



**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Art 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.

## **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.

## **Integrated Accommodations and Modifications**

### For Students with IEPs, 504s, and/or Students at Risk of Failure

Projects can be completed through a variety of mediums that utilize the most proficient motor skills (fine or gross) • Individualized feedback provided through conferences and small groups • Use of visual and multi-sensory formats • Use of assistive technology • Use of oversized tools designed to address fine motor skill deficiencies • Modification of content and student products • Authentic assessments • Student choice in projects.

### Gifted & Talented Students

• Individualized feedback provided through conferences and small groups • Student choice in projects • Introduction to more advanced art techniques • Interest-based content • Student-driven goals

### English Language Learners

• Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Student choice in projects • Kinesthetic activity that do not require strong command of English language

## **Interdisciplinary Connections:**

The visual art projects draw connect through culture and geometric design. Cultural impacts are represented in the Social Studies, Reading Literature, and World Language Standards and the design elements can be found in the Math Standards.

### *Social Studies-*

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Through exploration and expansion of trade markets, cultural influences can be seen in many artistic techniques. The Visual Art program explores cultures through art.

### *World Language-*

**7.1.N.M.-** Many [products](#) and [practices](#) related to home and community are shared across cultures; others are culture-specific.

World Cultures are studied through their art, music, and dances.

### *Math*

Geometry A & B (K-8)-

- A. Reason with shapes and their attributes
- B. Analyze, compare, create, and compose shapes

21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input checked="" type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input checked="" type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

**Kindergarten Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 Colors 9 days	Unit 2 Lines, Shapes, & Patterns 9 days	Unit 3 Collage 9 days	Unit 4 Watercolor Painting 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4



**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** Kindergarten

**Unit:** Colors

**Time Frame:** 9 Lessons

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• The primary colors are yellow, red, and blue</li> <li>• The secondary colors are orange, green, and violet</li> <li>• The primary colors can be mixed to create the secondary colors</li> </ul>		<ul style="list-style-type: none"> <li>• Why are primary colors special?</li> <li>• Which primary colors can be mixed to create the secondary colors?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Primary colors are red, yellow, and blue.</li> <li>• The secondary colors are orange, green, and violet</li> <li>• Yellow + Red = Orange Red + Blue = Violet Yellow + Blue = Green</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Mix the primary colors in different ways to achieve the secondary colors</li> <li>• Identify the primary colors</li> <li>• Identify the secondary colors</li> <li>• Understand why the primary colors are important</li> <li>• Understand that color wheels are visual tools that artists use</li> </ul>	<p>1.3.2.D.1 1.3.2.D.4</p>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>PROJECT SUGGESTIONS</b>	
<p>Primary Secondary Color wheel</p>	<p>Color Wheel Paint Watercolor pencils</p>	<ul style="list-style-type: none"> <li>• Color Wheel Caterpillars</li> <li>• Primary and Secondary Color Collages</li> <li>• Color Mixing Animals</li> <li>• Mondrian Color Grids</li> </ul>	

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Lines are the most basic element of art</li> <li>• There are many different types of lines that support visual meaning</li> <li>• When lines are connected, they form shapes</li> <li>• There are many different types of shapes</li> <li>• When shapes and lines are repeated, they create patterns</li> </ul>		<ul style="list-style-type: none"> <li>• What types of lines and shapes can you identify around you?</li> <li>• What shapes have straight lines? Why shapes have curved lines?</li> <li>• How do you classify patterns? (AB, ABC, etc.)</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Different types of lines and shapes exist</li> <li>• You can use different types of shapes and lines to create an image</li> <li>• All artwork is made up of shapes and lines</li> <li>• Lines and shapes can help you make connections and form meaning in the world around you</li> <li>• That patterns exist in art and in the world around us</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify various types of lines (dotted, zig-zag, wavy, straight, etc.)</li> <li>• Identify different types of shapes (circle, square, rectangle, triangle, oval, etc.)</li> <li>• Identify and classify different types of patterns</li> <li>• Enhance fine motor skills by drawing different types of lines</li> <li>• Enhance fine motor skills by drawing and/or cutting out different types of shapes</li> <li>• Distinguish between small, medium, and large shapes</li> </ul>	<p>1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1 1.4.2.A.4</p>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>PROJECT SUGGESTIONS</b>	
<p>Lines (Wavy, Straight, Zig-zag, Dotted, Curved, etc.) Shapes (Circles, Squares, Triangles, Rectangles, etc.) Horizontal/Vertical Pattern</p>	<p>Pencils Markers Crayons Scissors Shape Tracers</p>	<p>Pop Art Ice Cream Cones Line Lions Line Design Tipis/Mittens Snowmen Self-Portraiture Pattern Paintings</p>	

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>			
<ul style="list-style-type: none"> <li>• Art can be created by combining shapes</li> <li>• Shapes come in various sizes</li> <li>• Overlapping is when one object is in front and one is behind</li> </ul>		<ul style="list-style-type: none"> <li>• How do shapes come together to create images?</li> <li>• How can overlapping guide your collage?</li> </ul>			
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Simple shapes can be combined to create new shapes</li> <li>• The background is the area behind an object</li> <li>• A collage is created when shapes and objects are adhered together on a surface</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use shapes to create a collage</li> <li>• Enhance fine motor skills through cutting and pasting</li> <li>• Use scissors safely and appropriately</li> </ul>		<p><i>1.3.2.D.CS1</i> <i>1.3.2.D.1</i> <i>1.3.2.D.CS3</i></p>	
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>PROJECT SUGGESTIONS</b>	
<p>Collage Background Overlapping</p>		<p>Paper Glue Scissors</p>		<p>Snowmen Sea Collage Still life with apples</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Watercolor painting requires specific materials and techniques</li> <li>Nature is often inspirational for art</li> <li>Colors can be applied in various ways to achieve different effects</li> </ul>		<ul style="list-style-type: none"> <li>What materials do you need in order to create a painting?</li> <li>Which colors blend together? Which colors don't blend?</li> <li>How do you make something stand out in a painting?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to hold and use a paintbrush</li> <li>How to appropriately use watercolor paints and accompanying materials</li> <li>Artists often have favorite subjects to paint</li> <li>Artists often paint what is in their environment as well as what interests them</li> <li>Artists use color strategies when they paint to help make objects stand out</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Use watercolor paints to make their own paintings</li> <li>Hold a brush and use it appropriately</li> <li>Blend colors together</li> <li>Make thoughtful color choices</li> </ul>	<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.3</p>	
VOCABULARY	RESOURCES/MATERIALS	PROJECT SUGGESTIONS	
<p>Blending Warm and Cool Colors</p>	<p>Watercolor Paint Brushes Placemats Color Wheel Images by artists</p>	<p>Monet Waterlilies Jasper Johns Alphabet Paintings Autumn Trees Paul Klee</p>	

