

**Cliffside Park**  
**Grade 5 Art Curriculum**

BOE Approved 8/18

Grade 5: September

<b>Unit of Art: NEOLITHIC</b>	
<b>STUDENT LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>● I can identify the elements of art and principles of design in artwork and everyday life</li><li>● I can compare and contrast works of art in various mediums that use the same art elements and principles of design</li><li>● I can recognize works of art as a reflection of society</li><li>● I can identify artistic elements used in Neolithic art and how it compares to art from other cultures.</li><li>● I can create two-and-three dimensional works of art that use the elements and principles</li><li>● I can differentiate between art mediums through visual observation and experimentation</li><li>● I can display artwork outside of the classroom</li><li>● I can categorize and respond to artwork based on cultural and historical points of view</li><li>● I can demonstrate how art communicates personal &amp; social values &amp; ideas</li><li>● I can assess the application of elements &amp; principles of design in my own and other's artwork through critique using art specific terminology and vocabulary</li></ul>
<b>ENDURING UNDERSTANDING</b> <ul style="list-style-type: none"><li>● Cave drawings are an example of Neolithic art using space and texture.</li></ul>	
<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"><li>● What elements of art can be applied to Neolithic art?</li></ul>	
<b>STANDARDS</b> <ul style="list-style-type: none"><li>● <b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.</li><li>● <b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li><li>● <b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li><li>● <b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li><li>● <b>1.3.5.D.1</b> Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li></ul>	

- **1.3.5.D.2** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- **1.3.5.D.4** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- **1.4.5.A.1** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- **1.4.5.A.2** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- **1.4.5.B.1** Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- **1.4.5.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)**

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP6: Demonstrate creativity and innovation.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

### **NJSLS TECHNOLOGY STANDARDS**

- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- **8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

### **PROJECTS**

- Cave Drawings

### **Formative Assessments**

#### Observation

- Verbal Questioning
- Analyzing student progress

### **Summative Assessments**

- Anecdotal Notes
- Visual Self-assessment rubric

**Benchmark**

Portfolio of student work

**Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment

**INTERDISCIPLINARY CONNECTIONS**

- The Neolithic Age in world history focused on humans evolving into hunter-gatherers. Cave art was found during this era and it depicted survival by early humans. Students will research Neolithic cave art and create a cave art painting of their own.
  - 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

**ART/ARTISTS**

- Neolithic Cave Art

**VOCABULARY:** Neolithic Art, Lascaux, pigment, BCE (Before Common Era)

**RESOURCES**

**Website:** <http://lascaux.culture.fr>

**Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

**Grade 5: October-November**

	<b>Unit of Art: MESOPOTAMIAN</b>
<b>STUDENT LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● I can identify the elements of art and principles of design in artwork and everyday life</li> <li>● I can compare and contrast works of art in various mediums that use the same art elements and principles of design</li> <li>● I can recognize works of art as a reflection of society</li> <li>● I can determine the impact of individual artists on Mesopotamian</li> <li>● I can identify artistic elements used in Mesopotamian art and how it compares to art from other cultures.</li> <li>● I can create two-and-three dimensional works of art that use the elements and principles</li> <li>● I can differentiate between art mediums through visual observation and experimentation</li> <li>● I can display artwork outside of the classroom</li> </ul>

- I can categorize and respond to artwork based on cultural and historical points of view
- I can demonstrate how art communicates personal & social values & ideas
- I can assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

### **ENDURING UNDERSTANDING**

- Mesopotamian Art is based on cultural aspects and history of an ancient time.

### **ESSENTIAL QUESTIONS**

- How is Mesopotamian Art categorized as compared to other ancient civilization arts?

