p> <p>Artists - Bronwyn Bancroft - Frida Kahlo</p>	<p>Projects: - Patterns in Nature - Matisse inspired organic/geometric shape composition - Pattern in Art using various techniques and mediums.</p> <p>Vocabulary: Pattern, repetition, shapes, lines</p> <p>Artists - Native American Art - Pacific Islander Art - Henri Matisse</p>	<p>Projects: - Printmaking - Paper Weaving - Rhythm through movement using various techniques</p> <p>Vocabulary: Print, plate, brayer, ink, warp, weft, repetition, movement, pattern</p> <p>Artists - Andy Warhol - Native American Art</p>	<p>Projects: - Close-up flowers - Blue Dog - Mexican Sun/Moon - Emphasis in Art using various techniques and mediums.</p> <p>Vocabulary: Size, Shape, Large, Small, Close, far</p> <p>Artists - Georgia O'Keefe - George Rodrigue</p>	<p>Projects: - Warm/Cool color landscapes Japanese Koinobori Fish and hand scrolls - Contrast in Art using various techniques and mediums.</p> <p>Vocabulary: Warm colors, cold colors, grid, opposite</p> <p>Artists - Pablo Picasso</p>	<p>Projects: - Assemblage - Dot Painting - Unity in Art using various techniques and mediums.</p> <p>Vocabulary: Unity, togetherness, balance, composition</p> <p>Artists - Louise Nevelson - Aboriginal Art</p>

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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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<p style="text-align: center;">GRADE 2 TOPICS</p> <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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2nd - ACTIVITIES</p> <p>Projects: - Contour Lines - Abstract Line Low relief - Kandinsky inspired - Line in Art using various techniques and mediums.</p> <p>Vocabulary: Contour, blind contour, outline.</p> <p>Artists - Jackson Pollock - Alexander Calder - Wassily Kandinsky</p>	<p>Projects: - Primary Color Inspired - Color in Art using various techniques and mediums.</p> <p>Vocabulary: Warm Colors, Cold Colors, red, orange, yellow, blue, violet, green, color blending, color mixing</p> <p>Artists - Henri Matisse - Mark Rothko - Piet Mondriam</p>	<p>Projects: - Shape Houses - Tessellations - Shape in Art using various techniques and mediums.</p> <p>Vocabulary: Geometric shapes, circle, square, triangle, rectangle, pentagon, etc.</p> <p>Artists - Frank Lloyd Wright - M.C. Esher</p>	<p>Projects: - Cubist Portraits - Value in Art using various techniques and mediums.</p> <p>Vocabulary: Tints, shades, portraits, cubism</p> <p>Artists - Pablo Picasso - Juan Gris</p>	<p>Projects: - Clay - Wayne Thiebauld desserts - 2D/3D Shapes - Form in Art using various techniques and mediums.</p> <p>Vocabulary: Sculpture, score, slip, clay, coil, slab, pinch pot, 3D, pop-art</p> <p>Artists - Wayne Thiebauld - Cleas Oldenburg</p>	<p>Projects: - Hamburger/ Sandwich collage - Robert Delaunay Inspired Collage - Crayon Batik - Texture in Art using various techniques and mediums.</p> <p>Vocabulary: Collage, pop art, paper craft, dada</p> <p>Artists - Matthew Cusick - Robert Delaunay - Vincent Van Gogh</p>	<p>Projects: - Landscapes using various methods -Space in Art using various techniques and mediums.</p> <p>Vocabulary: Foreground, middle ground, background</p> <p>Artists - Frederic Church - John Constable - Claude Monet</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 - 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 Thiebauld <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
GRADE 3 TOPICS	<p>Principle of Design: 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 - 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>Principle of Design: 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 - 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>Principle of Design: Pattern 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 - 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>Principle of Design: Rhythm 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 - 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>Principle of Design: 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 - 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>Principle of Design: 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 - 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>Principle of Design: 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 - 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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3rd - ACTIVITIES</p> <p>Projects: - Asymmetrical nature drawings - Kaleidoscopes - Balance in Art using various techniques and mediums.</p> <p>Vocabulary: Symmetry, asymmetry, radial design</p> <p>Artists - Betty Tribe - Frida Kahlo - George O'Keefe</p>	<p>Projects: - Human Figures in Motion - Repitition with Shapes - Movement in Art using various techniques and mediums.</p> <p>Vocabulary: Movement, form, brush strokes, radiating</p> <p>Artists - Marcel Duchamp - Giacomo Balla</p>	<p>Projects: - Animal Patterns - Chagall's World - Pattern Landscapes - Pattern in Art using various techniques and mediums.</p> <p>Vocabulary: Pattern, repetition, shape, movement, texture</p> <p>Artists - Marc Chagall</p>	<p>Projects: - Pop-Art Prints - Rhythm in Art using various techniques and mediums.</p> <p>Vocabulary: Pop art, printmaking, plate, press, ink, brayer</p> <p>Artists - Andy Warhol - Roy Lichtenstein</p>	<p>Projects: - Out-of-Place Objects - Objects/Flowers up Close - Objects Upclose - Emphasis in Art using various techniques and mediums.</p> <p>Vocabulary: Emphasis, surrealism, composition, focal point, size, location</p> <p>Artists - Rene Magritte - Salvador Dali - Georgio O'Keefe</p>	<p>Projects: - Opposite Worlds - Contrat of color in Art using various techniques and mediums.</p> <p>Vocabulary: Contrast, light, dark, warm colors, cold colors, complimentary colors, opposites</p> <p>Artists - Vincent van Gogh</p>	<p>Projects: - Mixed Media Color theory using Various Techniques - Unity in Art using various techniques and mediums.</p> <p>Vocabulary: Sculpture, found objects, combines</p> <p>Artists - Roy Lichtenstein</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 - RESOURCES	<p>Books:</p> <ul style="list-style-type: none"> - Kaleidoscope by Salina Yoon <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"> - 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"> - Journey on a Cloud - Dreamer from the Village <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"> - Uncle Andy's Cats - Getting to Know the Artist Series: Warhol <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"> - Magritte's Marvelous Hat - Now You See It – Now You Don't: Rene Magritte <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"> - Vincent's 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>Book:</p> <ul style="list-style-type: none"> - Rauschenberg: Art & Life <p>Website: 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)