**1<sup>st</sup> Grade Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 Color Theory 9 days	Unit 2 Abstract Art 9 days	Unit 3 Art in Nature 9 days	Unit 4 Cultural Exploration 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade: 1**

**Unit: Color Theory**

**Time Frame: 9 lessons**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>		
<ul style="list-style-type: none"> <li>• The primary colors can be combined to create the secondary colors</li> <li>• Artists use color wheels and mnemonic devices to organize colors</li> <li>• Artists often use warm and cool colors in art</li> <li>• Colors in visual art can generate feelings</li> </ul>		<ul style="list-style-type: none"> <li>• How are colors made and what makes them unique?</li> <li>• Why do different colors make us feel certain ways?</li> <li>• Why do artists often use warm colors in the front and cool colors behind, and vice versa?</li> </ul>		
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Primary colors are red, yellow, and blue</li> <li>• Secondary colors are orange, green, and purple</li> <li>• Secondary colors are made by mixing two primary colors</li> <li>• Colors can be divided into the categories warm and cool</li> <li>• Artists often use warm and cool colors to make objects stand out in art</li> <li>• Understand that mnemonic devices including “ROY G BIV” help artists remember rainbow order</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use primary colors to create secondary colors</li> <li>• Identify warm and cool color schemes in artwork</li> <li>• Classify colors as warm or cool</li> <li>• Organize primary and secondary colors in a color wheel</li> </ul>		<p>1.1.2.D.1  1.1.2.D.2  1.3.2.D.1  1.3.2.D.3  1.3.2.D.5  1.4.2.B.2</p>
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>PROJECT SUGGESTIONS</b>
<p>Primary colors  Secondary colors  Warm colors  Cool colors  Color wheel</p>		<p>Color Wheel  Paint</p>		<p>Color Wheel Compositions  Warm/Cool Fishbowls</p>

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Artwork that in non-representational is classified as abstract</li> <li>• Abstract artwork is made up of colors, shapes, and/or lines</li> <li>• Abstract artwork can be carefully planned out or it can be spontaneous</li> </ul>		<ul style="list-style-type: none"> <li>• Why do you think artists create abstract works of art?</li> <li>• Do you prefer creating representational art (realistic) or abstract? Why?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• There are many different ways to create a picture</li> <li>• Art can be very expressive</li> <li>• Some artists choose to be representational while others choose a more abstract route</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between abstract and realistic styles of art</li> <li>• Compare and contrast the work of different artists</li> <li>• Create their own abstract images</li> </ul>	1.1.2.D.1 1.2.2.A.1 1.3.2.D.2 1.4.2.A.CS1 1.4.2.A.3 1.4.2.A.2 1.4.2.B.2 1.4.2.B.3	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Colors, Shapes, Lines Abstract Art Non-representational Art Realistic	Images by Abstract Artists	Kandinsky Lesson Miro Lesson	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Artists often find inspiration in nature</li> <li>Artists often create artwork from observation</li> </ul>		<ul style="list-style-type: none"> <li>How can you tell what season it is in an image? How do you know?</li> <li>What types of colors do you identify in nature-based artwork?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to identify the foreground and background in art</li> <li>The horizon line separates the sky and the land/water</li> <li>A landscape is an image that shows an outdoor scene</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Use observational skills to create an image inspired by the natural world</li> <li>Paint objects in the foreground and background of a painting</li> <li>Utilize colors and shapes that reflect the natural world</li> <li>Identify different styles of painting</li> </ul>	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.4.2.A.1 1.4.2.A.4 1.4.2.B.3	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Landscape Foreground Background Horizon Line Impressionism	Prints by artists Oil Pastels Watercolor Paint Tempera Paint	Landscape Composition inspired by Monet Seasonal Compositions (Cherry Blossoms, etc.)	



ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Basic art elements are found in works of diverse cultures/countries</li> <li>Countries/cultures are known for a specific style in their art</li> <li>Art and culture often reflect each other</li> </ul>		<ul style="list-style-type: none"> <li>What are some defining characteristic of this specific culture's artwork?</li> <li>What kinds of artistic materials does this culture utilize? Why do you think they use these supplies?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Different cultures are known for different styles of art</li> <li>Patterns and designs make artwork appealing to the eye</li> <li>Different cultures use distinct styles in their work</li> <li>Symmetry is the state of having two halves that are mirror images of each other</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Use patterns and designs to decorate artwork</li> <li>Create an image in the style of a specific culture</li> <li>Utilize symmetry in their artwork</li> <li>Make connections between art and culture</li> </ul>	1.1.2.D.CS2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.5 1.3.2.D.1 1.4.2.A.1 1.4.2.A.2 1.4.2.B.CS3 1.4.2.B.3	
VOCABULARY	RESOURCES/MATERIALS	PROJECT SUGGESTIONS	
Pattern Design Symmetry	Examples of art from various cultures	Artwork inspired by Oaxacan Animals Dia De Los Muertos Sugar Skulls	

**2<sup>nd</sup> Grade Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 Patterns & Lines 9 days	Unit 2 Buildings & Places 9 days	Unit 3 Artist Study 9 days	Unit 4 Native American Art 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade: 2**

**Unit: Patterns and Lines**

**Time Frame: 3-5 Lessons**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>		
<ul style="list-style-type: none"> <li>• Patterns and lines can create a sense of movement</li> <li>• Artists utilize line and pattern to convey emotion and atmosphere in art</li> </ul>		<ul style="list-style-type: none"> <li>• How do artists make pictures look like they're moving?</li> <li>• How do patterns enhance your artwork?</li> <li>• What types of lines show movement in art?</li> </ul>		
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Van Gogh is known for his use of line</li> <li>• Patterns and designs add visual interest</li> <li>• Line is one of the seven elements of art</li> <li>• Use of pattern and line can create motion in art</li> <li>• Curved lines show movement in art</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Utilize Van Gogh's style to create a new composition</li> <li>• Create movement in artwork through the use of patterns and line</li> </ul>		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
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>ASSESSMENT/PROJECT</b>
Line Movement Patterns		Van Gogh prints		Van Gogh-inspired compositions Bad Case of Stripes portrait

