

JAMESBURG PUBLIC SCHOOLS

VISUAL ARTS CURRICULUM FRAMEWORK

GRADES K/1/2

Jamesburg Public Schools
Visual Arts Curriculum Map

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Visual Arts Curriculum Map

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	September	October	November	December	January	February	March	April	May	June	
NJSLS Technology	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2
NJSLS – Career Ready Practices	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12
NJSLS- Interdisciplinary Connections	All students will understand the role, development, and influence of the arts throughout history and across cultures. All students will utilize mathematical skills including measuring and counting (rulers, protractors, dice). exploring shapes and Symmetry. All students will read a story and create a work of art inspired by the story - observation & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice All students will read a story and create a work of art inspired by the story - observation & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.

Learning Goals: K/1/2 Master Learning Goals

- ★ Create artwork exploring and investigating new art materials and new ideas to enhance fine motor skills, to properly grip tools such as scissors, paint brushes, and pencils.
- ★ Identify and Recall the 7 Elements of Art and 7 Principles of Design as important art vocabulary words.
- ★ Texture: Explore how texture relates to touch and feel, how line can create an illusion of texture.
- ★ Form (3-D): Explore and demonstrate problem solving skills in 3-D, manipulate paper to create 3-D Forms, create artwork by manipulating paper by folding, tearing, ripping, cutting, crumbling, rolling, curling, shredding and assembling. Identify found objects and recycled objects as art materials
- ★ Color: Apply color appropriately. Identify colors by name in english and spanish. Identify color scheme families such as primary, secondary, neutral. Note that Hue is also a name for color. Apply paint appropriately using techniques such as sponging, dotting, dipping, and stippling
- ★ Shape (2-D): Demonstrate problem solving skills in 2-D. Create drawings of different types of shapes including geometric shapes and organic shapes. Identify geometric shapes by name such as triangle, square, rectangle, star, diamond.
- ★ Space/Scale: Cut on a line within ¼ of an inch. Create marks in a variety of sizes and proportions.
- ★ Value: explore creation of a variety of tints and shades in monochromatic hues.
- ★ Line: Create drawings of different types of lines including: straight, broken, dotted, wavy, spiral, curving, jagged, zig-zag. Identify line and how it exists in everyday life.
- ★ Balance: explore how art compositions can be arranged in even or uneven ways.
- ★ Movement: Use the finger to track where the eye moves while looking at an artwork. Explore how lines can demonstrate movement in a composition.
- ★ Rhythm/Repetition: Notice how famous works of art may repeat elements or themes in a composition or several compositions.
- ★ Unity: Notice how famous works of art feel finished or that they have a sense of togetherness.
- ★ Contrast: Explore how famous works of art are similar or different.
- ★ Pattern: Create drawings of simple ABAB patterns using elements of art including shapes, colors, lines.
- ★ Emphasis: explore how artists show what is important by emphasising it with color, size, or repetition.
- ★ Listen to read aloud stories focusing on worldly cultures, artists, and age appropriate themes.
- ★ Speak to peers in small and large groups.
- ★ Compare contrast and critique utilizing age appropriate art vocabulary when observing famous works of art, self created art, or peer created art using worksheets as a guide.
- ★ Speak utilizing art vocabulary to identify art materials
- ★ Read and pronounce the names of famous artists and their artistic movements.
- ★ Write short self reflections and artist statements utilizing age appropriate art vocabulary.

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UNIT 2 - K/1/2 OCTOBER - FALL SEASON + HALLOWEEN THEME		
Unit Summary	NJSLS Standards	Essential Questions
Students will explore the impact that their lives have on art and the ways it can be demonstrated. Students will work to develop their fine motor skills and improve their creativity.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How does the fall season affect colors in nature? How can your life be shown in art? How can art show a person's life? How do artists and designers learn from trial and error? How do artists make creative decisions?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: Fall Season: <ul style="list-style-type: none"> ★ Read Aloud Lois Ehlert: Leaf Man Collage ★ Wax-Resist Leaf Stencil Painting ★ Q-Tip Stippling Trees and Leaves ★ Frog In The Rain ★ Tree House Drawing ★ Willem De Kooning: Self-Portrait ★ Stippled Paint Name, Masking Tape Letters ★ Laurel Burch Patterned Cats Halloween Theme: <ul style="list-style-type: none"> ★ Read Aloud: Skeleton Hiccups ★ Read Aloud: Anansi the Spider ★ Tim Burton: Portrait, Frankenweenie, Jack + Sally ★ Hundertwasser Inspired Haunted House ★ Paul Klee Inspired Shape Castle ★ Louise Bourgeois - Spider Art Sculpture ★ Dia De Los Muertos Sugar Skull Symmetry Painting ★ "When I grow up I want to be.." Halloween Self Portrait 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

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UNIT 3 - K/1/2 NOVEMBER - ANCIENT EGYPT + INDIGENOUS AMERICANS		
Unit Summary	NJSLS Standards	Essential Questions
Students will explore the Egyptian culture and landscape. During the exploration students will create various examples of Egyptian focused art.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How does knowing about ancient history of Egypt help us learn about today? What elements of Egyptian culture are relevant today? How does the history of Native American People help us learn about today? What elements of Native American Art + Culture are relevant Today?
Students will explore the Native American Culture and landscape. During Exploration students will create various examples of Native American Focused Art.		How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Learning Goals: Refer to Master Goals		
Projects & Artists: Ancient Egypt: <ul style="list-style-type: none"> ★ Seated Scribe Sculpture, the Archaic Smile ★ Name Hieroglyphs ★ 3-D Pyramids Patterned ★ Striped Coil Paper Snakes ★ Pharaoh Necklaces ★ Sphinx, Camel & Pyramids Landscape ★ King Tut's Mask ★ Read Aloud: The Little Hippo by Geraldine Elschner and Anja Klauss ★ Read Aloud: Egyptomania by Emma Giuliana Indigenous Americans: <ul style="list-style-type: none"> ★ Read Aloud: Tomie DePaola - The Legend of the Indian Paintbrush (Plains Indian) ★ Read Aloud: Gerald McDermot - Raven Trickster Tale (Pacific NorthWest Raven) ★ Plains Indian Tipis ★ Paper Plate Dream Catcher ★ Talking Stick Speaker Staff ★ Rain Stick ★ Pacific NorthWest Totem Pole Animal Symbolism & Design ★ School Mascot Chief in War Bonnet Drawing 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG, BRAINPOP		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

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UNIT 4 - K/1/2 DECEMBER - WINTER SEASON + WOODLAND CREATURES		
Unit Summary	NJSLS Standards	Essential Questions
Students will explore literature inspired by the winter season and woodland creatures. During exploration students will create art inspired by the winter season.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How does the winter season affect art and the world around us? What role does persistence play in revising, refining, and developing work? Where and how do we encounter visual arts in our world? What impact does climate change impact woodland creatures?
Learning Goals: Refer to Master Goals by Grade.		
Projects: Woodland Creatures: <ul style="list-style-type: none"> ★ Ripped Paper Collages: Fox, Owl, Bear, Woodpecker, Deer Winter Season: <ul style="list-style-type: none"> ★ Read Aloud: William Bently - Snowflake Bently - Q-Tip Snowflake ★ Read Aloud: Jan Brett The Mitten, Winter Gloves & Hats ★ Snowflake Printmaking with found objects ★ Fold & Cut Paper Snowflakes ★ Read Aloud: Tomie DePaola - Legend of the Poinsettia - Poinsettia Flower Name Wreath ★ Name & Vowels & New Year Date Snowman ★ Snowman Icecream Cone ★ Nutcracker Soldier Drawing 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced.		

