

DENVILLE TOWNSHIP SCHOOL DISTRICT

Visual Arts Curriculum Guide



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DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

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INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

Note: All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes.

MISSION STATEMENT

The Denville School District's mission is to engage, challenge, and empower life-long learners in an atmosphere of mutual respect and trust, where all students have the opportunity to become productive, knowledgeable, and responsible citizens in a global society. They will achieve these goals in accordance with the New Jersey Core Curriculum Content Standards.

DEPARTMENT VISION

It is the firm belief of the Denville Township School District art department that art is an organic human element that encourages an open mind and fosters leadership skills that increase the potential for life success. Art is a means of communicating thoughts, ideas, and feelings through both the process and the product. Learning this language of art enables our students to become empowered contributors of a global society.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: Kindergarten

Unit: Colors and Shapes

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Primary colors have unique properties. • Life can make artwork. 	<ul style="list-style-type: none"> • Why are primary colors special? • Can lines move?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Primary colors are red, yellow, and blue. • There are many different kinds of lines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use primary colors to create a composition. • Use paint and brush to make different types of lines. 	<p>1.3.2.D.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
primary lines curved lines straight lines jagged lines	paint brushes www.first-school.ws/activities/artapp/rainbow-color-mixing.htm	Primary Color Line Composition

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Grade: Kindergarten

Unit: Native American Art: Simple Patterns

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Patterns are pleasing to look at. • People have always created art. • Useful objects can be art. 	<ul style="list-style-type: none"> • How do patterns get our attention? • Why do people make art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Colors and shapes can be repeated to make a pattern. • Native American used necklaces for different purposes (celebration, trade, ceremonies, etc.). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Make a pattern with beads • Use fine motor skills to string a necklace. 	<p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>pattern color shape repeat repetition</p>	<p>beads string</p>	<p>Native American Bead Necklace</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: Kindergarten

Unit: Collages: Dinosaurs

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Complicated objects can be broken down to simple shapes. • Art can be made by combining shapes. 	<ul style="list-style-type: none"> • Why do people collage? • How so smaller shapes come together to make a bigger shape?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Simple shapes can be combined to create more complicated shapes to develop a work of art. • The background is the area behind an object. • A collage is art created by pasting objects together. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use simple shapes to create a dinosaur. • Cut and paste to create a whole. • Use scissors safely and appropriately 	<p>1.3.2.D.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
collage shapes circle oval rectangle square triangle background pattern environment	animal print paper glue scissors www.artistshelpingchildren.org	Dinosaur Collage

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: Kindergarten

Unit: Monet Watercolors

Time Frame: 4 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Nature is often inspirational for art. • Paintings don't have to look like a photograph. 	<ul style="list-style-type: none"> • How do people get their ideas for art? • What makes a paintbrush the best tool for paint?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to hold and use a paintbrush. • How to use watercolor paints. • Artists often have favorite subjects to paint. • Artists often paint what is in their environment as well as what interests them. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use watercolor paints to make their own scene based on Monet's work. • Hold a brush and use it appropriately. • Recognize nature as the main theme in Monet's artwork. 	<p>1.1.2.D.2</p> <p>1.3.2.D.3</p> <p>1.4.2.A.1</p> <p>1.4.2.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>landscape background horizon line</p>	<p>DVD or book: <u>Linnea in Monet's Garden</u>. prints of Monet's work watercolor paints brushes</p>	<p>Watercolor painting in the style of Monet.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 1

Unit: All about Colors

Time Frame: 7 lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Colors in visual art can generate feelings. • Works of art contain many basic elements. • Responding to art can be a positive experience. 	<ul style="list-style-type: none"> • How are colors made and what makes them unique? • Why do different colors make us feel certain ways?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Primary colors are red, yellow, and blue. • Secondary colors are orange, green, and purple. • Secondary colors are made by mixing two primary colors. • Colors can be divided into the categories warm and cool. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use primary colors to create secondary colors. • Identify warm and cool color schemes in artwork. • Classify colors as warm or cool. • Organize primary and secondary colors in a color wheel. 	<p>1.1.2.D.1</p> <p>1.3.2.D.1</p> <p>1.3.2.D.3</p> <p>1.3.2.D.5</p> <p>1.4.2.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>primary color secondary color warm color cool color color wheel</p>	<p>color wheel chart variety of prints in warm/cool</p> <p>www.kiddyhouse.com/theme/colors</p>	<p>Creation of Color Wheels Warm/Cool Colored Still Life</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 1