**Grade: 2**

**Unit: Buildings and Places**

**Time Frame: 3-5 lessons**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"><li>• Elements of art can be the basis of construction in the communities around us</li><li>• There are many different viewpoints one can use to create a cityscape</li><li>• Symmetry is when an object is equal on both sides</li></ul>	<ul style="list-style-type: none"><li>• What do these places have in common? How are they different?</li><li>• How do you show distance in a cityscape?</li></ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• A cityscape describes an image of a city</li><li>• There are different forms of architecture</li><li>• Warm and cool colors create different feelings in architecture</li><li>• A collage is an artistic product created by pasting on a surface</li><li>• Symmetry is achieved when both sides of an object are equal</li><li>• Asymmetry can add visual interest to a building</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Cut building shapes from newspaper and construction paper</li><li>• Combine buildings to create a cityscape collage</li><li>• Show distance by overlapping</li></ul>	<p>1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.3</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>PROJECT SUGGESTIONS</b>
<p>Cityscape Collage Frontal View Bird's Eye View Symmetry Asymmetry Overlapping</p>	<p>Books featuring city illustrations Images of cityscapes Scissors Construction/Assorted Papers</p>	<p>Collaged Cityscape Bird's Eye View compositions</p>

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Recognize famous artists and characteristics of the artist's style.</li> <li>Different artists are known for their own distinct styles and method of creating art</li> </ul>		<ul style="list-style-type: none"> <li>What elements of art (color, shape, line, texture, form, value, space) do you notice in the artists' work?</li> <li>Take a look at the artists' work.....what do these images have in common?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>How to identify the work of a particular artist</li> <li>Categorize an artists' work as realistic or abstract</li> <li>Different artists have different styles</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a composition in the style of an artist</li> <li>Identify the defining characteristics of an artists' style</li> <li>Understand that artists have both similarities and differences</li> </ul>	<p>1.1.2.D.1 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Realistic Abstract Color, Line, &amp; Shape</p>	<p>Images by artists</p>	<p>Mondrian-inspired composition Van Gogh-inspired composition</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS			
<ul style="list-style-type: none"> <li>• Art plays a significant role in diverse cultures</li> <li>• Art is a form of expression</li> <li>• Art can be both beautiful and functional</li> <li>• Written communication varies by culture</li> </ul>		<ul style="list-style-type: none"> <li>• What types of artworks do different Native American cultures create?</li> <li>• How can art also be functional?</li> <li>• What types of materials do Native Americans use based on their surroundings?</li> </ul>			
KNOWLEDGE		SKILLS		NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Increase the cultural awareness of a variety of Native American tribes</li> <li>• Explore the importance of art in Native American culture</li> <li>• Native Americans often use symbols to communicate ideas</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of materials to create art reflective of Native American culture</li> <li>• Articulate how their artwork is reflective of Native American culture</li> <li>• Enhance motor skills and problem solving strategies through weaving</li> <li>• Tell a story through symbols</li> </ul>		<p><i>1.1.2.D.1</i>  <i>1.1.2.D.2</i>  <i>1.2.2.A.1</i>  <i>1.2.2.A.2</i>  <i>1.3.2.D.1</i>  <i>1.3.2.D.2</i>  <i>1.3.2.D.3</i>  <i>1.4.2.A.3</i>  <i>1.4.2.B.3</i></p>	
VOCABULARY		RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
Symmetry Symbol Weaving Warp Weft		examples of Native American Art (prints, books, on-line resources)		Navajo Indian Paper Weavings Pueblo Sunset Chalk Pastel Compositions	

**3rd Grade Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 Nature & Landscape 9 days	Unit 2 Still Life 9 days	Unit 3 Artist Study 9 days	Unit 4 Art Asia 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** 3

**Unit:** Nature & Landscape

**Time Frame:** 3-5 Lessons

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>Nature can be depicted in art using a variety of tools and techniques</li> <li>When artists depict outdoor scenes, these are called landscapes</li> </ul>		<ul style="list-style-type: none"> <li>How do artists make objects look near and far?</li> <li>How do artists create atmosphere within compositions?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Objects in the foreground should be drawn larger on the page than objects in the background.</li> <li>The horizon line separates the sky and land (water).</li> <li>Foreground, middle ground, and background create the illusion of depth (perspective).</li> <li>The scale of objects helps to show perspective</li> <li>Artists represent nature using different techniques and styles.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Craft a landscape utilizing foreground, middle ground, background, and horizon line.</li> <li>Create more realistic representations of objects found and nature.</li> </ul>	<p>1.1.5.D.1  1.1.5.D.2  1.2.5.A.1  1.3.5.D.1  1.3.5.D.2  1.4.5.A.1  1.4.5.B.4</p>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>	
landscape horizon line foreground middle ground background scale perspective	landscape prints landscape photos	Monet-style Landscape Straw Blown Trees Desert landscape Rubric	



ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Artists often arrange and paint objects from everyday life; these images are known as still life</li> <li>Artists rely on design principles and the elements of line, color, and space when creating a still life</li> </ul>		<ul style="list-style-type: none"> <li>Why do artists create still life artworks?</li> <li>What skills are involved in the creation of a still life?</li> <li>What objects need to be included in a picture to classify it as a still life?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>A still life is an arrangement of inanimate objects.</li> <li>To create depth and volume through shading and value</li> <li>A still life can be created using a variety of mediums.</li> <li>Overlapping objects helps add interest and depth to a piece of art</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Accurately depict a given arrangement of objects.</li> <li>Understand the impact of applying shading and value within a composition</li> <li>Use simple shapes to recreate more complex objects/subjects.</li> </ul>	1.1.5.D.1 1.2.5.A.3 1.3.5.D.1 1.3.5.D.3 1.3.5.D.4 1.4.5.A.1 1.4.5.A.2 1.4.5.B.4	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
one dimensional two dimensional foreground middle ground background contour line animate/inanimate value shading	objects for Still Life Study Still life prints	Still Life Composition	