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UNIT 5 - K/1/2 JANUARY - ARCTIC ANIMALS: + AUTHOR STUDY		
Unit Summary	NJSLS Standards	Essential Questions
Students will listen to stories by various authors. Students will create artwork inspired by imagination, illustrations, and overarching themes.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How do authors and illustrators use their imagination to create art and tell stories? How can the viewer "read" a work of art as text? How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us? How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? What impact does climate change impact Arctic Animals?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: Arctic Animals: <ul style="list-style-type: none"> ★ Guided Drawing: Penguin ★ Guided Drawing: Polar Bear ★ Guided Drawing: Reindeer ★ Read Aloud: Keith Baker - No Two Alike Red Cardinal Author Study: <ul style="list-style-type: none"> ★ Read Aloud: Jan Brett - Gingerbread Baby ★ Read Aloud: Shel Silverstein - Zebra Question ★ Read Aloud: Eric Carle - The Artist who Drew a Blue Horse, Draw Me a Star ★ Read Aloud: Pete The Cat - Crayons Rock, I Love my White Shoes, Missing Cupcake ★ Read Aloud: Ezra Jack Keatz - Snowy Day ★ Read Aloud: Laura Numeroff- If You Give a Moose a Muffin ★ Read Aloud: Carmen Lomas Garza - En Mi Familia 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

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UNIT 6 - K/1/2 FEBRUARY - AFRICAN AMERICAN ART		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the history and culture of African American Artists. During exploration, students will create artwork inspired by their discoveries about the landscape, people, history, and culture.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How does knowing about the history of African American Artists and Art help us learn about today? How do African American Artists contribute to Art History in the past and present? What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work? How does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: ★ Read Aloud: Tar Beach by Faith Ringgold ★ Read Aloud: Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe ★ Read Aloud: Take a Picture of Me, James Van Der Zee! by Andrea J. Loney and Keith Mallett ★ Read Aloud: Fancy Party Gowns: The Story of Fashion Designer Ann Cole Lowe by Deborah Blumenthal and Laura Freeman ★ Read Aloud: Stitchin' and Pullin': A Gee's Bend Quilt by Patricia McKissack and Cozbi A. Cabrera ★ Read Aloud: Alma's Dream by Obiora N. Anekwe a story about Alma Thomas ★ African Jewelry - Ugandan Women Paper Beads ★ Read Aloud: Parker Looks Up - by Parker Curry ★ Elizabeth Catlett - Women of the Harlem Renaissance ★ Kara Walker - Black and White Silhouettes		
Vocabulary: ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis.		
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UNIT 7 - K/1/2 MARCH - ANCIENT CHINA + ANCIENT JAPAN		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the history and culture of Ancient Japan & China. During exploration, students will create artwork inspired by their discoveries about the landscape, people, history, and culture.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	How does knowing about the ancient history of Japan & China help us learn about today? What elements of Japanese & Chinese culture are relevant today? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Learning Goals: Refer to Master Goals by Grade.		
Projects: CHINA: <ul style="list-style-type: none"> ★ Dragon Paper Bag Puppet ★ Paper Fans ★ Paper Lanterns New Year Animals ★ Meiyintang Chicken Cups ★ Ming Dynasty Blue Porcelain ★ Can/Have/Are Facts: Panda Painting or Collage ★ Read Aloud: Ann Tompert - Grandfather Tang's Story Tangrams JAPAN: <ul style="list-style-type: none"> ★ Can/Have/Are Facts: Koi Fish Collage or Salt Glue ★ Gyotaku Fish Printing with Rubber Stamps ★ Koinobori Carp Streamer Windsock ★ Hokusai: Views of Mt Fuji ★ Future Fashion Avant Garde Kimonos ★ Japanese Cherry Blossom Tree Festival 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 8 - K/1/2 APRIL - MODERN AMERICAN ARTISTS		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about american modern artists. During exploration, students will create artwork inspired by the discoveries about the style, themes, and interests of individual artists and genres.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	What are key influences in American Art? What can we learn about the people and culture of America through their artwork? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Learning Goals: Refer to Master Goals by Grade.		
Projects and Artists: <ul style="list-style-type: none"> ★ Alexander Calder: Circus Performers ★ Georgia Okeefe: Flowers, Desert Landscapes, Animal Skulls ★ Keith Haring: NYC People, Signs & Symbols ★ Andy Warhol: Pop Art Hands ★ Jen Stark: Colorful Drips ★ Mary Blair: A Pocket Full Of Color - Disney Artist Extraordinaire ★ Alma Thomas: Space Inspired Abstract Painting ★ Tyree Guyton: Magic Trash Read Aloud ★ Angela Hazeltine Pozzi: Washed Ashore Project - Climate Awareness / Earth Day Poster 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 9 - K/1/2 MAY - EUROPEAN ARTISTS		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about historical European Artists. During exploration, students will create artwork inspired by the discoveries about the style, themes, and interests of individual artists and artworks.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	What influences European Artists? What kind of artwork comes from European Countries? What about European Art is relevant today? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Learning Goals: Refer to Master Goals by Grade.		
Projects: <ul style="list-style-type: none"> ★ Henri Rousseau: Surprised Tiger in A Tropical Storm ★ Pablo Picasso: Bouquet of Peace Hands Collage ★ Claude Monet: Ocean Seascape in Watercolor ★ Leonardo Davinci: Mona Lisa "Where Will You Take Mona Lisa to Make Her Smile?" ★ Vincent Van Gogh: Sunflowers, Irises, landscapes ★ Design an Art Museum Collage ★ Create/Refine Finished Artwork for display in Art Show/Art Portfolio. 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 10 - K/1/2 JUNE - PREHISTORIC ART + SUMMER		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about Prehistoric Art. During exploration, students will create artwork inspired by the discoveries about paleontologists, dinosaur bones, and cave paintings.	1.5.2CR Create 1.5.2PR Present 1.5.2RE Respond 1.5.2CN Connect	Why are museums important? How can a job be connected to art? When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response? What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learning Goals: Refer to Master Goals by Grade.		
<p>Projects & Artists:</p> <p>Prehistoric Art Theme:</p> <ul style="list-style-type: none"> ★ Read Aloud: Karen LeFrack - Sleepover at the Museum, Maps ★ Read Aloud: The First Drawing - Mordicai Gerstein ★ Paleontologist Dinosaur Stencil Fossils with chalk and brushes ★ Dinosaurs of Land, Sea, Sky: Spinosaurus, Plesiosaurus, Velociraptor ★ Lascaux, France Cave Painting with sponge stamps and sencils <p>Summer End of Year Theme:</p> <ul style="list-style-type: none"> ★ David Hockney: Swimming Self Portrait ★ Summer Sunglasses Reflection: "What do you want to do this summer?" ★ Sweets & Treats: Dessert Artists - Kendyll Hillegas, Claes Oldenburg, Wayne Thiebaud 		
<p>Vocabulary:</p> <ul style="list-style-type: none"> ★ Discuss and Explore how famous works of art employ the Elements of Art and Principles of Design in a composition. ★ Introduction of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Introduction of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
<p>Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans:</p> <p>Students are given the opportunity to enhance their learning through extended study.</p> <p>Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'</p> <p>Students are redirected and alternate demonstration methods.</p> <p>Alternate materials are offered.</p>		
Core Instructional Materials: Miscellaneous Art Materials, Read Aloud Books, Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

JAMESBURG PUBLIC SCHOOLS

VISUAL ARTS CURRICULUM FRAMEWORK

GRADES 3/4/5

Jamesburg Public Schools
Visual Arts Curriculum Map[illegible]

Jamesburg Public Schools
Visual Arts Curriculum Map

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	September	October	November	December	January	February	March	April	May	June
NJSLS Technology	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2
NJSLS – Career Ready Practices	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12
NJSLS-Interdisciplinary Connections	All students will understand the role, development, and influence of the arts throughout history and across cultures. All students will utilize mathematical skills including measuring and counting (rulers, protractors, dice). exploring shapes and Symmetry. All students will read a story and create a work of art inspired by the story - observation & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice All students will read a story and create a work of art inspired by the story - observation & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.