Unit: Illustrators as Artists: Collage

Time Frame: 5 lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A work of art can be created by assembling simpler shapes/items of diverse materials. • Art styles can be replicated. • Basic elements of art can be found in different styles of work. 	<ul style="list-style-type: none"> • How do artists get ideas? • How is mixed media unique?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • An illustrator is responsible for creating the artwork in books. • A collage is an artistic product created by pasting on a surface. • Simple shapes can be used to create various objects. • Various illustrators who utilize the technique of collage. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of techniques to create colorful papers • Create a collage using hand-made papers. • Combine shapes to create a picture. • Orally tell a story, based on their paper collage. 	<p>1.1.2.D.1</p> <p>1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5</p> <p>1.4.2.A.1 1.4.2.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>illustrator collage</p>	<p>Eric Carle books Leo Leoni books Ezra Jack Keats books www.eric-carle.com</p>	<p>Paper Collages in the style of specific illustrators.</p>

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Grade: 1

Unit: Art in Nature

Time Frame: 4 lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art is not always man-made. • Art can be created in different ways. • Opinions about art may differ depending on personal taste. 	<ul style="list-style-type: none"> • When does nature become art? • How is painting unique?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Landscapes are paintings of the outdoors. • How to identify the foreground and background in a painting. • The horizon line is where the sky and the land meet. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Paint a landscape using the style of impressionism. • Paint objects in the foreground and background of a painting. 	<p>1.3.2.D.2 1.3.2.D.3 1.3.2.D.5</p> <p>1.4.2.B.1 1.4.2.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
landscape foreground background horizon impressionism	Monet prints “Linnea in Monet’s Garden” movie www.kindrart.com/arthistory/monetandimp.shtml	Landscape painting in the impressionist style.

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 1

Unit: Oaxacan Art

Time Frame: 4 lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Basic art elements are found in works of diverse cultures/countries. • Countries/cultures are known for a specific style in their art. 	<ul style="list-style-type: none"> • Why do people use patterns? • How do artists use materials to create form?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Different cultures are known for different styles of art. • Patterns and designs make artwork appealing to the eye. • Recognize the style used in the Oaxacan wood carvings. • Symmetry is the state of having two halves that are mirror images of each other. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use patterns and designs to decorate artwork. • Create an animal in the style of the Oaxacans. • Utilize symmetry in their artwork. • Recognize the animal theme in Oaxacan art. 	<p>1.1.2.D.1</p> <p>1.2.2.A.1</p> <p>1.3.2.D.1</p> <p>1.3.2.D.3</p> <p>1.4.2.B.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>pattern design Oaxacan symmetry mirror image</p>	<p>Oaxacan Art</p> <p>www.crayola.com/lesson-plans/detail/magical-oaxacan-animals-lesson-plan/</p>	<p>Clay or paper animals decorated in the style of Oaxaca.</p>

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Grade: 2

Unit: Patterns and Lines

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Patterns in print can create a sense of movement. • Art exhibits provide an opportunity to view and critique an artist’s style and point of view. 	<ul style="list-style-type: none"> • Can a picture move? • What makes an artwork successful?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Van Gogh is known for his use of line. • Patterns and designs make artwork appealing to the eye • Line is one of the elements of art. • Use of pattern and line can create motion in artwork. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use line and pattern to create a scratch art composition. • Utilize Van Gogh’s style to create a new composition. • Create movement in artwork through the use of patterns and line. 	<p>1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.3 1.4.2.A.1 1.4.2.B.1 1.4.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>line movement patterns</p>	<p>Van Gogh prints www.kinderart.com/painting/vangogh.shtml</p>	<p>Scratch Art Designs Van Gogh Style Nighttime Scene Printmaking using Foam Board</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 2

Unit: Buildings and Places

Time Frame: 4 lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Elements of art can be the basis of construction in the communities around us. • Art can be created with reusable/recycled materials. 	<ul style="list-style-type: none"> • How are elements, principles, and expressive qualities used to make art? • How are buildings constructed and why are there similarities and differences?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • There are different forms of architecture. • Warm and cool colors create different feelings in architecture. • A collage is an artistic product created by pasting on a surface. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cut building shapes from newspaper and construction paper. • Combine buildings to create a cityscape collage. • Print windows and doors using found objects. 	<p>1.2.2.A.1</p> <p>1.3.2.D.1</p> <p>1.3.2.D.3</p> <p>1.3.2.D.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>cityscape collage printmaking horizon line scale</p>	<p>photographs of cityscapes recycled materials</p> <p>www.hsv.k12.al.us/schools/art/dixon/architecture.htm</p>	<p>Warm/cool colored cityscape collages.</p>

