BOE Approved 8/18

Grade 4: September

	Element of Art: LINES
STUDENT LEARNING 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 ● Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- Lines are evident in artwork and everyday life.
- Lines are used to create a variety of art forms.

ESSENTIAL QUESTIONS
- What are different ways lines can be used in creating a work of art?
- What type of lines do you see in your everyday travels?

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.
- **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.
- CRP4. Communicate clearly and effectively and with reason.
- 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 understand 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.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

PROJECTS
- Line Low-relief
- Op Art Line and Zentangles
- Line in Art using various techniques and mediums. Vocabulary: Artists

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 time period of American impressionism was an instrumental part of America's history in the mid 20th century. Students will examine and research how the art from this era influenced society as a whole.
  - 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

ARTISTS
- Jackson Pollack
- Bridget Riley

VOCABULARY
Stream of Consciousness, Dada, gestures, figure drawing

RESOURCES
Books: *The Exquisite Book, Figure It Out!, The Beginner's Guide to Drawing People*

The following resources may also be used: Internet Sites, Various Artists, Books/Magazines,Teacher & Student
Examples: Visuals/Posters, Digital Images, SMART Board (Where available)

	Element of Art: COLOR
STUDENT LEARNING 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 ● Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- Moods and emotions are often associated with colors and used in everyday living.

ESSENTIAL QUESTIONS
- How can colors emphasize a mood or emotion?
- Why is color an important element of art?
- How does color affect an art piece?

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.

- **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)
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- CRP2.   Apply appropriate academic and technical skills.
- CRP4.   Communicate clearly and effectively and with reason.
- 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 understand 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.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

PROJECTS
- Pop-Art color Wheels
- Color Theory in Art using various techniques and mediums.

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 Great Depression was an important event in American History. Students will research and examine photographs and paintings from this era to help get students passionate about past American artists and photographers.
  - 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

VOCABULARY
- Complimentary colors, primary, secondary, tertiary, mandala

ARTISTS
- Roy Lichtenstein

RESOURCES

Books

Make it PoP , Whaam!, The art and life of Roy Lichtenstein

The following resources may also be used: Internet Sites, Various Artists, Books/Magazines, Teacher & Student Examples, Visuals/Posters, Digital Images, SMART Board (Where available)

Grade 4: Mid-November to December

	Element of Art: SHAPE
STUDENT LEARNING 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

ENDURING UNDERSTANDING
- Space can be the given area an artist created his/her work with the piece of art.
- Space is how the area of the artwork is utilized.

ESSENTIAL QUESTIONS
- How does an artist create art synthesizing shape and unity?

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.

- **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)

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- 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 understand 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.
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PROJECTS

- 1 pt perspective,
- Color theory shapes
- Shape in Art using various techniques and mediums.

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
- Math is used in many, if not all forms of art. Students will research geometric shapes and terms that will be used in art assessments.
  - 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

VOCABULARY
Cut-outs, organic, geometric shapes.

ARTISTS
- Henri Matisse
- Bridget Riley
- Piet Mondrian

RESOURCES
Books
Drawing with Scissors
Other:
Teacher made slide show
Internet Sites
Various Artists
Books/Magazines
Teacher & Student Examples
Visuals/Posters
Digital Images
SMART Board (Where available)

Grade 4: January to Mid-February

	Element of Art: VALUE
STUDENT LEARNING 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 ● Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- Value is in artwork allows people to make personal connections and interpretations.

ESSENTIAL QUESTIONS
- How does value depict or emphasize a mood or emotion?
- Why is value an important element of art for an artist to utilize?

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.
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- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

PROJECTS
- Black & White Drawings
- Tint and shades

Formative Assessments
- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments
- Anecdotal Notes
- Visual Self-assessment rubric

Benchmark
Portfolio of student work
Adaptive Assessments
- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS
- Students will compare different pieces of artwork that were instrumental in American history. Students will research the time period of these pieces and write a short summary about the events that shaped the piece of artwork.
    - 6.1.4.D.14 Trace how the American identity evolved over time.

VOCABULARY
- Value, light, dark, hatching, cross hatching, scumbling, drawing techniques, shading.

ARTISTS/ART
- Albrecht Durer

RESOURCES
Website:
https://www.albrecht-durer.org/

Other:
Teacher made slide show
Internet Sites
Various Artists
Books/Magazines
Teacher & Student Examples
Visuals/Posters
Digital Images
SMART Board (Where available)

	Element of Art: FORM
STUDENT LEARNING 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 ● Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- Using form and texture, everyday objects can be transformed in 3D drawings.