Learning Goals: 3/4/5 Master Learning Goals

- ★ Create works of art that demonstrate problem solving skills independently and in small groups.
- ★ Identify and Recall the 7 Elements of Art and 7 Principles of Design in relation to a composition with assistance of informational charts.
- ★ Apply the 7 Elements of Art and 7 Principles of Design to the creation of a composition in a variety of art media.
- ★ Texture: Identify art materials while noting the physical properties, similarities, differences of: acrylic, tempera, chalk pastel, oil pastel, clays, printmaking, textiles, weaving, colored pencils, color pencil stix, crayon, permanent marker, dry erase marker, and washable markers.
- ★ Form (3-D): explore creating works of art that are 3-D utilizing found objects or recycled materials.
- ★ Color: Identify the color scheme families of the complementary colors and where they are found on a color wheel.
- ★ Space/Size: Identify how proportion and scale can make drawings of objects appear realistic.
- ★ Shape (2-D): Identify that shape can exist as abstract, freeform, geometric, organic shapes.
- ★ Value: Identify value using a value scale card. Identify how value can be created with line and shading techniques.
- ★ Line: Identify that line can impact the Elements: texture, shape and Principles: balance, proportion, movement.
- ★ Balance: Identify how famous works of art use balance in a composition.
- ★ Movement: Identify how a famous work of art uses movement in a composition.
- ★ Rhythm/Repetition: Identify who is a famous work of art uses rhythm and repetition in a composition.
- ★ Unity: Apply problem solving skills in 2-D and 3-D creations of personal artworks. Create and experiment with art media and subject matter.
- ★ Contrast: Distinguish the physical properties, similarities and differences between 2-D art that reflects shape, 3-D art that reflects form, and collage art.
- ★ Pattern: Identify proper formulas and ratios for color mixing in various art materials
- ★ Emphasis: Create artworks representing relationships that show art in everyday life including themes of society and nature.
- ★ Listen: to verbal directions and follow commands.
- ★ Speak: Speak in small and large group critique utilizing vocabulary, historical, and cultural references about works of art that are famous, self created, or peer created.
- ★ Read: read written directions and follow commands.
- ★ Write: write short self reflections and summarize key themes and ideas in relation to an artwork.

UNIT 1 - 3/4/5 SEPTEMBER - ALL ABOUT ME + ANCIENT ROME + GREECE		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about how artists express their personal interests. During exploration, students will create artwork with the intention to share personal interests and emotions.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	What is art? What is not art? How can we make art that expresses our personal interests and emotions? How do artists generate creative ideas? What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
Learning Goals: Refer to Master Goals by Grade.		
<p>Projects:</p> <p>All About Me:</p> <ul style="list-style-type: none"> ★ Kelsey Montague Feather Mural Collaborative Design “What Lifts You?” ★ Analogous Color Self Portraits ★ 3D Name Art Block Lettering ★ T Shirt Design ★ Robot Collograph - Shel Silverstein My Robot Poem ★ Design a Sketchbook and Sketchbook Challenges. ★ 1 Page Zines <p>ANCIENT GREECE :</p> <ul style="list-style-type: none"> ★ Amphora Pottery Red & Black Design ★ Soldier Shield Design - Gorgon Mythological Creature ★ Types of Columns - Doric Ionic Corinthian Architecture of Temples <p>ANCIENT ROME :</p> <ul style="list-style-type: none"> ★ Architecture of the Colosseum ★ Roman Currency ★ Black + White Mosaic Tile Design of Ship or Sea Creature 		
<p>Vocabulary:</p> <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
<p>Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans:</p> <p>Students are given the opportunity to enhance their learning through extended study.</p> <p>Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'</p> <p>Students are redirected and alternate demonstration methods.</p> <p>Alternate materials are offered.</p>		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 2 - 3/4/5 OCTOBER - FALL SEASON		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about how art exists in nature and the world around us. During exploration, students will create inspired by nature and observation.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	How does art exist in nature during fall? How do artists use nature as inspiration? How do artists make creative decisions? How do artists work? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? How do artists grow and become accomplished in art forms?
Learning Goals: Refer to Master Goals by Grade.		
Projects: ★ Read Aloud: Flashlight Wordless Picture Book by Lizi Boyd ★ Leaf Symmetry Paper Stencils ★ Watercolor Wax Resist Leaf Stencil ★ Alex Katz Night Paintings - Instant Coffee Painting ★ Tree House Design ★ Farm Scene Landscape & Scarecrow ★ Picasso Le Coq - Rooster with Texture painting ★ Spooky Realistic Eyeball ★ Dragon's Eye ★ Paper Plate Slot Sculpture Dragons ★ SGO Assessment #1*		
Vocabulary: ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis.		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 3 - 3/4/5 NOVEMBER - OPTICAL ILLUSION ART		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about how artists create optical illusions. During exploration, students will create artwork inspired by their styles and processes.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	How do artists create optical illusions that trick the eye? How can the 7 Elements of Art and 7 Principles of design be used to create optical illusions? How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
Learning Goals: Refer to Master Goals by Grade.		
Projects: ★ 1 Point Perspective: Block Letter Initials ★ Impossible Shapes: Penrose Triangle ★ Celtic Knots: Trinity (Triquetra), Sailors Knot, Love Knot ★ Victor Vasarely: Color + Value Shapes ★ Bridget Riley: Wormholes ★ MC Escher: Tessellating Shape Tile ★ Complimentary Color Waves ★ 3D Paper Cubes with Pattern		
Vocabulary: ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis.		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 4 - 3/4/5 DECEMBER - WINTER SEASON + SPORTS		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about how the winter season, sports, and art are related. During exploration, students will create artwork inspired by the themes.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	How does art exist in nature during winter? How are sports and visual arts related?
Learning Goals: Refer to Master Goals by Grade.		
Projects: Winter Sports: <ul style="list-style-type: none"> ★ Vertical-Horizontal-Diagonal Striped Socks ★ Winter Olympics: Laced Ice Skates ★ Winter Olympics: Snowboard Design ★ Winter Olympics: Sled Dog Racing ★ Olympic Torch and Medals ★ Mitten-Hat-Mitten Haiku ★ Read Aloud: Mice on Ice by Ed Emberly Winter Season: <ul style="list-style-type: none"> ★ Read Aloud: Over and Under the Snow by Kate Messner and Christopher Silas Neal ★ Read Aloud: Owl Moon by Jane Yolen ★ Ted Harrison inspired Yukon Landscape ★ Sandra Dieckmann Polar Bears ★ Northern Lights Landscape ★ Birch Tree Shadows Landscape ★ Glowing Holiday Lights with Pastel ★ Value Shading Candy Canes ★ 2-D Cut Paper Snowflakes ★ 3-D Paper Snowflakes 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 5 - 3/4/5 JANUARY - SELF IDENTITY		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about artists who explore identity, portraiture, and self portraiture. During exploration, students will create artwork inspired by self portraits.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	What are ways that I can express self identity in art? How do artists express interest in identity and the self in their artwork?
Learning Goals: Refer to Master Goals by Grade.		
Projects: <ul style="list-style-type: none"> ★ Split Face Portrait Pablo Picasso's Woman Before a Mirror ★ Realistic Style Self Portrait inspired by Frida Kahlo + Amadeo Modigliani ★ Cartoon Style Self Portrait Inspired by Manga/Cartoon Characters ★ Abstract Portraits inspired by Okuda San Miguel ★ Lego Portraits ★ Dream House/ Bedroom Design ★ Doodle For Google* ★ SGO Assessment #2* 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 6 - 3/4/5 FEBRUARY - REALISM VS. IMAGINATION		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about artists who work by observation, realistic style, in 2-D and collage. During exploration, students will create art in 2-D and collage based on still life or observations.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	Why and How is realism important in art? Why and How is Imagination important in art? Why and How is collage important in art? Why and How are realism, imagination, and collage related?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: Realism: <ul style="list-style-type: none"> ★ Research an Artist featured in "Landscape Painting Now: From Pop Abstraction to New Romanticism" ★ Observational Drawing of Still Life: Francisco de Zurbaran, Paul Cezanne ★ Observational Drawing of Tea Cup Still Life inspired by Mary Cassat ★ Realistic Rainbow Bubble Drawing ★ Romare Bearden: The Block, City Collage ★ Women of African - Ugandan Paper Beads ★ Psychedelic Succulent Plants ★ Scientific Drawings of Insects: Ladybug, Bee, Butterfly, Mosquito, Dragonfly ★ Roll & Draw - Giuseppe Arcimboldo Food Portrait Imagination: <ul style="list-style-type: none"> ★ SWAPS - "Shared with a Pal" ★ Jen Aranyi Winter Landscape Inspired Bookmark Design ★ Cartoons & Comic Heros ★ Utopian Cityscapes ★ Hybrid Animals 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 7 - 3/4/5 MARCH - ART OF INDIA + AUSTRALIA		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about the art of India's culture. During exploration, students will create artwork about elements of Indian culture that are prevalent today.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	How and Why does knowing about art of India help us learn about today? What elements of Indian culture are relevant today?
Learning Goals: Refer to Master Goals by Grade.		
<p>Projects:</p> <p>India:</p> <ul style="list-style-type: none"> ★ Read Aloud: Holi Festival of Colors Self Portrait ★ Indian Dhurrie Rugs, Paper Weaving, Yarn + Loom Weaving, ★ Mehendi Henna Hands and Feet Design ★ Mandala Design ★ Taj Mahal Architecture ★ Patterned Elephant ★ Peacock ★ Sacred Cows <p>Australia:</p> <ul style="list-style-type: none"> ★ Aboriginal Dreaming Dot Art ★ Koala Bear Pastel Artwork ★ Kangaroo Silhouette landscape Painting ★ Golden Wattle Tree ★ Bottlebrush Flower Painting 		
<p>Vocabulary:</p> <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 8 - 3/4/5 APRIL - MURAL ART + OCEAN/MARINE ANIMALS		
Unit Summary	NJSLS Standards	Essential Questions
<p>In this unit, students will learn about mural artworks and collaboration. During exploration, students will create a mural artwork in a collaborative style.</p> <p>Students will learn about artists who work to conserve the ocean habitat. During exploration, students will create mixed media artwork independently.</p>	<p>1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect</p>	<p>What impact does size, proportion, and scale have on an artwork? Why do artists display what they make? What impact does climate change impact Arctic Animals - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>
Learning Goals: Refer to Master Goals by Grade.		
<p>Projects:</p> <p>Mural Art:</p> <ul style="list-style-type: none"> ★ Each class will work collaboratively & independently to recreate a famous work of art on a large scale using a grid + templates. <p>Ocean + Marine Animals Art:</p> <ul style="list-style-type: none"> ★ Read Aloud: Follow the Moon Home by Philippe Cousteau ★ Robert Wyland: Whaling Walls ★ Shark, Sea Turtle, Killer Whale, Dolphin, Octopus ★ Aquarium hallway with 1 Point Perspective ★ Recycled Art Sculpture ★ Final SGO Activity 3* 		
<p>Vocabulary:</p> <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects, Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 9 - 3/4/5 MAY - ABSTRACT ART		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about various artists who work in abstract style. During exploration, students will create artwork inspired by their different art materials and artistic processes and techniques.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	How and Why do artists make abstract art? What were the interests of artists who worked in abstract style?
Learning Goals: Refer to Master Goals by Grade.		
Projects: ★ Paint Scraper Layered Colors Painting ★ Pulled String Art ★ Folded Paper Concertina ★ Wassily Kandinsky: Musical Abstraction ★ Sonia Delaunay: Orphism ★ Jackson Pollock: Action Painting ★ Lee Krasner: Abstract Expressionism ★ Hellen Frankenthaler: Abstract Expressionism and Landscapes ★ Peter Max: Psychedelic Landscapes		
Vocabulary: ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis.		
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Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 10 - 3/4/5 JUNE - URBAN ART & ARCHITECTURE & SUMMER		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about how art exists in urban spaces. During exploration, students will create artwork inspired by the styles, themes and genres of urban artists' interests.	1.5.5CR Create 1.5.5PR Present 1.5.5RE Respond 1.5.5CN Connect	What kinds of art exist in urban spaces? What is the function of urban art?
Learning Goals: Refer to Master Goals by Grade.		
Projects: Urban Art & Architecture: <ul style="list-style-type: none"> ★ Franck Slama Space Invader Art and Pixel Art, ★ Movie Billboard Advertisement, ★ California Artists: Thank You X, Jen Stark ★ Mark Jenkins, Street as Stage ★ Architecture Around the World Summer Theme: <ul style="list-style-type: none"> ★ Travel Poster Design ★ Underwater Snorkeling Self Portrait ★ Fireworks over the City ★ 5th Grade - Ceiling Tiles in Art Room Design 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Assess how a famous work of art employs the Elements of Art and Principles of Design. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG, Thankyoux.com, xmarkjenkinsx.com, jenstark.com,		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