**Grade:** 3

**Unit:** Artist Study

**Time Frame:** 3-5 Lessons

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>			
<ul style="list-style-type: none"> <li>• There is value in critiquing, discussing, and eliciting feedback with others about a piece of artwork.</li> <li>• Discuss art masterpieces for the purpose of adopting the style of the artist.</li> <li>• Understanding the genre of art that the artist is associated with.</li> </ul>		<ul style="list-style-type: none"> <li>• What subject do artists often depict and why?</li> <li>• How does creating art differ from viewing art?</li> </ul>			
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• An artist’s work can be classified by artistic style.</li> <li>• How to recognize art elements and principles of design and apply them in a critical feedback fashion</li> <li>• The background/history of a master artist(s).</li> <li>• Individuals may disagree about the merits and artistic choices in art.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Craft an original work of art in the style of a master.</li> <li>• Recognize an artist’s work by his/her style.</li> <li>• Convey opinions/thoughts about a piece of work using vocabulary related to the basic elements and principles of design</li> </ul>		<p>1.2.5.A.3</p> <p>1.3.5.D.1 1.3.5.D.3</p> <p>1.4.5.A.1 1.4.5.B.1 1.4.5.B.5</p>	
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>ASSESSMENT/PROJECT</b>	
<p>Impressionism Expressionism abstract composition collage</p>		<p>Prints by artists</p>		<p>Monet Landscapes Georgia O’Keeffe compositions</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Art symbols and forms have personal meanings for an individual, as well as a culture.</li> <li>• All cultures incorporate symbolic art in their celebrations and traditions.</li> <li>• The arts of Asia have defining, recognizable qualities</li> </ul>		<ul style="list-style-type: none"> <li>• Does art define culture or does culture define art?</li> <li>• How does art record and communicate the human experience?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• That art is a part of traditions and celebrations in various cultures.</li> <li>• Art is significant to cultures beyond its aesthetics.</li> <li>• There are often recurring subject themes in art of a culture.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create pieces of art that is reflective of Asian cultures.</li> <li>• Convey the significance of form and color in Asian art.</li> <li>• Understand various Asian artistic traditions</li> </ul>	<p>1.2.5.A.1 1.2.5.A.CS2 1.2.5.A.CS3</p> <p>1.3.5.D.2 1.3.5.D.3</p> <p>1.4.5.B.2</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>aesthetic culture tradition celebration theme symbolic</p>	<p>Images by artists</p>	<p>Japanese Carp Wind Sock Chinese Lantern Hokusai-inspired compositions</p>	

**4th Grade Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 Graphic Design 9 days	Unit 2 Artist Study 9 days	Unit 3 Value 9 days	Unit 4 Perspective 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** 4

**Unit:** Graphic Design

**Time Frame:** 3-5 Lessons

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Graphic Design describes art forms that share a message with the viewer.</li> <li>• The Graphic Design profession serves many informational purposes in the areas of business, entertainment, and public service.</li> <li>• The purpose of graphic design is to share a message with the audience</li> </ul>		<ul style="list-style-type: none"> <li>• What is the purpose of graphic design?</li> <li>• How does graphic design influence what we can learn about ourselves and about our society?</li> <li>• What makes graphic design successful?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The purpose of graphic art is to visually convey a message.</li> <li>• That the use of art elements and principles make graphic design more effective and appealing.</li> <li>• There are many careers in the areas of graphic design.</li> <li>• Examples of graphic design include logos, advertisements, etc.</li> <li>• Graphic artists often consider the focal point while creating an image</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Design a poster using the elements and principles of art.</li> <li>• Effectively communicate ideas through artistic expression.</li> <li>• Create a Fire Safety Poster for Denville Township Volunteer Fire Department.</li> </ul>	<p>1.2.5.A.2 1.3.5.D.1 1.4.5.B.1 1.4.5.B.4</p>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>	
<p>graphic design emphasis focal point color font</p>	<p>Examples of Graphic Design Fire Safety reference materials</p>	<p>Fire Safety Poster Rubric</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• There is value in critiquing, discussing, and eliciting feedback with others about a piece of artwork in comparison to another.</li> <li>• Art can be deconstructed for the purpose of adopting the style of the artist.</li> <li>• Every artist has a style.</li> </ul>		<ul style="list-style-type: none"> <li>• What defines an artist's style?</li> <li>• How do artists get inspiration?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• An artist's work can be classified by artistic style.</li> <li>• How to recognize and apply art elements and principles of design.</li> <li>• The background/history of a master artist(s) and/or style of art.</li> <li>• Individuals may have differing opinions about works of art.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Craft an original work of art in the style of a master/movement</li> <li>• Recognize an artist's work by his/her style and technique</li> <li>• Convey opinions/thoughts about a piece of work using basic element and principles of design vocabulary/art language.</li> <li>• Compare/contrast two different styles.</li> </ul>	<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.4</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Cubism Realistic Abstract Stylistic Value</p>	<p>Images by Artists</p>	<p>Picasso-inspired Portraits Cubism-inspired compositions Klimt-inspired compositions</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Value describes the lights and darks of a color</li> <li>Value helps images look more dimensional and realistic on a 2D surface</li> </ul>		<ul style="list-style-type: none"> <li>Why does applying value to an image make it appear more real?</li> <li>What types of art materials can you apply value with?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Value can be applied in an additive or subtractive manner.</li> <li>Value gives depth and volume to an object</li> <li>Many artists apply value within their compositions</li> <li>Light source is important when applying value</li> <li>Value is also known as shading</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the benefits of applying value in art</li> <li>Create an image that uses value to show dimension</li> </ul>	<p>1.3.5.D.1 1.3.5.D.CS3 1.3.5.D.4  1.4.5.A.1 1.4.5.B.CS4</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Value Shading Light Source Dimension Volume Depth</p>	<p>Prints by artists Spotlight/Flashlight</p>	<p>Still Life Outer Space Compositions Birch Tree Landscapes</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Perspective describes the illusion of depth on a flat surface</li> <li>Objects in the foreground appear larger within a composition, while objects in the background appear smaller</li> </ul>		<ul style="list-style-type: none"> <li>What techniques do artists use to show perspective?</li> <li>When would an artist benefit from applying perspective and spatial techniques?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Objects in the foreground should be drawn larger on the page than objects in the background.</li> <li>The horizon line separates the sky and land (water).</li> <li>Foreground, middle ground, and background create the illusion of depth (perspective).</li> <li>The scale of objects helps to show perspective</li> <li>Artists use various types of perspective to show depth including atmospheric and one-point.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a landscape that shows distance</li> <li>Apply spatial techniques to create various compositions</li> </ul>	1.1.5.D.1 1.1.5.D.2 1.3.5.D.2 1.3.5.D.4 1.4.5.A.1 1.4.5.B.3	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Perspective Space Horizon Line Converging Lines One-Point Perspective Vanishing Point Optical Illusions Foreground Middle-ground Background	Images and photographs by artists Document camera/videos	Landscape Composition Op Art One-Point Perspective	