ESSENTIAL QUESTION
- How and why would an artist use and depict texture?

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.
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- **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.

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- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

PROJECTS
- Warm/Cool color sculptures
- Warm/Cool color landscapes Form, Shape 2D/3D, warm/cool colors

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
- Sculpture was an important part of ancient Greece and Rome. Sculpture eventually became popular in American artwork. Students will research one important sculpture in American history and complete a short summary on that particular piece of art.
  - 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

ARTISTS
- Claude Monet

RESOURCES

Books: *Lost & Found*

Websites: http://www.studioargento.co m/arte/trash_people/index_e n.html
http://www.recyclart.org/ Documentary

Other:
Teacher made slide show
Internet Sites
Various Artists
Books/Magazines
Teacher & Student Examples
Visuals/Posters
Digital Images
SMART Board (Where available)

Grade 4: April to Mid-May

	Element of Art: TEXTURE
STUDENT LEARNING 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 - Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- Using form and texture, everyday objects can be transformed into 3D drawings.\

ESSENTIAL QUESTION
- How and why would an artist use and depict texture?

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.
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- 8.1.5.D.3 Demonstrate an understand of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
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- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

PROJECTS
- Texture in Art using various techniques and mediums.
- Collage

Formative Assessments
- Observation
- Verbal Questioning
- Analyzing student progress

Summative Assessments
- Anecdotal Notes
- Visual Self-assessment rubric

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- Modified Rubric
- Modified Self-assessment

INTERDISCIPLINARY CONNECTIONS
- Mediums are instrumental in changing an artist's product upon completion of a painting. Students will examine how different mediums are found within artwork from New Jersey.
    - 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

VOCABULARY
- Collage, Texture

ARTISTS
- George Braque

RESOURCES

Books

The Great Wave: A Children's Book inspired by Hokusai

Other:
Teacher made slide show
Internet Sites
Various Artists
Books/Magazines
Teacher & Student Examples
Visuals/Posters
Digital Images
SMART Board (Where available)

Grade 4: Mid-May to June

	Element of Art: SPACE
STUDENT LEARNING 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 - ● Assess the application of elements & principles in their own and other's artwork through critique using art specific terminology and vocabulary

ENDURING UNDERSTANDING
- The ways in which an artist chooses to depict space depends on the message or theme the are trying to convey.

ESSENTIAL QUESTIONS
- How does an artist define space?
- How would an artist define space using foreground, middleground, and background in a landscape?

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.
- **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.
- CRP4.   Communicate clearly and effectively and with reason.
- 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 understand 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.

- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

PROJECTS
- Perspective Cities/Landscapes/Rooms
- Space in Art using various techniques and mediums. Vocabulary: Artists

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
- Space within a painting can have a profound impact on the artist's perspective of a piece of art. Students will research important New Jersey paintings and outline how space could impact the perspective.
  - 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

ART/ARTISTS
- Raphael
- Other Renaissance artists

VOCABULARY
- One point, two point, perspective, renaissance art, fresco

RESOURCES
Books:
RAPHAEL: Art for Children.
Website:
http://www.urbanobjects.com/
Other:
Teacher made slide show
Internet Sites
Various Artists

Books/Magazines
Teacher & Student Examples
Visuals/Posters
Digital Images
SMART Board (Where available)

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**
- Inquiry-based instruction - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Room for Artistic Choices - Elevated Technique Complexity - Additional Projects - Adaptation of requirements	- Speak and display terminology and movement - Teacher modeling - Peer modeling - Develop and post routines - Label classroom materials - Word walls - Check for understanding of directions - Use posters with directions written in pictures in all languages - Seat students close to the teacher. - Incorporate visuals: graphic organizers, gestures, props	- Utilize modifications & accommodations delineated in the student's IEP/504 - Work with paraprofessional - Work with a partner - Work with a paraprofessional - Provide concrete examples and relate all new assignments to previously learned tasks - Solidify and refine concepts through repetition. - Provide extended time. - Repeat directions - Check for understanding of directions - Give directions/instructions verbally and in simple written format. - Increase one on one time - Review behavior expectations and make adjustments for personal space or behavior as needed

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	

<u>Key for Academic Reporting</u>

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.

Name_____ Date _____

SELF REFLECTION

1. What was the Art Project? Explain in your own words.

2. What did you learn from this project?

3. What did you do well in this project?

4. What is one thing you would change or want improvement on?

3-2-1 ART!

Name_____ Project_____

Things I learned

3 _____
_____
_____

Things I like about my work

2 _____
_____
_____

Things I would change or do differently

1 _____
_____
_____