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Grade: 2

Unit: Everyday Object Art

Time Frame: 5 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Designs are not always man-made and can be found in nature. • A piece of artwork can be created using food and everyday items. 	<ul style="list-style-type: none"> • What is a natural design in nature and where are they found? • How is printmaking unique?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Everyday objects can be used to create art. • Objects can be stamped on various materials (fabric, paper, clay, etc.) to create designs. • Patterns can be found in nature, as well as in man-made objects. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a composition using fruits, vegetables, or everyday objects as a printmaking tool. • Develop a design that is unique to their own style. • Choose appropriate gadgets and tools to create the desired print. 	<p>1.1.2.D.1 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>printmaking repetition overlapping</p>	<p>variety of printmaking materials www.kinderart.com/printmaking/fruit.shtml</p>	<p>Fruit/Vegetable Prints Stamped Clay Fish</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 2

Unit: Native American Art

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art plays a significant role in diverse cultures. • Art is a form of expression. • Art can be functional, as well as beautiful. 	<ul style="list-style-type: none"> • How do artists express their ideas about people through art? • When is art functional and how?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Increase the cultural awareness of a variety of Native American tribes. • Explore the importance of art in Native American culture. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of materials to create art reflective of Native American culture. • Articulate how their artwork is reflective of Native American culture. 	<p>1.1.2.D.2</p> <p>1.4.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>symbols symmetry</p>	<p>examples of Native American Art (prints, books, on-line resources)</p> <p>42explore.com/weave.htm</p> <p>www.clickblick.com/multicultural/burlapweaving/</p>	<p>Navajo Indian Paper Weavings Navajo Indian Fabric Designs Pueblo Sunset Chalk Pastel Compositions.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 3

Unit: Nature & Landscape

Time Frame: 7 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Works of art and art elements can be designed to imitate systems in nature. • Nature can be depicted using a variety of tools and techniques. 	<ul style="list-style-type: none"> • When does nature become art? • Why do people paint and draw landscapes?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Objects in the foreground should be drawn larger on the page than objects in the background. • The horizon line separates the sky and land (water). • Foreground, middle ground, and background create the illusion of depth (perspective). • Artists represent nature using different techniques and styles. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Craft a landscape utilizing foreground, middle ground, background and horizon line. • Create more realistic representations of objects found and nature. 	<p>1.1.5.D.1</p> <p>1.2.5.A.3</p> <p>1.3.5.D.3</p> <p>1.4.5.A.1</p> <p>1.4.5.B.2</p> <p>1.4.5.B.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
landscape horizon line foreground middle ground background perspective	landscape prints landscape photos www.kinderart.com/painting/landscaperesist.shtml	Monet-style Landscape Straw Blown Trees Winter Trees Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 3

Unit: Still Life

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Still life artists arrange and paint objects that surround them and enhance their daily lives. • Design principles in a project can bring artwork to life, so that the subject/theme is recognizable. 	<ul style="list-style-type: none"> • Why do artists draw? • What skills are involved in the creation of an artwork?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • A still life is an arrangement of inanimate objects. • The difference between one and two dimensional drawings. • Value and shading can make artwork come to life. • A still life can be created using a variety of mediums. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Accurately depict a given arrangement of objects. • Articulate the difference between one dimension and two dimension. • Use simple shapes to recreate more complex objects/subjects. 	<p>1.1.5.D.2 1.3.5.D.1 1.3.5.D.3 1.4.5.A.1 1.4.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>one dimensional two dimensional foreground middle ground background contour line animate/inanimate value shading</p>	<p>http://www.nga.gov/kids/zone/stilllike.htm objects for Still Life Study still life prints</p>	<p>Still Life Composition “Glue & Pastel Bottles” Rubric</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 3

Unit: Artist Study

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • There is value in critiquing, discussing, and eliciting feedback with others about a piece of artwork. • Art masterpieces can be deconstructed for the purpose of adopting the style of the artist. 	<ul style="list-style-type: none"> • How do artists get ideas? • How does creating art differ from viewing art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • An artist’s work can be classified by artistic style. • How to recognize art elements and principles of design and apply them in a critical feedback fashion • The background/history of a master artist(s). • Individuals may disagree about the merits and artistic choices in art. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Craft an original work of art in the style of a master. • Recognize an artist’s work by his/her style. • Convey opinions/thoughts about a piece of work using basic element and principles of design vocabulary/art language. 	<p>1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.3 1.4.5.A.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Impressionism Expressionism abstract composition collage</p>	<p>Prints <u>Drawing with Scissor</u>, Johnson K. <u>Dropping in on Matisse</u>, Stephens P. <u>Linnea in Monet’s Garden</u>, Bjork C. www.artbma.org/flash/F_conekids.swf www.artprojectsforkids.org/</p>	<p>Matisse Flowers Kandinsky Compositions Monet Landscapes rubric</p>