**5<sup>th</sup> Grade Visual Art  
Pacing Guide  
1 lesson per week**

Unit 1 All About Me 9 days	Unit 2 Tesselations 9 days	Unit 3 Repousse 9 days	Unit 4 Typography 9 days
Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** 5

**Unit:** All About Me

**Time Frame:** 3-5 Lessons

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Different materials can come together to make a piece of work with unity and harmony (collage)</li> <li>• Art can serve as a personal diary of the artist.</li> <li>• Both positive and negative space contribute to the balance of a composition</li> </ul>		<ul style="list-style-type: none"> <li>• What is the artist communicating to the viewer?</li> <li>• How does he/she effectively share their message?</li> <li>• How does the creative process encourage self-reflection?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• A collage is a work of art made from an assemblage of different forms, thus creating a new whole.</li> <li>• A variety of materials can be included in a work of art.</li> <li>• Personal experience can inspire art.</li> <li>• Artwork can be composed of symbols that represent a larger picture</li> <li>• Artists often consider positive and negative spaces</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a collage that visually depicts their individuality and unique history.</li> <li>• Interpret the intent behind fellow students' work and the work of famous artists</li> <li>• Make informed aesthetic responses to artwork based on personal, cultural, and historical points of view</li> </ul>	<p>1.1.5.D.1            1.1.5.D.CS2            1.3.5.D.CS3            1.3.5.D.5</p>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>	
Collage Overlapping Symbol Positive Space Negative Space Geometric and Organic Shapes Value Texture	Examples of Collage Images by Giuseppe Arcimboldo Magazines, newspapers, etc.	"All About Me" Collage Symbolic Self Portraits	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>A tessellation describes a shape that can repeat over and over with no gaps or overlaps.</li> <li>Art and mathematics often are related.</li> </ul>		<ul style="list-style-type: none"> <li>What determines if a geometric shape will tessellate?</li> <li>How do art and math reflect each other?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Organic shapes are those found in nature.</li> <li>Geometric shapes are man-made and classifiable (circle, square, triangles, etc.).</li> <li>Tessellations are repeated shapes which completely fill an area without any gaps.</li> <li>Shapes that tessellate may be abstract or representational</li> <li>Tessellations can be created through a series of translations</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize and define a tessellation.</li> <li>Create a tessellating shape.</li> <li>Create a project which demonstrates knowledge of the definition of a tessellation.</li> </ul>	1.3.5.D.1 1.3.5.D.3 1.3.5.D.4  1.4.5.A.1	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Tessellation Positive Space Translation Abstract Representational Shape	Images by M.C. Escher	Tessellating Shapes Composition featuring a tessellation	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Repousse is a technique of decorating metals. It's imagery can be used symbolically or aesthetically</li> <li>Art of a culture often has identifiable characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>How does repousse convey an artist's message?</li> <li>How has repousse played a unique role in society and its symbolic representation?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Repousse is art created for both utilitarian and aesthetic purposes.</li> <li>Many works of art from Egyptian and Greek culture have a functional purpose.</li> <li>The Statue of Liberty is a good example of symbolic repousse art</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a work of repousse art</li> <li>Identify works of repousse in society, that serves in a functional, aesthetic and symbolic forms of art</li> </ul>	<p>1.2.5.A</p> <p>1.3.5.D.1</p> <p>1.3.5.D.2</p> <p>1.3.5.D.4</p> <p>1.4.5.B.CS3</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Repousse Form Sculpture Relief Emboss Metal</p>	<p>Metal sheets Online video example of repousse</p>	<p>Repousse composition</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Typography describes the art of printed and/or written words and letters</li> <li>• Fonts, or typefaces, can come in a variety of different styles and are designed by artists</li> <li>• Different cultures during different time periods utilized their own writing styles</li> </ul>		<ul style="list-style-type: none"> <li>• How does the style of a font contribute to our aesthetic understanding of the word or letter?</li> <li>• Why do you think so many styles of type exist?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Various typefaces have been used by different societies throughout history</li> <li>• Fonts can include serifs (edge design), or be sans serif (without edge design)</li> <li>• Artists carefully design fonts to help the viewer/reader better understand the work's mood or message</li> <li>• Block letters allow the artist to include color and design within the font</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Design their own font(s)</li> <li>• Identify the tone of a font</li> <li>• Use their knowledge of the elements of art to embellish a typographical composition</li> </ul>	<p>1.1.5.D.CS2</p> <p>1.3.5.D.1</p> <p>1.3.5.D.3</p> <p>1.3.5.D.CS4</p> <p>1.4.5.B.3</p> <p>1.4.5.B.CS5</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Typography</p> <p>Font</p> <p>Typeface</p> <p>Serif</p> <p>Sans Serif</p> <p>2D/3D</p>	<p>Examples of typefaces</p> <p>Images by artists from different time periods/styles</p>	<p>Medieval Illuminated Letters</p> <p>Street Art Names</p> <p>Egyptian Hieroglyphics</p> <p>“LOVE” (Robert Indiana)-inspired compositions</p>	

**6<sup>th</sup> Grade Visual Art  
Pacing Guide  
1 Marking Period Course  
5 lessons per week**

Unit 1 Physical Properties of Art 9 days	Unit 2 Sculpture 9 days	Unit 3 Clay: History & Culture 9 days	Unit 4 Drawing I 9 days	Unit 5 Art & Culture: Mandalas (Mixed Media)
Marking Period 1, 2, 3 or 4				