JAMESBURG PUBLIC SCHOOLS

VISUAL ARTS CURRICULUM FRAMEWORK

GRADES 6/7/8

Jamesburg Public Schools
Visual Arts Curriculum Map

Trimester	One	One	One	One/ Two	Two	Two	Two/ Three	Three	Three	Three
Pacing	September	October	November	December	January	February	March	April	May	June
Themes	Intro to Art All About Me Google CR	Sketchbooks Illustrations	Art Movements & Abstraction	Art Careers	American Art	Kinetic Art Movement and Mobiles	Popular Culture Read Across America	Murals	Printmaking	Personal Narratives
Exhibits						Black History Month		Earth Day	Barnes & Noble Night	Art Show
NJSLS Domain	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)
District Assessment	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing

Jamesburg Public Schools
Visual Arts Curriculum Map

	September	October	November	December	January	February	March	April	May	June
NJSLS Technology	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2
NJSLS – Career Ready Practices	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12
NJSLS-Interdisciplinary Connections	All students will understand the role, development, and influence of the arts throughout history and across cultures. All students will utilize mathematical skills including measuring and counting (rulers, protractors, dice). exploring shapes and Symmetry. All students will read a story and create a work of art inspired by the story-obs & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice	All students will utilize mathematical skills including measuring (rulers, protractors). Counting using dice All students will read a story and create a work of art inspired by the story - observation & imagination	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.	All students will understand the role, development, and influence of the arts throughout history and across cultures.All students will utilize mathematical skills including measuring (rulers, protractors). exploring shapes and symmetry.