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Grade: 3

Unit: Art of Asia

Time Frame: 7 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art symbols and forms have personal meanings for an individual, as well as a culture. • All cultures incorporate symbolic art in their celebrations and traditions. 	<ul style="list-style-type: none"> • Does art define culture or does culture define art? • How does art record and communicate the human experience?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • That art is a part of traditions and celebrations in various cultures. • Art is significant to cultures beyond its aesthetics. • There are often recurring subject themes in art of a culture. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create pieces of kinetic art that is reflective of the Asian culture. • Convey the significance of form and color in Asian art. 	<p>1.2.5.A.1</p> <p>1.3.5.D.2</p> <p>1.4.5.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
aesthetic culture tradition celebration kinetic art theme symbolic	books on-line resources www.artistshelpingchildren.org www.artsmia.org/arto-of-asia/	Japanese Carp Wind Sock Chinese Lantern Dancing Dragon Toy Origami Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4

Unit: Graphic Design

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Informational publications and advertisements are designed with mass appeal. • The Graphic Design profession serves many informational purposes in the areas of business, entertainment, and public service. 	<ul style="list-style-type: none"> • Is art necessary? • How does art influence what we can learn about ourselves and about our society?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The purpose of graphic art is to visually convey a message. • That the use of art elements and principles make graphic designs more effective and appealing. • There are many careers in the areas of graphic design. • Art provides a service to the community. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Design a poster using the elements and principles of art. • Effectively communicate ideas through artistic expression. • Create a Fire Safety Poster for Denville Township Volunteer Fire Department. 	<p>1.3.5.D.1</p> <p>1.4.5.B.1</p> <p>1.4.5.B.2</p> <p>1.4.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>graphic art emphasis color design font border</p>	<p>Fire Safety themed material professional posters for various purposes</p>	<p>Fire Safety Poster Rubric</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4

Unit: Artist Study

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • There is value in critiquing, discussing, and eliciting feedback with others about a piece of artwork in comparison to another. • Art masterpieces can be deconstructed for the purpose of adopting the style of the artist. • Every artist has a style. 	<ul style="list-style-type: none"> • What defines an artist’s style? • Is art for the artist or the viewer?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • An artist’s work can be classified by artistic style. • How to recognize art elements and principles of design and apply them in a critical feedback fashion. • The background/history of a master artist(s). • Individuals may disagree about the merits and artistic choices in art. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Craft an original work of art in the style of a master. • Recognize an artist’s work by his/her style. • Convey opinions/thoughts about a piece of work using basic element and principles of design vocabulary/art language. • Compare/contrast paintings of two different styles. 	<p>1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.3 1.4.5.A.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 1.4.5.B.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Cubism Realism Expressionism abstract composition Primitive Art Post-Impressionism</p>	<p>prints <u>Katie and the Sunflowers</u>, Mayhew J. <u>Dropping in on Rousseau & Dropping in on Picasso</u>, Stephens P. video/DVD www.artprojectsforkids.org www.nga.gov/kids/zone/jungle.htm artsmarts4kids.blogspot.com/2008/create-your-own-rousseau-jungle.html</p>	<p>Van Gogh Flowers Rousseau Jungle Scenes Picasso Portraits Rubric</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 4

Unit: Masks Around the World

Time Frame: 7 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art symbols and forms have personal meanings for an individual, as well as a culture. • Many cultures incorporate symbolic art in the form of masks in their celebrations and traditions. 	<ul style="list-style-type: none"> • How does art impact and/or reflect the culture or time from which it comes? • How does art expand and enhance our thinking?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • That art is a part of traditions and celebrations in various cultures. • Art is significant to cultures beyond its aesthetics. • Different cultures use different materials in their art depending on natural resources. • Masks can be used for tribal celebrations, religious ceremonies, to express feelings, etc. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a unique mask using a variety of materials. • Explain the purpose of their mask and the elements that are representative of that purpose. 	<p>1.2.5.A.1 1.3.5.D.2 1.3.5.D.4 1.4.5.A.1 1.4.5.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>aesthetics culture tradition celebration tribal</p>	<p>prints or examples of masks around the world</p> <p>www.artistshelpingchildren.org</p> <p>www.scissorcraft.com/masks.htm</p>	<p>Masks (Egyptian, Native American, African, South American, etc.) Rubric</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 4