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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	<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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<p style="text-align: center;">4th - ACTIVITIES</p> <p>Projects: - Line Low-relief - Op Art Line and Zentangles - Line in Art using various techniques and mediums.</p> <p>Vocabulary: Stream of Consciousness, Dada, gestures, figure drawing</p> <p>Artists - Jackson Pollack - Bridget Riley</p>	<p>Projects: - Pop-Art color Wheels - Color Theory in Art using various techniques and mediums.</p> <p>Vocabulary: Complimentary colors, primary, secondary, tertiary, mandala</p> <p>Artists - Roy Lichtenstein</p>	<p>Projects: - 1 pt perspective, color theory shapes - Shape in Art using various techniques and mediums.</p> <p>Vocabulary: Cut-outs, organic, geometric shapes.</p> <p>Artists - Henri Matisse - Bridget Riley - Piet Mondriam</p>	<p>Projects: - Black & White Drawings - tint and shades</p> <p>Vocabulary: Value, light, dark, hatching, cross hatching, scumbling, drawing techniques, shading.</p> <p>Artists - Albrecht Durer</p>	<p>Projects: - Warm/Cool color sculptures - Warm/Cool color landscapes</p> <p>Vocabulary: Form, Shape 2D/3D, warm/cool colors</p> <p>Artists - Claude Monet</p>	<p>Projects: - Texture in Art using various techniques and mediums.</p> <p>Vocabulary: Collage, Texture</p> <p>Artists - George Braque</p>	<p>Projects: - Perspective Cities - Space in Art using various techniques and mediums.</p> <p>Vocabulary: One point, two point, perspective, renaissance art, fresco</p> <p>Artists - Raphael - other Renaissance artists</p>

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<p style="text-align: center;">4th - RESOURCES</p> <p>Books: - The Exquisite Book - 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: - Make it PoP - Whaam! - The art and life of Roy Lichtenstein</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: - Drawing with Scissors</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>Website: - http://www.albrecht-durer.org/</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: - Lost & Found</p> <p>Websites: http://www.studioargento.com/arte/trash_people/index_en.html http://www.recyclart.org/</p> <p>Documentary: Wasteland</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: - The Great Wave: A Children's Book inspired by Hokusai</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: - RAPHAEL: Art for Children.</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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GRADE 5 TOPICS	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 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	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 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 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	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 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 Mesopotamian Art - 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	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 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 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	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 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	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 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	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 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