Learning Goals: 6/7/8 Master Learning Goals

- ★ Identify and Recall the 7 Elements of Art and 7 Principles of Design, with meanings, independently.
- ★ Use technology to review and submit projects for grading.
- ★ Create artwork to introduce, demonstrate, and synthesize use of the 7 Elements of art and 7 Principles of Design:
- ★ Texture: express knowledge that texture exists in 2-D and 3-D forms and mixed media.
- ★ Form: express knowledge that 3-D form exists in clay, wood, cardboard, found objects, and mixed media.
- ★ Color: express knowledge of the artistic use of color mixing theory, color theory ranges, and incorporate it into mixed media.
- ★ Shape: express knowledge that the artistic use of shape exists in 2-D and 3-D, and incorporate it into mixed media.
- ★ Space: express knowledge that the artistic use of space can be expressed as positive, negative, and incorporate it into mixed media.
- ★ Value: express knowledge that the artistic use of value can be expressed with tints, shades, monochromatic, and incorporate it into mixed media.
- ★ Line: express knowledge that the artistic use of line can be applied to create texture, value, 2-D and 3-D art, color, black&white, and incorporate it into mixed media.
- ★ Balance: express knowledge that balance can be symmetrical, asymmetrical, or radial.
- ★ Movement: express knowledge that movement can be created with lines, contrast, and is the path the eye takes through a work of art.
- ★ Repetition/Rhythm: express knowledge that repetition and rhythm can be created with repetition of visual elements.
- ★ Unity: express knowledge that unity is a sense of harmony between the elements of an artwork using proximity, repetition, and alignment.
- ★ Contrast: express knowledge that contrast can be a juxtaposition of light/dark, black/white, high/low.
- ★ Pattern: express knowledge that pattern is expressed by repeating in a recurring and regular arrangement.
- ★ Emphasis: express knowledge that emphasis is the focal point of a design to capture the attention of a viewer using size, color, contrast, position, or light.
- ★ Listen: To artist interviews and lectures in video format. Listen and reply in response to peer feedback.
- ★ Speak: demonstrate mastery of vocabulary when discussing an artwork or composition.
- ★ Read: Read and analyze opinion pieces written by Art Historians and Art Critics about an artist, art movement, or composition of an artwork.
- ★ Write: Write informed evaluations on artworks and compositions based on Elements of Art and Principles of Design

UNIT 1 - 6/7/8 SEPTEMBER - ALL ABOUT ME		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to our art creations. During exploration, students will create artwork inspired by the self and personal interests.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How is art related to my life? What inspires me to create art? How can I make art from observation, exploration, and imagination? How can I use art to express my personal interests?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artist: <ul style="list-style-type: none"> ★ Post-It-Note Art Show ★ Chuck Close: Self Portraits and the Grid ★ Blind Contour Self Portrait ★ Illustrated Bucket List ★ Song Lyric inspired Illustration ★ Tree House Design ★ Dongi Lee: Hybrid Cartoon Characters ★ Mr Doodle: Full-Page Doodles ★ Lance Victor Moore: Avante-Garde Masks & Fashion ★ Zodiac Symbols Stained Glass Design ★ Angie Crabtree: Faceted Birthstones with Values/Tints/Shades ★ American Sign Language Name Letters 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 2 - 6/7/8 OCTOBER - SKETCHBOOKS AND ILLUSTRATIONS		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about how artists use sketchbooks in different ways. During exploration, students will create interactive sketchbook pages.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How do artists use sketchbooks? How can I use a sketchbook in art class and outside of art class? How can literature inspire artmaking?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Create a Sketchbook ★ Nonsense Poems: Whango Tree Illustration ★ Nonsense Poem: Lewis Carroll: Jabberwocky Illustration ★ Ray Bradbury: Dark They Were and Golden Eyed Alien Portrait ★ Superhero Character Design ★ Jake Parker: Inktober 31 Sketchbook Challenges ★ Deborah Shapiro: Animal Collages with Magazine Pages ★ Burton Morris: Pop Art Candy ★ Pinecone Composition ★ Sandra Silberzweig: Abstract Portrait ★ Ribbon Words ★ Figure Drawing - Proportions and Poses 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 3 - 6/7/8 NOVEMBER - Art Movements & Abstraction		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about different reasons why artists create in artistic movements. During exploration, students will create artworks in response to the style of art in those artistic movements.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	Why do artists create artistic movements? How do artists define artistic movements? How do different artists work with collage materials and appropriation? How can I create and explore artwork in collage style? What goals do artists set when creating artwork?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: Art Movements: <ul style="list-style-type: none"> ★ Surrealism - Rene Magritte: Eye Reflection ★ Surrealism - Salvador Dali: Elephants ★ Surrealism - Exquisite Corpse: Collaborative Drawing ★ DaDaism - Hannah Hoch: Celebrity Collage ★ Cubism - Pablo Picasso: Fractured Mirror Collage ★ Feminist Art - Barbara Kreuger: Declarative Statements ★ Feminist Art - Guerrilla Girls: Feminist Activist Art ★ Folk Art - Paper Quilling ★ Neo-Folk Art - Kristin Farr Hex Signs Abstract Artists: <ul style="list-style-type: none"> ★ Yayoi Kusama: Dot Obsession ★ Romero Britto: Line, Shapes, Patterns ★ Carl Aylen: 3-D Strings ★ Sol Lewitt: Arcs & Bands in Color ★ Carl Benjamin: Color Theory Squares 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 4 - 6/7/8 DECEMBER - ART CAREERS		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about possible artistic careers. During exploration, students will create projects independently and in groups inspired by art careers.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	What kinds of careers are related to the visual arts? How can I create artwork inspired by careers in the arts? What skills or abilities do artists need to gain employment in a chosen field?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Research, independently and in small groups, art careers. ★ Influenced by possible careers such as: Book Illustrator, Package Designer, Fashion Designer, Landscape Architect, Graphic Designer, Architect, Web Designer, Computer Animator, Photographer, Art Teacher, Makeup Artist, Set Designer, Video Game Designer, Product Designer, Tattoo Artist, Jewelry Design, Cake Designer, Floral Designer. 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 5 - 6/7/8 JANUARY - AMERICAN ARTISTS		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about popular American Artists. During exploration, students will create artwork inspired by the subject matter.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	What themes and subject matter are covered by American Artists? What about American Artists are relevant to my life today? How do artists share and present their artwork?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Jen Aranyi: Winter Landscapes ★ Wayne Thiebaud: Cakes and Confections ★ Jen Stark: Color Theory Drips ★ Thank You X: Cubes ★ 1010: Value & Layers ★ Robert Indiana: 3D Letters ★ Jeff Koons: Balloon Animal Value Shading ★ Andy Warhol: Campbell Soup Can Design ★ Bruce Gray: NJ Artist - Paintings, Sculptures, & Mobiles ★ Doodle For Google* 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 6 - 6/7/8 FEBRUARY - KINETIC ART + BLACK HISTORY MONTH		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about artists who work with movement making mobiles and kinetic art. During exploration, students will create artwork inspired by artists who create in 2-D and 3-D.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How do artists push the boundaries between 2-D and 3-D artwork? How can artwork demonstrate physical movements? How do diverse artists contribute to the art world?
Learning Goals: Refer to Master Goals by Grade.		
<p>Projects & Artists:</p> <p>Kinetic Art, Movement, Mobiles:</p> <ul style="list-style-type: none"> ★ Yaacov Agam: Kinetic Paper Agamographs ★ Alexander Calder: Wire Mobiles ★ 3-D: Color Theory Spheres ★ 3-D: 5 Pointed Star <p>Black History Month:</p> <ul style="list-style-type: none"> ★ Kehinde Wiley Portraiture (Reverse-Acetate Painting) ★ Harlem Renaissance Artists ★ Romare Bearden: The Block Cityscapes ★ Jacob Lawrence: The Great Migration Series ★ Langston Hughes: Illustrated Prose 		
<p>Vocabulary:</p> <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
<p>Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans:</p> <p>Students are given the opportunity to enhance their learning through extended study.</p> <p>Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'</p> <p>Students are redirected and alternate demonstration methods.</p> <p>Alternate materials are offered.</p>		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 7 - 6/7/8 MARCH - POPULAR CULTURE + ARTIVISM		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about artists of pop art and op art movements, how they are similar and different. During exploration, students will create inspired by the themes and styles.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How does an artist create in a recognizable style? How can these styles be recreated and made relevant for today's audience? How do artists bring awareness for important causes?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: POP CULTURE: <ul style="list-style-type: none"> ★ Roy Lichtenstein: Comic Book Onomatopoeia, ★ Takashi Murakami: "Superflat" Cartoon Animals ★ Yayoi Kusama: Polkadot Art ★ Jasper Johns: Flags, Numbers, Letters ★ Frida Kahlo & Diego Rivera: Watermelons ARTIVISM: <ul style="list-style-type: none"> ★ Keith Haring: Drug Abuse Epidemic & HIV/AIDS Awareness Poster ★ Daniel Arzola: I am Not A Joke - Challenging Stereotypes ★ Differently Abled Artists: MFPA - Mouth and Foot Painting Artists ★ Paige Hodel - Monday Hearts for Madeline 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 8 - 6/7/8 APRIL - MURALS - Environmentalism		
Unit Summary	NJSLS Standards	Essential Questions
In this unit, students will learn about artists who work to create large artworks and their functions. During exploration, students will create collaborative and independent works of art.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How do murals function in everyday life? How can people work independently and collaboratively to create a mural? How can artists express concerns for the environment?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Each class will work collaboratively and independently to recreate a famous work of art in a large scale using a grid and templates ★ Students will create an artwork inspired by environmentalism, Earth Day: Reduce/Reuse/Recycle/Renew and Climate Change 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 9 - 6/7/8 - MAY - PRINTMAKING		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about artists who work in the printmaking process and technique. During exploration, students will explore a variety of processes and techniques.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How does printmaking function in the art world? How have printmaking processes evolved or remained constant over time? How can printmaking processes be used to express ideas?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Monoprints with paints, found objects on plexiglass ★ Collographs with Cardstock, Cardboard, Yarn, Glue ★ Styrofoam Plate Prints ★ Clay Relief Carving ★ Scratch Art ★ Marker Prints ★ Floating Chalk Prints 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 10 - 6/7/8 PERSONAL NARRATIVES		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about how creating artwork can be a cathartic experience. During exploration, students will create artwork inspired by their own personal narratives.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How do artists express themes of personal narratives in their compositions? How can we express our own personal and unique narratives?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artists: <ul style="list-style-type: none"> ★ Georgia Okeefe: Enlarged Flowers ★ Frida Kahlo: Two Selves, Folk culture vs. Colonialism ★ Jean-Michel Basquiat: Suggestive Dichotomies ★ Tracy Emin: Self Confession and Autobiography ★ Louise Bourgeois: Modern Surrealism ★ Jackson Pollock & Lee Krasner ★ Helen Frankenthaler ★ Joan Miro ★ Glue Resist Artwork ★ Magazine Bowls 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. 		
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JAMESBURG PUBLIC SCHOOLS