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** 6

**Unit:** Physical Properties

**Time Frame:** 1-4 days

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>		
<ul style="list-style-type: none"> <li>• Elements of Design are the building blocks of all art regardless on the medium.</li> <li>• Art can reflect personal/life experiences.</li> </ul>		<ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why do people make art?</li> </ul>		
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• People make art for a variety of reasons.</li> <li>• The employment of different elements of art can convey emotion.</li> <li>• Art can be a variety of materials.</li> <li>• Art work can have different aesthetic ideals-different goals of what makes an artwork successful or beautiful.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different materials used in artworks.</li> <li>• Make connections between elements of art and emotions they evoke.</li> <li>• Identify artworks that are: realistic, abstract, conceptual, and nonobjective.</li> <li>• Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to cultural heritages.</li> <li>• Locate art masterworks on a class timeline.</li> </ul>		<p>1.1.8.D.2</p> <p>1.2.8.A.1</p> <p>1.2.8.A.2</p> <p>1.3.8.D.6</p>
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>ASSESSMENT/PROJECT</b>
<p>Culture</p> <p>Elements of Design: color, line, shape, form, texture, value, space</p> <p>Medium</p> <p>Aesthetics</p> <p>Art History</p> <p>Art Movements:</p> <p>Realistic vs. Abstract</p> <p>Nonobjective</p> <p>Conceptual Art</p> <p>Contemporary Art</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>

**Grade:** 6

**Unit:** Sculpture

**Time Frame:** 1-3 weeks

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"><li>• Sculpture employs all of the Elements of Design.</li><li>• The Elements of Design are the basic visual material with which to make art.</li><li>• Sculpture is developed from a compositional design.</li></ul>		<ul style="list-style-type: none"><li>• What is the importance of the elements of design in sculpture?</li><li>• How do artists select materials?</li><li>• Why would an artist choose a challenging material to work with?</li><li>•</li></ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>		<b>NJSLS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• Materials artists use for sculpture are nearly limitless, and influenced by availability and training.</li><li>• Artist often experiment with a variety of media to create a unique piece of art.</li><li>• Repetition of design elements create a united design.</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Demonstrate knowledge and application of techniques to combine multiple art media into a three dimensional work of art.</li><li>• Demonstrate critical thinking skills in the application of the elements of design with attention to Form.</li><li>• Describe the intellectual's emotional significance conveyed by the application of the elements of art's principles of design in different historical eras.</li><li>• Identify and discuss three dimensional forms in everyday life.</li></ul>		<p>1.1.8.D.1</p> <p>1.4.8.A.3</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>		<b>ASSESSMENT/PROJECT</b>
Armature Assemblage Art in the Round Relief Additive/ Subtractive Papier Mache Monumental Sculpture Artists to know (ancient to contemporary) Space Form	color wheel paint paintbrushes palettes thick paper wire recycled materials Masterworks <a href="#">Inspiring Contemporary Sculpture from around the world.</a>		Project Rubric Verbal questions.



ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Creating art is a process.</li> <li>• Art is a form of communication.</li> <li>• The arts impact world culture.</li> </ul>		<ul style="list-style-type: none"> <li>• Is art functional?</li> <li>• Does art embed itself in a culture or does a culture embed itself in art?</li> <li>• Why is form and aesthetic considered to be important?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Clay objects created throughout history have captured the stories and values of the civilizations in which they were made.</li> <li>• Clay objects have been made to serve a variety of purposes, functional, decorative, religious, ceremonial, etc.</li> <li>• Why fired pottery pieces are usually the first items found in an archeological dig.</li> <li>• The stages of a clay project.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use domain specific terms.</li> <li>• Create a clay project using the pinching technique that withstands the firing process.</li> <li>• Identify characteristics, themes, and symbols from art from diverse historical times in cultures and use inspiration for an artwork.</li> <li>• Compare and contrast archetypal subject matter in works.</li> <li>• Understand how the elements and principles apply to ceramic forms.</li> </ul>	<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 &amp; score kiln fire pinching technique 3D geometric forms Archeology Aesthetics texture abstracted form Functional vs. Nonfunctional Art</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><a href="#">Ceramics Monthly Magazine</a> <a href="#">Ceramic History for Kids</a></p>	<p>Clay Project Statement cards</p>	

**Grade:** 6

**Unit:** Drawing I

**Time Frame:** 5-7 lessons within a marking period

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Two and three dimensional pieces are created using elements and principles of art.</li> <li>Art principles are the way in which we use the art elements.</li> </ul>		<ul style="list-style-type: none"> <li>How might the meaning change in a piece of art when one of the elements is altered?</li> <li>What makes a drawing realistic?</li> <li>Why is drawing considered to be the building block for artistic media?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Artists create drawings with a variety of starting points: a mental image, rules (as in perspective) and by observing objects directly.</li> <li>By measuring the scale of an object in space one can create a more proportional picture.</li> <li>A scale drawing is a drawing that represents a real object.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Measure the scale of an object in space using a pencil.</li> <li>Improve the accuracy and detail of drawings by observing objects.</li> <li>Generate observational and emotional responses to diverse culturally and historically specific works of art.</li> <li>Evaluate the effectiveness of a work by discussing the importance of an artist's skill versus the work's content.</li> <li>Create complex images that show realism, detail or enlargement</li> </ul>	<p>1.2.8.A.2</p> <p>1.4.8.A.7</p> <p>1.4.8.B.1</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Perspective Eye level Vanishing point Illusion Form 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><a href="#">Student Art Guide: One Point Perspective</a> <a href="#">PBS Series Elements of Art: Space</a></p>	<p>Perspective Drawing Proportional Drawing using measuring technique</p> <p>Response cards</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Art permeates all cultures.</li> <li>• Art reflects and shapes culture and history.</li> </ul>		<ul style="list-style-type: none"> <li>• How do the arts influence culture and history?</li> <li>• How do the arts use symbolism to communicate?</li> <li>• In what ways have artists from various cultures been able to tell stories through their artistic endeavors?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Mandalas are a form with radial symmetry found in nature and produced in many cultures as a means of explaining a culture's relationship with the nature of life.</li> <li>• Geography, local materials and tradition affect the development of artwork within a culture.</li> <li>• Cultures represent scenes, objects of significance to that culture in their artwork.</li> <li>• Repetition of color and pattern in artwork creates a feeling of unity.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select an object of personal significance and create an artwork that honors it.</li> <li>• Improve their dexterity and sensitivity working with materials.</li> <li>• Apply the elements of design in a mixed media artwork.</li> </ul>	<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>Mandala</p> <p>Symmetry</p> <p>Radial Symmetry</p> <p>Symbol</p> <p>Brainstorming</p> <p>Layers</p>	<p>PowerPoint slideshow.</p> <p>Paper</p> <p>Sketchbook.</p> <p>construction paper</p> <p>Colored Pencils</p> <p>Watercolor Pencils</p> <p>Sharpie markers</p> <p>Chrome Books</p> <p>Paper</p> <p><a href="#">Mandalas for the Soul</a></p> <p><a href="#">Mandala Project Website</a></p>	<p>Mandala</p> <p>Written response explaining how they created a unified image and selected symbols and created patterns to represent aspects of their life.</p>	