Unit: Pottery Around the World

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Cultural and historic aspects influence art. • Pottery can be made in a variety of ways. 	<ul style="list-style-type: none"> • Why do archeologists dig for pottery? • Why is pottery important to a culture?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Pottery is used for a variety of purposes. • Culture effects artistic style. • Clay must be properly joined to hold together. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a piece of pottery using the coil method. • Properly join pieces of clay. • Hypothesize the possible use of their piece of pottery. 	<p>1.3.5.D.2 1.3.5.D.4 1.4.5.A.1 1.4.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>pottery kiln pinch coil Score slip wedge functionalism Symmetry balance form</p>	<p>variety of pictures and/or samples of pottery from around the world. clay</p>	<p>Coil Pot rubric</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 5

Unit: All About Me

Time Frame: 5 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Non-related materials can come together to make a piece of work with unity and harmony. • Art can serve as a personal diary of the artist. 	<ul style="list-style-type: none"> • How does a piece of art convey an artist’s intent? • How does the creative process encourage self-reflection?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • A collage is a work of art made from an assemblage of different forms, thus creating a new whole. • A variety of materials can be included in a work of art. • Personal experience can inspire art. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a collage that visually depicts their individuality and unique history. • Interpret the intent behind fellow students’ collages. • Make informed aesthetic responses to artwork based on personal, cultural, and historical points of view. 	<p>1.3.5.D.1 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
collage geometric shape organic shape positive shape negative shape overlapping texture contrast assemblage	photographs ribbon newspapers magazines examples of collage(Bearden, Picasso, Braque, Max Ernst, Hannah, Hoch)	“All About Me” Collage Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 5

Unit: Escher Tessellations

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • There is a process artists use to formulate a design with perfect symmetry. • Attributes of geometric figures affect their ability to tessellate. 	<ul style="list-style-type: none"> • What determines if a geometric shape will tessellate? • How can art reflect math? How can math reflect art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Organic shapes are those found in nature. • Geometric shapes are those found in architecture and manufactured items (circle, square, triangles, etc). • Tessellations are repeated shapes which completely fill an area without any gaps. • Metamorphosis is the process of changing one object or substance into another. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize and define a tessellation. • Create a tessellating shape. • Create a project which demonstrates knowledge of the definition of a tessellation. 	<p>1.3.5.D.1 1.3.5.D.3 1.3.5.D.4 1.4.5.A.1 1.4.5.B.2 1.4.5.B.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
organic geometric tessellations positive/negative shapes realistic abstract metamorphosis line etching	Escher prints, books www.princetonol.com www.mcescher.com	Tessellation project created with student-made stamps or construction paper or markers. Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 5

Unit: Repousse

Time Frame: 5 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art is often made using materials that are easily accessible to the artist. • Art of a culture often has identifiable characteristics. 	<ul style="list-style-type: none"> • How do artists select their materials? • How does art reflect a time period in a specific culture?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Repousse is a method of decorating metals in which parts of the design are raised in relief from the back of the article often by means of hammers and punches. • Functionalism is art created for a utilitarian purpose. • Many works of art from Egyptian and Greek culture have a functional purpose. • How relief sculpture is formed by raising areas from the surface. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a work of repousse representative of Egyptian or Greek culture. • Identify works of art that serve a function. 	<p>1.3.5.D.1 1.3.5.D.2 1.3.5.D.4 1.4.5.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
functionalism formalism low-relief sculpture repousse form	sheets of copper or aluminum books, websites, prints with information about Egyptian/Greek culture. www.artsedge.kennedy-center.org/content/3338	Repousse project based on Egyptian or Greek culture. Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 5

Unit: A Study in Architecture

Time Frame: 6 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Architecture reflects individual, community, and cultural values. • Architecture is unique by the way design principles are used. 	<ul style="list-style-type: none"> • How is architectural design similar/different when creating one, two, or three dimensional pieces? • How do art elements and principles of design provide the foundation of all architectural building?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Architects can create different feelings through the combination of architectural elements. • Architectural design can serve different purpose. • Architecture is the activity of designing and constructing buildings and other structures by a person or machine primarily to provide shelter. • Textures of surfaces can be recreated visually using patterns, designs, and lines. • Contrast (a great difference in color, texture, etc) creates interest in design. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Design their own piece of architecture including many different architectural elements. • Create visual texture through the use of design, patterns, shapes, and line. • Use texture and contrast to create interest in architectural designs. 	<p>1.3.5.D.1 1.3.5.D.5 1.4.5.B.2 1.4.5.B.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
architecture towers turrets arch column façade texture contrast form	photos or prints of variety of buildings. www.greatbuildings.com	“Creative Castles” – black and white castle drawings on watercolor backgrounds. Rubric