VISUAL ARTS CURRICULUM FRAMEWORK

GRADES 6/7/8 DIGITAL ART

Jamesburg Public Schools
Visual Arts Curriculum Map

Pacing	Unit 1 Chrome Canvas	Unit 2 Google Drawing	Unit 3 Scratch Coding	Unit 4 Digital Photography	Unit 5 TinkerCAD 3D Design Printing
Themes	Introduction to Digital Art Media	Connecting Art History & the Digital	Art Careers - Video Game Design & Coding	Art Careers - Role of Photographers & Photographic Technology	Functional Design
Exhibits					
NJSLS Domain	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)	1.5.8CR (Create) 1.5.8PR (Present) 1.5.8RE (Respond) 1.5.8CN (Connect)
District Assessment	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing	Formative assessments throughout art process, projects will be evaluated throughout process & at final showing

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
NJSLS Technology	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2	NJ 8.1.2B1 NJ 8.1.2C1 NJ 8.1.4C1 NJ 8.1.2D1 NJ 8.2.2.C1 NJ 8.2.4C1 NJ 8.2.2.E1 NJ8.2.2.G.2
NJSLS Career Ready Practices	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12	CRP 1 CRP 2 CRP 4 CRP 6 CRP 8 CRP 12
NJSLS-Interdisciplinary Connections	All students will understand the role, development, & influence of the arts throughout history and across cultures; utilize mathematical skills including measuring & counting with rulers, protractors, dice, exploring shapes & symmetry; utilize technology skills including aspects related to computer science and design thinking, human-technology interaction, computer models and troubleshooting processes.	All students will understand the role, development, & influence of the arts throughout history and across cultures; utilize mathematical skills including measuring & counting with rulers, protractors, dice, exploring shapes & symmetry; utilize technology skills including aspects related to computer science and design thinking, human-technology interaction, computer models and troubleshooting processes.	All students will understand the role, development, & influence of the arts throughout history and across cultures; utilize mathematical skills including measuring & counting with rulers, protractors, dice, exploring shapes & symmetry; utilize technology skills including aspects related to computer science and design thinking, human-technology interaction, computer models and troubleshooting processes.	All students will understand the role, development, & influence of the arts throughout history and across cultures; utilize mathematical skills including measuring & counting with rulers, protractors, dice, exploring shapes & symmetry; utilize technology skills including aspects related to computer science and design thinking, human-technology interaction, computer models and troubleshooting processes.	All students will understand the role, development, & influence of the arts throughout history and across cultures; utilize mathematical skills including measuring & counting with rulers, protractors, dice, exploring shapes & symmetry; utilize technology skills including aspects related to computer science and design thinking, human-technology interaction, computer models and troubleshooting processes.

UNIT 1 - 6/7/8 Digital Art - Chrome Canvas - Digital Painting		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to our art creations. During exploration, students will create artwork inspired by the artists and processes of digital painting.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	What is the function of Digital Painting? What tools and resources can be used to create Digital Painting? What do artists make using digital painting software? How can artists express their interests through Digital Painting?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artist: <ul style="list-style-type: none"> ★ Exploration of Chrome Canvas ★ Black & White Sketching ★ Expressive Eyes ★ Mark Rothko: Color Field Painting ★ David Hockney: Landscapes and Still Lives ★ Burton Morris: Candy Wrappers ★ Layered Landscape Trees with Tints/Shades ★ Pumpkin Patch Perspective ★ Stippling Pointillism ★ Floral Still Life ★ Mandals and Radial Symmetry ★ Snowmen Expressions ★ Dr. Seuss Character Design: Grinch Portrait ★ Portrait Trace from Photograph ★ Independent Investigation ★ Student Art Portfolio + Artist Statements + FlipGrid Presentation 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. ★ Utilization of the Basic Chrome Canvas Vocabulary: Layer, Hex Color Code, Pen, Pencil, Marker, Eraser, Tool Size, Opacity, 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		