### **STANDARDS**

- **1.1.5.D.1** Identify elements of art and principles of design that are evident in everyday life.
- **1.1.5.D.2** Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- **1.2.5.A.1** Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- **1.2.5.A.2** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- **1.3.5.D.1** Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- **1.3.5.D.2** Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
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- **1.4.5.B.1** Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- **1.4.5.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)**

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **NJSLS TECHNOLOGY STANDARDS**

- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- **8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

## **PROJECTS**

- Mixed Media Tiles

## **Formative Assessments**

- Observation
- Verbal Questioning
- Analyzing student progress

## **Summative Assessments**

- Anecdotal Notes
- Visual Self-assessment rubric

## **Benchmark**

Portfolio of student work

## **Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment

## **INTERDISCIPLINARY CONNECTIONS**

- Cuneiform was a major aspect of writing/art from the Mesopotamian River Valley civilization. Students will research cuneiform and create a collage that highlights one example of cuneiform.
  - 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

## **VOCABULARY**

- Mesopotamia, pictograms, symbolism, cuneiform, scribes, Mixed Media, low relief

## **ART/ARTISTS**

- Mesopotamian Art

## **RESOURCES**

### **Other**

Teacher made Slide Show

Smart Board (when available)

Visuals/posters

Internet sites

Digital images

Books and Magazine

**Grade 5: December-January**

	<b>Unit: ANCIENT EGYPTIAN ART</b>
<b>STUDENT LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>● I can identify the elements of art and principles of design in artwork and everyday life</li><li>● I can compare and contrast works of art in various mediums that use the same art elements and principles of design</li><li>● I can recognize works of art as a reflection of society</li><li>● I can determine the impact of individual artists on Egyptian Art</li><li>● I can identify artistic elements used in Egyptian art and how it compares to art from other cultures.</li><li>● I can create two-and-three dimensional works of art that use the elements and principles</li><li>● I can differentiate between art mediums through visual observation and experimentation</li><li>● I can display artwork outside of the classroom</li><li>● I can categorize and respond to artwork based on cultural and historical points of view</li><li>● I can demonstrate how art communicates personal &amp; social values &amp; ideas</li><li>● I can assess the application of elements &amp; principles in their own and other's artwork through critique using art specific terminology and vocabulary</li></ul>
<b>ENDURING UNDERSTANDING</b> <ul style="list-style-type: none"><li>● Egyptian Art can be comprises of many elements of art.</li><li>● Egyptian Art is a study of an ancient societal.</li></ul> <b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"><li>● How did Egyptian artists choose their subjects for artwork?</li></ul>	
<b>STANDARDS</b> <ul style="list-style-type: none"><li>● <b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.</li><li>● <b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li><li>● <b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li><li>● <b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li><li>● <b>1.3.5.D.1</b> Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li><li>● <b>1.3.5.D.2</b> Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology</li></ul>	

(e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

- **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
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#### **NJSLS TECHNOLOGY STANDARDS**

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#### **PROJECTS**

- Egyptian Style Portraits
- Clay Cartouches
- Egyptian Jewelry

**Formative Assessments**

- Observation
- Verbal Questioning
- Analyzing student progress

**Summative Assessments**

- Anecdotal Notes
- Visual Self-assessment rubric

**Benchmark**

Portfolio of student work

**Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment

**INTERDISCIPLINARY CONNECTIONS**

- Elaborate tombs and caskets were used by the ancient Egyptians. Students will research ancient Egyptian tombs and create this art of their own.
  - 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

**VOCABULARY**

Portraits, cartouche, hieroglyphs, scarab, pigment, ankh, Eye of Horus, headdress, pharaoh

**ART/ARTISTS**

- Early Egyptian Art and jewelry

**RESOURCES**

**Website:** [http://www.artfactory.com/egyptian\\_art/egyptian\\_art\\_lessons.htm](http://www.artfactory.com/egyptian_art/egyptian_art_lessons.htm)

**Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines



**Grade 5: February-March**

	<b>Unit: ANCIENT INDIAN ART</b>
<b>STUDENT LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>● I can identify the elements of art and principles of design in artwork and everyday life</li><li>● I can compare and contrast works of art in various mediums that use the same art elements and principles of design</li><li>● I can recognize works of art as a reflection of society</li><li>● I can determine the impact of individual artists on Indian Art</li><li>● I can identify artistic elements used in Indian art and how it compares to art from other cultures.</li><li>● I can create two-and-three dimensional works of art that use the elements and principles</li><li>● I can differentiate between art mediums through visual observation and experimentation</li><li>● I can display artwork outside of the classroom</li><li>● I can categorize and respond to artwork based on cultural and historical points of view</li><li>● I can demonstrate how art communicates personal &amp; social values &amp; ideas</li><li>● I can assess the application of elements &amp; principles in their own and other's artwork through critique using art specific terminology and vocabulary</li></ul>
<b>ENDURING UNDERSTANDING</b> <ul style="list-style-type: none"><li>● Ancient Indian Art is based on the history and culture of its people.</li></ul> <b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"><li>● How can one reproduce the art of the Ancient Indian civilization?</li></ul>	
<b>STANDARDS</b> <ul style="list-style-type: none"><li>● <b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.</li><li>● <b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li><li>● <b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li><li>● <b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li><li>● <b>1.3.5.D.1</b> Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li><li>● <b>1.3.5.D.2</b> Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li></ul>	

- **1.3.5.D.3** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
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### **21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)**

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### **NJSLS TECHNOLOGY STANDARDS**

- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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### **PROJECTS**

- Batiking
- Henna
- Mandalas
- Rangoli design

**Formative Assessments**

- Observation
- Verbal Questioning
- Analyzing student progress

**Summative Assessments**

Anecdotal Notes

- Visual Self-assessment rubric

**Benchmark**

Portfolio of student work

**Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment

**INTERDISCIPLINARY CONNECTIONS**

- The Hindu and Buddhist religions relied heavily on images of their religion and gods/goddesses. Research one Indian god/goddess and use that image in a landscape from ancient India.
  - 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

**VOCABULARY**

- Batik, henna, printmaking, mandala, symmetry, balance

**ARTISTS/ART**

- Indian Art

**RESOURCES****Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

**Grade 5: April-May**

<b>Unit: ANCIENT CHINESE ART</b>	
<b>STUDENT LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"><li>● I can identify the elements of art and principles of design in artwork and everyday life</li><li>● I can compare and contrast works of art in various mediums that use the same art elements and principles of design</li><li>● I can recognize works of art as a reflection of society</li><li>● I can determine the impact of individual artists on Chinese Art</li><li>● I can identify artistic elements used in Chinese art and how it compares to art from other cultures.</li><li>● I can create two-and-three dimensional works of art that use the elements and principles</li><li>● I can differentiate between art mediums through visual observation and experimentation</li><li>● I can display artwork outside of the classroom</li><li>● I can categorize and respond to artwork based on cultural and historical points of view</li><li>● I can demonstrate how art communicates personal &amp; social values &amp; ideas</li><li>● I can assess the application of elements &amp; principles in their own and other's artwork through critique using art specific terminology and vocabulary</li></ul>
<b>ENDURING UNDERSTANDING</b> <ul style="list-style-type: none"><li>● Shape, line, spacing and color are important parts of ancient Chinese Art?</li></ul>	
<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"><li>● Why was using Chinese letters an important part of ancient Chinese art?</li><li>● How far back can we date ancient Chinese art?</li></ul>	
<b>STANDARDS</b> <ul style="list-style-type: none"><li>● <b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.</li><li>● <b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li><li>● <b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li><li>● <b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li><li>● <b>1.3.5.D.1</b> Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li><li>● <b>1.3.5.D.2</b> Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li></ul>	

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### **NJSLS TECHNOLOGY STANDARDS**

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- **8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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### **PROJECTS**

- Calligraphy
- Pottery
- Radial Design
- Ming Dynasty Vases

### **Formative Assessments**

- Observation
- Verbal Questioning
- Analyzing student progress

### **Summative Assessments**

Anecdotal Notes

- Visual Self-assessment rubric

### **Benchmark**

Portfolio of student work

### **Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment

## **INTERDISCIPLINARY CONNECTIONS**

- Calligraphy was a major cultural achievement to the early Chinese empires. Students will research methods to writing calligraphy and show their classmates how to illustrate one letter/character.
  - 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

## **VOCABULARY**

- Chinese handscrolls, landscape, ink, format, non-western art, Ming Dynasty

## **ART/ARTISTS**

- Qu Ding (Chinese, active ca. 1023–ca. 1056)
- Qian Xuan (Chinese, ca. 1235–before 1307)