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 6

Unit: Physical Properties

Time Frame: 1 Lesson

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Elements are the building blocks of all art regardless on the medium. • Art can reflect personal/life experiences. 	<ul style="list-style-type: none"> • What is art? • Why do people make art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • People make art for a variety of reasons. • The employment of different elements of art can convey emotion. • Art can be a variety of materials. • Art work can have different aesthetic ideals-different goals of what makes an artwork successful or beautiful. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different materials used in artworks. • Make connections between elements of art and emotions they evoke. • Identify artworks that are: realistic, abstract, conceptual, and nonobjective. • Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to cultural heritages. • Locate art masterworks on a class timeline. 	<p>1.1.8.D.2</p> <p>1.2.8.A.1 1.2.8.A.2</p> <p>1.3.8.D.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>culture drawing painting sculpture printmaking textiles computer imaging line color texture form space energy aesthetics realistic abstract nonobjective conceptual</p>	<p>reproductions of a variety of artworks representing different aesthetic styles and drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging.</p> <p>Class timeline</p>	<p>Physical Properties Carousel participation</p> <p>Response Cards</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 6

Unit: Color Family Painting

Time Frame: 4 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art elements are the basic visual material with which to make art. • All art is developed from a compositional design. 	<ul style="list-style-type: none"> • What is the importance of color in art? • Is art science?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Color wheels are tools that artists use to identify colors into different families. • Repetition of design elements create a united design. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify four color families: analogous, complementary, neutral, and monochromatic. • Create a united design. • Create secondary and tertiary colors in a controlled way with paint. • Describe the intellectual's emotional significance conveyed by the application of the elements of art's principles of design in different historical eras. 	<p>1.1.8.D.1 1.4.8.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
primary colors secondary colors tertiary colors analogous color grouping complementary color grouping neutral color grouping monochromatic color grouping line shape repetition unity realism impressionism post impressionism abstract op art	color wheel paint paintbrushes palettes thick paper T-square rulers pencils tape masterworks that illustrate color families/elements of design.	Color Family Painting Verbal questions.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 6

Unit: Clay Projects: History & Language **Time Frame:** 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Creating art is a process. • Art is a form of communication. • The arts impact world culture. 	<ul style="list-style-type: none"> • Is art functional? • Does art embed itself in a culture or does a culture embed itself in art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Clay objects created throughout history have captured the stories and values of the civilizations in which they were made. • Clay objects have been made to serve a variety of purposes, functional, decorative, religious, ceremonial, etc. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use domain specific terms. • Create a clay project using the pinching technique that withstands the firing process. • Identify characteristics, themes, and symbols from art from diverse historical times in cultures and use inspiration for an artwork. • Compare and contrast archetypal subject matter in works. 	<p>1.2.8.A.2</p> <p>1.3.8.D.5</p> <p>1.4.8.A.2</p> <p>1.4.8.A.4</p> <p>1.4.8.B.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>needle tool slip & score kiln fire pinching technique</p>	<p>PowerPoint slideshow including clay objects from a variety of cultures and different types of kilns. clay needle tools wood tools glaze sponges</p> <p>www.squidoo.com/teachingclay www.historyforkids.org/learn/arts/clay</p>	<p>Clay Project Statement cards</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 6

Unit: Observational Drawing

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Two and three dimensional pieces are created using elements and principles of art. Art principles are the way in which we use the art elements. 	<ul style="list-style-type: none"> How might the meaning change in a piece of art when one of the elements is altered? Is art math?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Artists create drawings with a variety of starting points: a mental image, rules (as in perspective) and by observing objects directly. By measuring the scale of an object in space one can create a more proportional picture. A scale drawing is a drawing that represents a real object. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Measure the scale of an object in space using a pencil. Improve the accuracy and detail of drawings by observing objects. Generate observational and emotional responses to diverse culturally and historically specific works of art. Evaluate the effectiveness of a work by discussing the importance of an artist's skill versus the work's content. 	<p>1.2.8.A.2 1.4.8.A.7 1.4.8.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>proportion scale observational drawing still life</p>	<p>variety of 3D objects pencils paper erasers Sharpie markers Reproductions Renaissance drawings Chinese scroll Various paintings</p> <p>www.drawsketch.about.com/od/perspective/Perspective-Drawing.htm</p>	<p>3D Observational Drawing Response cards</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 6