Cliffside Park Public Schools
K-6 Art Curriculum Maps for NJSLP

September	Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb- March	April-Mid May	Mid May - June
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">5th - ACTIVITIES</p> <p>Projects: - Cave Drawings - Clay Tiles - Clay Sculptures</p> <p>Vocabulary: Neolithic Art, Hunter Gatherer society, Lascaux, BCE (Before Common Era)</p> <p>Artists - Neolithic Cave Art</p>	<p>Projects: - Egyptian Style Portraits - Clay Cartouches - Clay Scarabs - Egyptian Jewelry</p> <p>Vocabulary: Portraits, cartouche, hieroglyphs, scarab,</p> <p>Artists - Early Egyptian Art</p>	<p>Projects: - Mixed Media Tiles</p> <p>Vocabulary: Mixed Media, low relief</p> <p>Artists - Mesopotamian Art</p>	<p>Projects: - Batiking - Henna - Mandalas</p> <p>Vocabulary: Batik, henna, printmaking, mandala, symmetry, balance, unity</p> <p>Artists - Indian Art</p>	<p>Projects: - Hand Scrolls - Calligraphy - Pottery - Radial Design</p> <p>Vocabulary: Chinese handscrolls, landscape, ink, format, non-western art, Radical</p> <p>Artists - Qu Ding (Chinese, active ca. 1023–ca. 1056) -Qian Xuan (Chinese, ca. 1235–before 1307)</p>	<p>Projects: - Myth Vases - Pebble Mosaics - Conteposto</p> <p>Vocabulary: Greek myths, architecture, pottery,</p> <p>Artists - Lydos - Paseas - etc</p>	<p>Projects: - Bookmaking: making our own art history books</p> <p>Vocabulary: Art history, bookmaking, culture</p> <p>Artists - Mia Leijonstedt - Guy Debord - Cheri Gaulke - other Book Arts artists</p>

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September		Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb- March	April-Mid May	Mid May - June
5th - RESOURCES	<p>Website: - http://lascaux.culture.fr</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>Website: - http://www.artyfactory.com/egyptian_art/egyptian_art_lessons.htm</p> <p>Book: - The Art and Architecture of Mesopotamia</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: - The Art and Architecture of Mesopotamia</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: - Creative Batik (Beginner's Guide to)</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>Website: http://www.metmuseum.org/toah/hd/chhs/hd_chhs.htm</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>Website: - http://www.metmuseum.org/toah/hd/vase/hd_vase.htm</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: - Masters: Book Arts: Major Works by Leading Artists</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>

Cliffside Park Public Schools
K-6 Art Curriculum Maps for NJSL

September		Oct- Mid Nov	Mid Nov- Dec	Jan-Mid Feb	Mid Feb- March	April-Mid May	Mid May - June
GRADE 6 TOPICS	<p>Unit: Roman Art Objectives: - 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> <p>Standards: 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>Unit: Islamic Art Objectives: - 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> <p>Standards: 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>Unit: Early African Art Objectives: - 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> <p>Standards: 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>Unit: African Art Objectives: - 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> <p>Standards: 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>Unit: Japanese Art Objectives: - 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> <p>Standards: 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>Unit: Early American Art Objectives: - 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> <p>Standards: 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>Unit: Art of the Middle Ages Objectives: - 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> <p>Standards: 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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">6th - ACTIVITIES</p> <p>Projects: - Paper Mosaics - Architecture Study:</p> <p>Vocabulary: Mosaics, tiles, grout, structure, arches, fresco</p> <p>Artists - Lod Mosaic</p>	<p>Projects: - Symmetrical Tiles - Radiall Design</p> <p>Vocabulary: Geometric patterns, symmetry, Islamic Art</p> <p>Artists - Islamic Art</p>	<p>Projects: - Masks, 2D, 3D - Robes - Headdresses - African Prints</p> <p>Vocabulary: Masks, woodcarving, terra cotta, casting, bronze, culture, ceremony, print pattern</p> <p>Artists - Various African Masks, Robes and Headdresses from different regions of Africa</p>	<p>Projects: - Beading - Weaving - African cloth and patterns</p> <p>Vocabulary: Warp, weft, basket weaving,</p> <p>Artists - Zulu Woven Baskets</p>	<p>Projects: - Printmaking - Pottery - Notan Design - Sumi Painting</p> <p>Vocabulary: Print, plate, ink, carving, edition, landscape, notan, positive/negative space</p> <p>Artists - Hiroshige - Hokusai</p>	<p>Projects: - Aztec & Myan Art - North American Folk Art</p> <p>Vocabulary: Folk Art, Totems, Native American Art, embroidery, samplers</p> <p>Artists - Early American Folk Artists (many are unidentified) - Brian Jungen - traditional Kuna artists</p>	<p>Projects: - Byzantine art - Illuminated Letters</p> <p>Vocabulary: Book of Kells, illuminated manuscripts, icons, gold leaf</p> <p>Artists - Celtic Monks - Pietro Cavallin</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 - RESOURCES	<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)