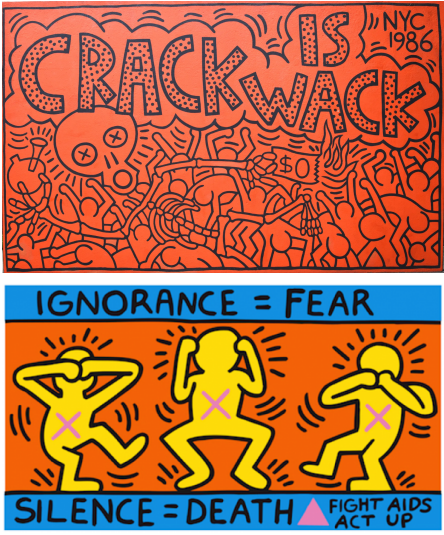
UNIT 2 - 6/7/8 Digital Art - Google Drawing		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to our art creations. During exploration, students will create artwork inspired by the self and personal interests.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	- What is the function of Google Drawing? - How can an artist express their ideas through Graphics Design? - How are digital artworks shared on the web? - What is appropriation vs. misappropriation?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artist: ★ Hue Wheel - Color Schemes ★ Victor Vasarely - Tints Tones Shades and Shapes ★ Andy Goldsworthy - Nature Mandala ★ Angie Crabtree - Value Crystals ★ Japanese Notans - Balance and Symmetry ★ Science of Color - Color Wheel Design ★ Pokemon Theme - Shapes Shadows and Silhouettes ★ Jen Aranyi - Winter Landscapes ★ Meret Oppenheim - Pattern and Texture Cups ★ Gingerbread House - 3D Design ★ Dongi Lee - Hybrid Character Design ★ Ancient Roman Mosaics - Animals ★ Modern Mosaics - Graphic Letter Design ★ Cami Ferreol - Graphic Design Name Logo ★ Giuseppe Arcimboldo - Food Portrait ★ Space Invader - 8 Bit Pixel Art ★ Kristin Farr - Neo-Folk Art Design ★ Font Design - Graffiti Name ★ William Bentley - Snowflake Design ★ Shepard Fairey - Celebrity Portrait ★ Jeff Koons - Balloon Animal ★ Deborah Shapiro - Representational Collage ★ Alma Thomas - Non Representational Art ★ Chris Uphues - Heart Emojis ★ Graphic Game Designers - Video Game Map Design ★ Student Art Portfolio + Artist Statements + FlipGrid Presentation		
Vocabulary: ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. ★ Utilization of Basic Google Drawing Vocabulary: Tools, Shapes, Polyline, Curve, Layer, Duplicate, Move, Word Art, Fill Color, Border Color, Background, etc.		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art' Students are redirect and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 3 - 6/7/8 Digital Art - Scratch Coding		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to digital game design and coding. During exploration, students will create artwork inspired by the self and personal interest in Scratch Coding.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	What is the function of Scratch Coding? How do game designers use Scratch Coding to share their ideas? What are the variables that affect movement in games?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artist: <ul style="list-style-type: none"> ★ Animated Words & Letters ★ Race / Driving Game ★ T-Rex Runner ★ Superhero Flying 2-Player Game ★ Jeopardy Style Gameboard ★ Labyrinth Maze ★ Video Game Redesign ★ Student Art Portfolio + Artist Statements + FlipGrid Presentation 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. ★ Utilization of the Basic Scratch Vocabulary: Project, Sequence, Blocks, Repeat, Loop, Duplicate, Variables, Stage, Scripts, Sprite, Backdrop, Costumes, Coordinates, etc. 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study, practice, refinement, experimentation. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'. Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 4 - 6/7/8 Digital Art - Digital Photography		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to our art creations. During exploration, students will create artwork inspired by the self and personal interests.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	How has the technology of photography evolved over time? How do photographers use art language to communicate ideas? How do photographers present their artwork? How are photographs understood and analyzed? What precautions do artists take to explore photography tools and materials safely?
Learning Goals: Refer to Master Goals by Grade.		
Projects & Artist: ★ DIY Pinhole Camera Obscura ★ Parts of a Film Camera ★ Cyanotype Sun Prints ★ Iphone Photography Basic Functions - Panorama & Time Lapse ★ Car Photography: Variety in Composition ★ Adde Adesokan: 'Triptychs of Strangers' - Portraits: Face, Hands, Feet ★ Man Ray: Inverted Photography ★ Julia Margaret Cameron: Portrait Photography & Lighting ★ Shirin Neshat: Expressive Eyes and Cropping ★ Tim Booth: Hands as Portraits ★ Ansel Adams: Landscape Photography ★ William Wegman: Animal Photography ★ David Hockney: Photographic Composite Collages ★ Eve Arnold: Photojournalism ★ Cindy Sherman: Untitled Film Stills ★ Richard Avedon: Editorial & Fashion Photography ★ Multiple Exposure: Self Portrait ★ Andy Goldsworthy: Nature Art ★ Jerry Uelesman: Black and White Photography ★ Brooke Shaden: Photographic Haikus ★ Mirror Portraits: Past and Present ★ Illustrated Photographs ★ Abstraction Photography ★ Alphabet Arrangements ★ David Gilliver: Macro Photography of Toys ★ Student Art Portfolio + Artist Statements + FlipGrid Presentation		
Vocabulary: ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. ★ Utilization of the Basic Photographic Vocabulary: Exposure, Composition, Rule of Thirds, Exposure, Depth of Field, Focus, Panorama, Time Lapse, View Finder, Flash, etc.		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study, practice, refinement, experimentation. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'. Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

UNIT 5 - 6/7/8 Digital Art - TINKERCAD 3-D Design		
Unit Summary	NJSLS Standards	Essential Questions
Students will learn about the elements of art and principles of design and how they relate to our art creations. During exploration, students will create artwork inspired by the self and personal interests.	1.5.8CR Create 1.5.8PR Present 1.5.5RE Respond 1.5.8CN Connect	What is the purpose and function of 3-D Design rendering? How can digital rendering help plan 3-D Designs? How can digital software be used to plan for electronic circuits? How can electronic circuits be tested safely? How can 3D Design be used to create innovative and functional tools? How can architecture be planned in 3-D? How can nature and abstraction be rendered in digital media? What merchandise can be created using 3-D Design & Fabrication? How do 3D Artists present and analyze the success of their work? How can 3D design be used to meet the needs of today (socially, scientifically, community planning)
Learning Goals: Refer to Master Goals by Grade.		
Projects: <ul style="list-style-type: none"> ★ Exploration of TinkerCad ★ Creating Electronic Circuits & Streetlights ★ Recreate a Tool (ex: Whistle, Wrench, Dice, Dreidel Top,) ★ Wooden Blocks or Lego Design ★ Snowflake Structure ★ Playground Design ★ Animal or Character (ex: Minion) ★ Vehicle Design ★ Architecture/Home Design (ex: LogCabin) ★ Jewelry Design ★ Design inspired by Nature (Nature Pattern, Biomimicry) ★ Keychain Design ★ Space Theme: Alien, Moon, Planet, Rocket Ship, Satellite ★ Food Theme: Pizza, Hamburger, Fruit Still Life ★ Sea Theme: Submarine, Coral Reef, Shell, Whale, Crustacean ★ Independent Project of Student Choice ★ Student Art Portfolio + Artist Statements + FlipGrid Presentation 		
Vocabulary: <ul style="list-style-type: none"> ★ Discuss and Analyze how a famous work of art employs the Elements of Art and Principles of Design to make informed judgements. ★ Utilization of the Basic Elements of Art: Texture, 3-D Form, Color, Shape, Space, Value, & Line. ★ Utilization of the Basic Principles of Design: Balance, Movement, Rhythm/Repetition, Unity, Contrast, Pattern, Emphasis. ★ Utilization of the Basic TinkerCAD Vocabulary: Workplane, Rotate, Angle, Zoom, Parameters, Duplicate, Export, Fabricate, Group, Hole, X,Y,Z Axis 		
Modifications for Special Ed, ELL, Gifted Students, Students At-Risk of School Failure, Students with 504 Plans: Students are given the opportunity to enhance their learning through extended study practice, refinement, experimentation. Students are given materials which are ready-to-go - easing process - 'more of an invitation to make art'. Students are redirected and alternate demonstration methods. Alternate materials are offered.		
Core Instructional Materials: Self-Created Projects. Peer Created Projects, MOMA.ORG, METMUSEUM.ORG		
Unit Student Goals: Students' projects will be evaluated on growth model of emergent to proficient to advanced		

LGBTQ+ DISABILITY MANDATE

	LGBTQ+ Disabilities Mandate - GRADE 6-7-8
Mandate	<i>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</i>
Resources	Various Artists Personal Websites, Museum Websites, Artist Books
	<p>Paige Hodel - Monday Hearts for Madeline</p> <p>http://mondayheartsformadalene.com/</p> <p>Essential Question:</p> <ul style="list-style-type: none"> - How can we express emotion or affection for people we love and care about using art+design? - How can temporary artworks or collages be preserved? <p>Objectives:</p> <ul style="list-style-type: none"> - Students will be exposed to artwork created by artist Paige Hodel - Students will create artwork to present to someone they care about. - Students will express emotion through artmaking.
	<p>Keith Haring - Pop Culture + Street Art</p> <p>https://wepresent.wetransfer.com/story/yes-but-why-keith-haring/</p> <p>Essential Question:</p> <ul style="list-style-type: none"> - How can elements of pop culture, activism, art+design intersect? <p>Objectives:</p> <ul style="list-style-type: none"> - Students will be exposed to artwork of anti-drug use + HIV/AIDs awareness created by artist Keith Haring, - Students will create an artwork/design for application on an article of clothing.