Unit: Panamanian Paper Molas

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art permeates all cultures. • Art reflects and shapes culture and history. 	<ul style="list-style-type: none"> • How do the arts influence culture and history? • How do the arts use symbolism to communicate?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Geography, local materials and tradition affect the development of artwork within a culture. • Cultures represent scenes, objects of significance to that culture in their artwork. • Repetition of color and pattern in artwork creates a feeling of unity. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select an object of personal significance and create an artwork that honors it. • Improve their dexterity with scissors. • Create a collage that is well crafted. 	<p>1.2.8.A.2</p> <p>1.3.8.D.1</p> <p>1.3.8.D.4</p> <p>1.4.8.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Mola Panama</p>	<p>PowerPoint slideshow with images of Panama (maps and people) and examples of Molas. decorative paper construction paper scissors gluesticks</p> <p>www.princetonol.com (mola plan)</p>	<p>Paper Mola Collage</p> <p>Written response explaining how they created a unified image.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 7

Unit: Surrealism

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art enriches our lives. • By critiquing a piece, a person can arrive at a more informed understanding of an artwork. 	<ul style="list-style-type: none"> • How do artists manipulate elements to achieve effect? • What is the value of evaluating art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Surrealism is an art movement that was inspired by the concept of conscious and unconscious thoughts. • The steps of critiquing an artwork: describing, analyzing, interpreting, and evaluation. • Surrealism is characterized by a feeling of dream likeness objects are juxtaposed, morphed, and rearranged to act as symbols for psychological experiences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the process of critique. • Identify common properties and themes in surrealist artwork. • Create a surrealist artwork by creating a collage. • Interpret symbolism’s metaphors embedded in works of art. 	<p>1.2.8.A.2 1.2.8.A.3 1.3.8.D.3 1.4.8.A.1 1.4.8.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>surrealism conscious/unconscious symbol Rene Magritte Salvador Dali</p>	<p>PowerPoint including surrealist artworks. magazines scissors thick paper gluesticks gloss medium</p>	<p>Surrealist Collage Written response explaining how they used symbols and their meanings in their artwork.</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 7

Unit: Scale Drawings

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Imagination inspires artwork. • Technological changes have influenced art development. 	<ul style="list-style-type: none"> • How has technology changed the arts? • Has technology created new art elements?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Artists are affected by their social and historical context. • Changes in technology affect artwork. • By using a grid-enlargement technique, students can recreate any 2D image. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Draw a picture using the grid enlargement technique. • Create a portion of a picture from their imagination. • Describe the steps of altering/manipulating a picture in the Photoshop Program. 	<p>1.1.8.D.2</p> <p>1.2.8.A.1</p> <p>1.3.8.B.2</p> <p>1.3.8.D.1</p> <p>1.3.8.D.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
proportion grid enlargement technique Photoshop-posterize function contrast color value color hue focal point background Cray pas T square line shape color rhythm energy emphasis	PowerPoint of master artworks showing how artwork became more abstract and expressive after the invention of the camera. T-squares pencils Cray pas/oil pastels paper pencils class ongoing timeline map	Cray pas picture

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 7

Unit: Clay Project: Slab

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Creating art is a process. • People view exhibits to learn more about historical time periods, different cultures, their own values, likes and dislikes. 	<ul style="list-style-type: none"> • Why display art? • What cultural and historic aspects influence artistic response?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Various techniques and vocabulary relating to clay works. • Art can be compared based on art elements and principles of design. • Museums organize exhibits so that viewers can see similarities and differences among a group of artwork. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a clay slab piece using a variety of tools and techniques. • Identify form, craftsmanship, and originality in various clay pieces of the same domain. • Compare and contrast art from diverse cultures and identify elements that relate to specific cultures. • Identify formal structure's technical proficiency in works of art. 	<p>1.1.8.D.2</p> <p>1.3.8.D.2</p> <p>1.3.8.D.6</p> <p>1.4.8.A.1</p> <p>1.4.8.A.2</p> <p>1.4.8.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>slip score needle tool kiln fire slab</p>	<p>www.batashoemuseum.ca</p> <p>clay needle tools wood tools glaze sponges</p>	<p>Clay Shoe Project</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 7

Unit: Watercolor Painting

Time Frame: 2 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art is often defined by its originality. • Principles of design help in interpreting masterworks of art. 	<ul style="list-style-type: none"> • How can the medium change the experience for the artist? • Is the process as valuable as the product?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Watercolors allow for creating an infinite number of colors by varying the amount of water used, brush pressure. • Cubism is a movement of art that is interested in breaking up the picture plane. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use watercolors in a controlled way in a tight space. • Break up a picture surface to portray dimension (cubism). • Demonstrate balance, harmony, unity through their application of colors. 	<p>1.3.8.D.3</p> <p>1.4.8.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>complementary colors line shape analogous colors secondary colors cubism balance harmony unity emphasis</p>	<p>images of Cubist paintings watercolors water dishes palettes paintbrushes pencils watercolor paper</p> <p>www.princetonol.com (kencubism)</p>	<p>Watercolor Painting</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 8