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Line	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Line in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Lines. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Lines in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Color	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Color in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Color. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Color in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Shape	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Shape in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Shapes. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Shapes in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Value	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Value in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Value in Art. Extra time to finish if needed. .</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Value in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Texture	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Texture in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Texture in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Texture in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric.</p>
Form	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Form in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Form in Art. Extra time to finish if needed. .</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Form in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Space	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Space in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Space in Art. Extra time to finish if needed. .</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Space in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Balance	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Balance in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Balance. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Balance in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Movement	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Movement in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Movement. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Movement in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Pattern	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Pattern in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Patterns in Art and nature and historical references. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Pattern in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Rhythm	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Rhythm in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of step by step instruction of the project's process. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Rhythm in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Emphasis	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Emphasis in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Emphasis in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Emphasis in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Contrast	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Contrast and Color Theory in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Contrast of color in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Contrast of color in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Unity	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Unity in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Unity in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Unity in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Line	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Line in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Line in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Line in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Color	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Color in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of color harmonies in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Color Theory in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Shape	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Shape in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Shape in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Shape in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Value	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Value in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Value in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Value in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Form	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Form in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Form in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Form in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Texture	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Texture in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Texture in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Texture in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Space	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Space in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Space in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Space in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Balance	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Balance in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Balance in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Balance in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Movement	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Movement in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Movement in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Movement in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Pattern	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on Pattern in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Pattern in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Pattern in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Rhythm	<p>GIFTED AND TALENTED: Assignments geared to development in areas of creativity and cognition of Rhythm in Art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Rhythm in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Rhythm in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Emphasis	<p>GIFTED AND TALENTED: Assignments geared to development in areas of creativity and cognition of Emphasis in Art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Emphasis in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Emphasis in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Contrast	<p>GIFTED AND TALENTED: Assignments geared to development in areas of creativity and cognition of contrast of color in Art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of contrast of color in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of contrast of color in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMODATIONS & MODIFICATIONS	ASSESSMENTS
Unity	<p>GIFTED AND TALENTED: Assignments geared to development in areas of creativity and cognition of Unity in Art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Unity in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Unity in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Line	<p>GIFTED AND TALENTED: Assignments geared to development in areas of creativity and cognition of Lines in Art.</p> <p>ELL: Translated worksheet and instructions. Partner students.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of line. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of line in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Shape	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on shape in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions. Partner students.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of shape. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of shape in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Value	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking using value through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of value. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning on the use of value in art..</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Form	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking using form in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of form in Art and historical references. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of form in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at the end of each unit</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Space	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on space in Art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Space and historical references . Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of space in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Texture	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking on texture in art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of contrast in Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of texture in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Color	<p>GIFTED AND TALENTED: Encouragement of higher-level thinking color in art through analysis of artwork.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of step by step instruction of the assemblage process. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of color in Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

UNIT NAME	ACCOMMODATIONS & MODIFICATIONS	ASSESSMENTS
Neolithic	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Neolithic.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of cave art, clay tiles, and sculptures. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Neolithic Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Egyptian	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Egyptian art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples hieroglyphics, cartouches, portraits. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Egyptian art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Mesopotamian	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Mesopotamian art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of mixed media tiles. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Mosaic art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

Ancient India	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Neolithic.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of batik, henna, mandala. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Neolithic Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Ancient China	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Chinese art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples Chinese handscrolls, landscape, ink. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Egyptian art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Ancient Greece	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Greece art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of mosaic tiles. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Mosaic art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

Content Area: Art

Grade: 5

<p>Culture in Our Community</p>	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in cultural art in our community.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of book making. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Cultural Art in our Community.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
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Roman Art	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Roman art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of mosaic tiles.. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Neolithic Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Islamic Art	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Islamic art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Islamic pattern using symmetry. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Islamic art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
Early African Art	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Early African art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Early African Art. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Early African art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

<p>African Art</p>	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in African art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of weaving, beading, and masks. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of African art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
<p>Japanese Art</p>	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Japanese.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of pottery, printmaking,, Notan design, Sumi art.. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Japanese Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>
<p>Early American Art</p>	<p>GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Early American art.</p> <p>ELL: Translated worksheet and instructions.</p> <p>STUDENTS WHO NEED SUPPORT: Visual examples of Aztec and Myan art.. Extra time to finish if needed.</p>	<p>FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Early American Art.</p> <p>SUMMATIVE: Self-assessment/reflection at end of unit.</p> <p>BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.</p> <p>ADAPTIVE: Modified Rubric</p>

Middle Ages Art

GIFTED AND TALENTED: Assignments geared to develop and recognize works of art and artists. Identify artistic elements used in Middle Ages.

ELL: Translated worksheet and instructions.

STUDENTS WHO NEED SUPPORT: Visual examples of Byzantine art and Illuminated letters.. Extra time to finish if needed.

FORMATIVE: Analyzing student progress. Verbal questioning of comprehension of Middle Ages.

SUMMATIVE: Self-assessment/reflection at end of unit.

BENCHMARK: Rubric on comprehension, craftsmanship, behavior, and execution or project.

ADAPTIVE: Modified Rubric