**7<sup>th</sup> Grade Visual Art  
Pacing Guide  
1 Marking Period Course  
5 lessons per week**

<p>Unit 1 Movements in Art: Surrealism (collage) 11 days</p>	<p>Unit 2 Drawing II 11 days</p>	<p>Unit 3 Clay: Slab Technique 11 days</p>	<p>Unit 4 Stop Motion Animation 12 days</p>
<p>Marking Period 1, 2, 3 or 4</p>			

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade:** 7

**Unit:** Movements in Art: Surrealism (Collage)    **Time Frame:** 1 week

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Art enriches our lives.</li> <li>• By critiquing a piece, a person can arrive at a more informed understanding of an artwork.</li> </ul>		<ul style="list-style-type: none"> <li>• How do artists manipulate elements to achieve effect?</li> <li>• What is the value of evaluating art?</li> <li>• In what ways have artistic traditions, cultural values and social issues influenced and given rise to new artistic expression?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Surrealism is an art movement that was inspired by the concept of conscious and unconscious thoughts.</li> <li>• The steps of critiquing an artwork: describing, analyzing, interpreting, and evaluation.</li> <li>• Surrealism is characterized by a feeling of dream likeness objects are juxtaposed, morphed, and rearranged to act as symbols for psychological experiences.</li> <li>•</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the process of critique.</li> <li>• Identify common properties and themes in surrealist artwork.</li> <li>• Create a surrealist artwork by creating a collage.</li> <li>• Interpret symbolism’s metaphors embedded in works of art.</li> <li>• Communicate a visual story through personal artistic endeavors inspired by a given cultures.</li> <li>• Uncover elements and principles in historical, personal work and everyday life.</li> </ul>	<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>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>	
<p>surrealism conscious/unconscious symbol Rene Magritte Salvador Dali</p>	<p>PowerPoint including surrealist artworks. magazines scissors thick paper glue sticks</p> <p><a href="#">Surrealism Images and History</a></p>	<p>Student reflection, Rubric Surrealist Collage</p> <p>Written response explaining how they used symbols and their meanings in their artwork.</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>Imagination inspires artwork.</li> <li>Technological changes have influenced art development.</li> </ul>		<ul style="list-style-type: none"> <li>How has technology changed the arts?</li> <li>Has technology created new art elements?</li> <li>Can technology improve artistic ability?</li> <li>How is artistic skill employed while capturing images in stills or videos?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Artists are affected by their social and historical context.</li> <li>Changes in technology affect artwork.</li> <li>By using a grid-enlargement technique, students can recreate any 2D image.</li> <li>The elements and principles of design have deep roots in photography, most notably Value, Balance, and Space</li> <li>There are many apps and software choices for creating animations.</li> <li>How to explore and experiment with a variety of media to find varying combinations to create unique pieces of art.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and apply the elements and principles of design as they relate to stop motion animation and photography.</li> <li>Develop a story with an action, a surprise and a resolution.</li> <li>Brainstorm a variety of solutions to a simple prompt.</li> <li>Apply problem solving skills as they create a stop motion animation.</li> <li>Interact with various apps to develop a contemporary work of art.</li> </ul>	<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	
<p>Stop Motion Animation</p> <p>Story Board</p> <p>Still</p> <p>contrast</p> <p>color value</p> <p>color hue</p> <p>focal point</p> <p>background</p> <p>Adhesive</p> <p>Implied line</p> <p>rhythm</p> <p>energy</p> <p>emphasis</p>	<p>Student and Professional examples</p> <p>Stop Motion Animation App</p> <p>Chrome Books</p> <p>Found objects</p> <p>Paper</p> <p>Scissors</p> <p>Adhesives</p> <p>Sketchbooks</p> <p><a href="#">Arts Ed Net Resources for Stop Motion Animation</a></p>	<p>Stop Motion Animation</p>	

**Grade:** 7

**Unit:** Clay: Slab Construction

**Time Frame:** 11 days

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"><li>• Creating art is a process.</li><li>• People view exhibits to learn more about historical time periods, different cultures, their own values, likes and dislikes.</li></ul>		<ul style="list-style-type: none"><li>• Why display art?</li><li>• What cultural and historic aspects influence artistic response?</li></ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• Various techniques and vocabulary relating to clay works.</li><li>• Art can be compared based on art elements and principles of design.</li><li>• Museums organize exhibits so that viewers can see similarities and differences among a group of artwork.</li></ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Develop a clay slab piece using a variety of tools and techniques.</li><li>• Identify form, craftsmanship, and originality in various clay pieces of the same domain.</li><li>• Compare and contrast art from diverse cultures and identify elements that relate to specific cultures.</li><li>• Identify formal structure's technical proficiency in works of art.</li></ul>	<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>clay needle tools wood tools glaze sponges</p> <p><a href="#">PBS Series Elements of Art: Texture</a></p>	<p>Clay Slab Project</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Art is often defined by its originality.</li> <li>• Principles of design help in interpreting masterworks of art.</li> </ul>		<ul style="list-style-type: none"> <li>• How can the medium change the experience for the artist?</li> <li>• Is the process as valuable as the product?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• There are several ways to generate a drawing, from the imagination (as in Zentangles), from observation of life (Still Life), with perspective or by looking at 2D images.</li> <li>• Cubism is a movement of art that is interested in breaking up the picture plane.</li> <li>• By using a grid-enlargement technique, students can recreate any 2D image.</li> <li>• How to create value and be able to recognize gradation of values to generate depth, space and volume.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Break up a picture surface to portray dimension (cubism).</li> <li>• Demonstrate balance, harmony, unity through their drawings.</li> <li>• Draw a picture using the grid enlargement technique.</li> <li>• Create a drawing from their imagination.</li> <li>• Create a portion of a picture from their imagination.</li> <li>• Altering/manipulating a picture in a picture editing computer program.</li> </ul>	<p>1.3.8.D.3</p> <p>1.4.8.A.3</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
Contour line Zentangle Still Life Proportion Scale Depth Space Volume Realistic and Non-Realistic line shape cubism balance harmony unity emphasis	Images of master artworks and Artist Sketches. sketchbooks paper wire pens pencil colored pencil chalk paintbrushes watercolor paint.  <a href="#">Zentangle website</a> <a href="#">PBS Series Elements of Art: Lines</a>	Drawings from Imagination (Zentangle), direct observation (Still Life Drawing), scale and enlarge technique.  Before and after portfolio of skill development.	