Unit: Printmaking

Time Frame: 5 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Art can be drawn from themes and techniques of popular mass media/culture. • Art can elicit different meanings/emotions for different people. 	<ul style="list-style-type: none"> • Who defines art? • How does media influence art or does art influence mass media?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary and technique involved in making a relief print. • Themes and characteristics of the Pop Art Movement. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define Pop Art. • Create an artwork in the style of Pop Artwork. • Create a three color relief print. • Analyze the impact of artists on culture and the impact of culture on artists. 	<p>1.2.8.A.3</p> <p>1.4.8.A.3</p> <p>1.4.8.A.4</p> <p>1.4.8.A.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Pop Art symbol relief print silkscreen brayer reservoir</p>	<p>PowerPoint slideshow of evolution of major chapter of Andy Warhol's work; other significant Pop Artist who were printmakers.</p> <p>Photoshop digital images pencils speedball ink brayers bench trays EZ cut material linoleum block cutters</p>	<p>Relief Print Response cards</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 8

Unit: Clay: Pop Art

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Everyday objects can be a source of artistic inspiration. • Social and political environments can influence art. • Art is developed for a specific design plan. • Artists must consider limitations and the potential of materials when creating 3D artworks. 	<ul style="list-style-type: none"> • How does an artwork make a statement? • Is art really in the eye of the beholder?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Art critics review new artworks, as music reviews do with new music. • Description, analysis, interpretation and evaluation is a process used in critiquing art. • Still Life art traditionally represent objects as symbols of abstract concepts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select an object as a symbol of a personally significant concept. • Critique and compare art objects • Create a building plan for an object, demonstrating their knowledge of hand-building techniques. 	<p>1.2.8.A.3</p> <p>1.3.8.D.4</p> <p>1.3.8.D.5</p> <p>1.4.8.A.2</p> <p>1.4.8.A.6</p> <p>1.4.8.B.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
slip score needle tool kiln fire Pop Art Still Life symbol slab coil pinch Claes Oldenberg	PowerPoint slideshow including a classic Still Life and Claes Oldenberg artwork. clay needle tool wood tools glaze sponges	Clay Project in the style of Pop Art

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 8

Unit: Two Point Perspective

Time Frame: 2 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Elements are the building blocks of all art. • Arts use atmospheric and linear perspective to create the illusion of spatial depth. 	<ul style="list-style-type: none"> • How does visual perspective change the way we experience art? • How is an artist a visual poet?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Perspective guidelines help artists to create drawings that look 3 dimensional. • Elements and principles of design are evident in everyday life. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • create a drawing using 2 point perspective • create a drawing that uses elements and principles evident in everyday life. 	<p>1.4.8.A.4 1.4.8.A.5 1.4.8.A.7</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>parallel lines vanishing point 1 point perspective 2 point perspective plane atmospheric perspective line shape form repetition</p>	<p>Photos that illustrate 2 point perspective, 1 point perspective, and atmospheric perspective. Bruegel the Elder work Sistine Chapel pencils rulers paper colored pencils</p> <p>www.drawsketch.about.com/od/perspective/Perspective-Drawing.htm</p>	<p>2 Point Perspective Drawing</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Visual Arts Curriculum Guide

Grade: 8

Unit: Adinkra Symbols

Time Frame: 3 Lessons

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The arts have context and meaning and are symbolic and metaphorical. Art can represent an individual or culture’s response to the world. 	<ul style="list-style-type: none"> How can art teach? Is art philosophy or philosophy art?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Adinkra symbols communicate cultural beliefs. Elements of Art (line, space, shape, repetition) communicate meaning. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Create abstract symbols that convey individual meaning. Brainstorm and develop a variety of ideas. Discuss the meanings of various proverbs and hypothesize the meaning of abstract symbols by interpreting elements of art. 	<p>1.3.8.D.2 1.3.8.D.4 1.4.8.A.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Ashanti proverb Ghana/Cote D’Ivoire Pan African Diaspora positive Space negative Space</p>	<p>PowerPoint Slideshow including images of African Arts and Adinkra stamps. UTube clips erasers pencils markers paper exacto knives</p> <p>www.welltempered.net/adinkra/htmls/links.htm</p>	<p>Adinkra Symbols and an artwork/Art object that uses it.</p>