## **RESOURCES**

**Website:** <https://www.britannica.com/art/Chinese-art>

### **Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Unit: ANCIENT GREEK ART	
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<b>ENDURING UNDERSTANDING</b>	
<ul style="list-style-type: none"> <li>● Mosaics and pottery were important art forms to the ancient Greek society.</li> </ul>	
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What did the mosaic and pottery designs depict in ancient Greek art?</li> <li>● How does ancient Greek artform differ from other ancient civilization artforms?</li> </ul>	
<b>STANDARDS</b>	
<ul style="list-style-type: none"> <li>● <b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.</li> <li>● <b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.</li> <li>● <b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>● <b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>● <b>1.3.5.D.1</b> Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</li> <li>● <b>1.3.5.D.2</b> Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</li> <li>● <b>1.3.5.D.3</b> Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using</li> </ul>	

age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

- **1.3.5.D.4** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- **1.4.5.A.1** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- **1.4.5.A.2** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- **1.4.5.B.1** Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- **1.4.5.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **21st CENTURY AND LIFE SKILLS (9.2 CAREER READY PRACTICES)**

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **NJSLS TECHNOLOGY STANDARDS**

- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- **8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

### **PROJECTS**

- Greek Mythological Vases
- Mixed media Mosaics

### **Formative Assessment**

- Observation
- Verbal Questioning
- Analyzing student progress

### **Summative Assessments**

- Anecdotal Notes
- Visual Self-assessment rubric

### **Benchmark**

Portfolio of student work

### **Adaptive Assessment**

- Modified Rubric
- Modified Self-assessment



## **INTERDISCIPLINARY CONNECTIONS**

- Macedonian art was a major component of the ancient Greek culture. Alexander the Great is depicted in much of this art. Students will research the life of Alexander the Great and create a sketch of his greatest accomplishment.
  - 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

## **VOCABULARY**

- Greek mythology, architecture, pottery, kiln

## **ART/ARTISTS**

- Lydos
- Ancient Greek pottery

## **RESOURCES**

### **Other**

Teacher made Slide Show

Visuals/posters

Digital images

Smart Board (when available)

Internet sites

Books

Magazines

Integrated Differentiation/Accommodations/Modifications for Elementary Art (Alternate Modes of Instruction and Support)		
Gifted and Talented	English Language Learners	Students with IEPs/504s and At Risk Learners
<ul style="list-style-type: none"> <li>• Have students compare pictures of culturally diverse works of art and share with class</li> <li>• Students create more detailed works of art using elements.</li> <li>• Students research artists</li> <li>• Interest based content</li> <li>• Room for Artistic Choices</li> <li>• Elevated Technique Complexity</li> <li>• Additional Projects</li> <li>• Adaptation of higher skills in requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Check for understanding of directions</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Seat students close to the teacher.</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP/504</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Provide extended time.</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Increase one on one time</li> <li>• Review behavior expectations and make adjustments for personal space or behavior as needed</li> </ul>

**Sources:**

**NJSLS Visual and Performing Art Standards:**

<https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

**New Jersey Student Learning Standards (2016)**

<http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

**New Jersey Student Learning Standards: Technology (2014)**

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

**Career Ready Practices (2014)**

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

# ART RUBRIC

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher and Grade \_\_\_\_\_

Project \_\_\_\_\_

						Comments
Elements & Principles of Design	1	2	3	4	NA	
Craftsmanship	1	2	3	4	NA	
Time and Management	1	2	3	4	NA	
Originality & Uniqueness	1	2	3	4	NA	

## Key for Academic Reporting

**4- Exceeding Learning Standards-**

Student displays knowledge and skills beyond what is asked.

**3- Meeting Learning Standards-**

Student displays an understanding of the knowledge and skills for this project.

**2- Approaching Learning Standards-**

Student displays a limited understanding of the knowledge and skills for this project.

**1- Not Meeting Learning Standards**

Student does not display an understanding of the knowledge and skills for this project.

**NA-**

Not assessed at this time.



# 3-2-1 ART!

Name \_\_\_\_\_ Project \_\_\_\_\_

Things I learned

<b>3</b>	_____
	_____
	_____

Things I like about my work

<b>2</b>	_____
	_____
	_____

Things I would change or do differently

<b>1</b>	_____
	_____
	_____