MFPA - Mouth + Foot Painting Artists

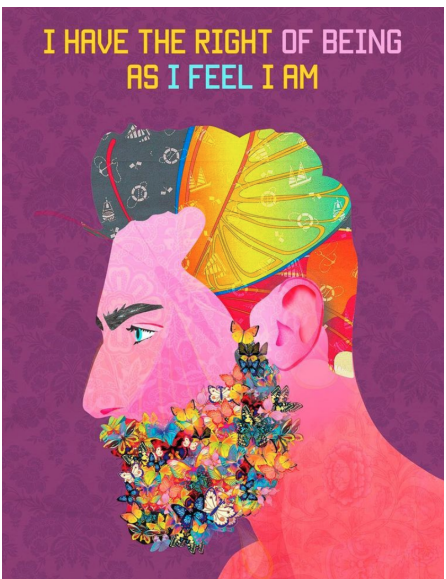
<http://www.mfpa.uk>

Essential Questions:

- How can artists with physical disabilities persevere in creating art?

Objectives:

- Students will be exposed to artists who overcame physical disabilities to create art, such as Peter Longstaff.
- Students will create artwork without using their hands.
- Students will reflect on overcoming challenges creating art with physical limits.



Daniel Arzola - I am not a Joke

<http://www.danielarzola.com/>

Essential Question:

- How can art be used to raise awareness / activism for an issue?
- How can art be used to challenge stereotypes?

Objectives:

- Students will be exposed to artwork created by Daniel Arzola
- Students will create artwork raising awareness for a social/political/environmental issue.



David Hockney - Portrait of an Artist (Pool with 2 Figures)

<https://www.hockney.com/>

Essential Questions:

- How do artists portray themselves?
- How do artists portray their friendships & relationships with others?

Objectives:

- Students will be exposed to artwork created by David Hockney
- Students will create a double-portrait showing themselves and someone important to them.



Andy Warhol

<https://www.warhol.org/>

Essential Questions:

- How do artists explore repetition with printmaking?
- How do artists explore color with printmaking?

Objectives:

- Students will be exposed to artwork created by Andy Warhol.
- Students will create an artwork exploring printmaking, repetition, and color.



Yayoi Kusama

<http://yayoi-kusama.jp/e/information/index.html>



Essential Questions:

- How do artists with mental health issues persevere in creating art?

Objectives:

- Students will be exposed to artwork created by Yayoi Kusama
- Students will create artwork inspired by the style of Yayoi Kusama, pattern, and repetition.

AMISTAD MANDATE

	Amistad Mandate: K-8
Mandate	<i>Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</i>
Resources	Various Artists Personal Websites, Museum Websites, Artist Books https://www.antiracistartteachers.org/
	Faith Ringgold https://www.faithringgold.com/ Essential Question: - How can artists tell stories in their artwork? - How can artists use fabric, pattern, and painting in their artwork? Objectives: - Students will be exposed to artwork created by Faith Ringgold - Students will create artwork using fabric, pattern, and painting. - Students will share the idea behind their artwork.
	Alma Woodsey Thomas https://nmwa.org/art/artists/alma-woodsey-thomas/ Essential Question: - How are artists inspired by outer space and the natural world? - How do artists use paint to create in an abstract style? Objectives: - Students will be exposed to artwork created by Alma Woodsey Thomas - Students will create artwork inspired by abstraction, outerspace, and the natural world.



Jean Michel Basquiat

<https://www.basquiat.com/>

Essential Question:

- How can artists use symbols in their artwork?
- How is artwork shared through an artist's estate?

Objectives:

- Students will be exposed to artwork created by Jean Michel Basquiat
- Students will interpret symbols in Basquiat's artwork
- Students will create artwork inspired by recognizable symbols.



Kehinde Wiley

<https://kehindewiley.com/>

Essential Question:

- How can contemporary artists challenge and change art history?
- How can artists create portraits?

Objectives:

- Students will be exposed to artwork created by Kehinde Wiley
- Students will learn how Kehinde Wiley challenges "art historical painting narratives" by pose and appropriation
- Students will create a portrait artwork.



Women of Gee's Bend, Alabama

<https://www.soulsgrowndeeep.org/gees-bend-quiltmakers>

Essential Question:

- How do artists build community and legacy over time?
- How do artists use textiles in present-day artwork?
- How do artists create Folk Art?

Objectives:

- Students will be exposed to artwork created by the women of Gee's Bend
- Students will create artwork using fabric and simple sewing techniques.



Harlem Renaissance: Jacob Lawrence & Langston Hughes

<https://www.moma.org/calendar/exhibitions/1495>

Essential Question:

- How can artists use text + images to tell stories?
- How did artists create during the Harlem Renaissance?

Objectives:

- Students will be exposed to artwork + captions created by Jacob Lawrence for the Great Migration Series.
- Students will be exposed to poetry written by Langston Hughes.
- Students will create artwork reflecting on poetry by Jacob Lawrence.



Kara Walker

<http://www.karawalkerstudio.com/>

Essential Question:

- How do artists work with shadows & silhouettes?
- How do artists create compositions with black & white?

Objectives:

- Students will be exposed to artwork created by Kara Walker.
- Students will create artwork using shadows & silhouettes.



Ghana, Africa: Kente Cloth Patterns and Adinkra Cloth Stamp Symbols

<https://www.moma.org/audio/playlist/43/696>

<https://www.metmuseum.org/art/collection/search/85576>

<https://www.ghanaculture.gov.gh/privatecontent/File/Adinkra%20Cultural%20Symbols%20of%20the%20Asante%20People.pdf>

Essential Question:

- How does fashion and pattern exist in clothing?
- How do different cultures use patterns and textiles in everyday life?

Objectives:

- Students will be exposed to textiles and patterns in Kente Cloth and Adinkra Cloth Stamped with pattern symbols.
- Students will create artwork using colors, patterns, and designs influenced by the style of Ghana fashions.



Uganda, Africa: Women's Paper Bead Jewelry

<https://www.paperbeadsfromafrica.com/>

Essential Question:

- How can artists show elements of their society and culture?
- How do artists create jewelry?
- How do artists sell their work?

Objectives:

- Students will be exposed to artwork created by women of Uganda, Africa.
- Students will see the process and technique to create various paper beads.
- Students will create paper beads and jewelry following the process and techniques.



Haitian Artists: Jacques-Richard Chery - TapTap Bus

<https://indigoarts.com/artists/jacques-richard-chery>

Essential Question:

- How can artists show elements of their society and culture?
- How do people travel in different parts of the world?

Objectives:

- Students will be exposed to artwork created by Jacques-Richard Chery.
- Students will see images of colorful patterns and designs of the Haitian TapTap Bus.
- Students will create artwork inspired by the colorful designs of the TapTap Bus.



Haitian Artist: Pierre Maxo - Jungle Scene Paintings

<http://www.artshaitian.com/Pages/haitianartmaxo.html>

<https://thehaitiproject.org/artist-bios/about-pierre-maxo>

Essential Question:

- How do artists depict animals, landscape, and environment?
- What is the landscape and biodiversity of Haiti?

Objectives:

- Students will be exposed to artwork created by Pierre Maxo.
- Students will see images of colorful patterns and designs of the Haitian wildlife.
- Students will create artwork inspired by the Haitian Landscape, Wildlife, and Biodiversity.



Adde Adesokan: 'Triptychs of Strangers'

<http://www.adde-adesokan.de/albums/triptychs-of-strangers/>

Essential Question:

- How do photographers depict strangers?
- How do photographers compose triptychs?

Objectives:

- Students will be exposed to artwork created by Adde Adesokan
- Students will create portrait artwork consisting of triptych compositions.