**8<sup>th</sup> Grade Visual Art  
Pacing Guide  
1 Marking Period Course  
5 lessons per week**

<p>Unit 1 Movements in Art: Pop Art (Printmaking) 11 days</p>	<p>Unit 2 Clay: Pop Art Objects 11 days</p>	<p>Unit 3 Drawing III 11 days</p>	<p>Unit 4 Contemporary Craft and Illustration 12 days</p>
<p>Marking Period 1, 2, 3 or 4</p>			

**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Visual Arts Curriculum Guide**

**Grade: 8**

**Unit: Art Movement: Pop Art (Printmaking)**

**Time Frame: 11 lessons**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Art can be drawn from themes and techniques of popular mass media/culture.</li> <li>• Art can elicit different meanings/emotions for different people.</li> <li>• The art of the 20<sup>th</sup> Century addresses both current events of the time and the zeitgeist of the age.</li> </ul>		<ul style="list-style-type: none"> <li>• Who defines art?</li> <li>• Does media influence art or does art influence mass media?</li> <li>• In addition to museums and galleries what are other venues for exhibiting Art?</li> <li>• What factors influence an artist choice of process and materials?</li> </ul>	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and technique involved in making a relief print.</li> <li>• Themes and characteristics of the Pop Art Movement.</li> <li>• The history and application of Printmaking and its relation in historical and cultural backdrops.</li> <li>• How to master element of space and its' unique qualities of positive and negative space.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define Pop Art.</li> <li>• Create an artwork in the style of Pop Artwork.</li> <li>• Create a three color relief print.</li> <li>• Analyze the impact of artists on culture and the impact of culture on artists.</li> <li>• Construct imagery that incorporates the elements of art in an original work: mainly Line, Space and Shape.</li> <li>• Evaluate and identify various stages in image creation.</li> <li>• Demonstrate real-world connection by applying universal printmaking numerical and labeling systems to prints (vertical movement).</li> </ul>	<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>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>	
Pop Art symbol relief print silkscreen brayer reservoir Positive and Negative Space Reduction Technique Woodblock Print Edition Artist Proof Layering	PowerPoint slideshow of evolution of major chapter of Andy Warhol's work; other significant Pop Artist who were printmakers. Sketchbook digital images speedball ink brayers bench trays EZ cut material <a href="#">Andy Warhol Museum</a> <a href="#">Keith Haring</a>	Relief Print Response cards	

**Grade: 8**

**Unit: Clay: Pop Art Objects**

**Time Frame: 2 weeks.**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>			
<ul style="list-style-type: none"> <li>• Everyday objects can be a source of artistic inspiration.</li> <li>• Social and political environments can influence art.</li> <li>• Art is developed for a specific design plan.</li> <li>• Artists must consider limitations and the potential of materials when creating 3D artworks.</li> </ul>		<ul style="list-style-type: none"> <li>• How does an artwork make a statement?</li> <li>• Is art really in the eye of the beholder?</li> </ul>			
<b>KNOWLEDGE</b>		<b>SKILLS</b>		<b>NJSLS</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Pop Art is one of the foremost art movements of 20<sup>th</sup> Century Art.</li> <li>• How artist responded to the major events that took place during the 20<sup>th</sup> Century.</li> <li>• The impact of popular culture on the arts and how pop culture changed the definition of “art” as we know it.</li> <li>• Art critics review new artworks, as music reviews do with new music.</li> <li>• Description, analysis, interpretation and evaluation is a process used in critiquing art.</li> <li>• Still Life art traditionally represent objects as symbols of abstract concepts.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select an object as a symbol of a personally significant concept.</li> <li>• Critique and compare art objects</li> <li>• Create a building plan for an object, demonstrating their knowledge of hand-building techniques.</li> </ul>		<p>1.2.8.A.3</p> <p>1.3.8.D.4 1.3.8.D.5</p> <p>1.4.8.A.2 1.4.8.A.6 1.4.8.B.1</p>	
<b>VOCABULARY</b>		<b>RESOURCES/MATERIALS</b>		<b>ASSESSMENT/PROJECT</b>	
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 <a href="#">StormKing Art Center</a>		Clay Project in the style of Pop Art	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>• Elements are the building blocks of all art.</li> <li>• Arts use atmospheric and linear perspective to create the illusion of spatial depth.</li> <li>• Quality in Art is a mixture of skill and concept.</li> </ul>		<ul style="list-style-type: none"> <li>• How does visual perspective change the way we experience art?</li> <li>• How is an artist a visual poet?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLs	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Perspective guidelines help artists to create drawings that look 3 dimensional.</li> <li>• Elements and principles of design are evident in everyday life.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• create a drawing using 2 point perspective</li> <li>• create a drawing that uses elements and principles evident in everyday life.</li> <li>• Track their skill progress and application of drawing skills in a sketchbook.</li> <li>• Demonstrate personal style evolution by keeping records of experimentation</li> <li>• Create an image using varying shades of light and dark through the use of value.</li> <li>• Demonstrate knowledge and application of a variety of line techniques and qualities</li> <li>• Recognize and utilize a variety of drawing media.</li> <li>• Identify and apply aspects of space (positive/ negative, overlapping, size and proportion as a means of a good composition</li> </ul>	<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 hatching cross hatching value composition positive/ negative space</p>	<p>Photos that illustrate 2 point perspective, 1 point perspective, and atmospheric perspective. Bruegel the Elder work Renaissance Masterworks pencils rulers paper colored pencils Sketchbooks</p> <p><a href="#">PBS Series Elements of Art: Form</a></p>	<p>2 Point Perspective Drawing</p> <p>Sketchbook/portfolio of skill techniques and evolution</p> <p>Reflective writings</p>	

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> <li>The arts have context and meaning and are symbolic and metaphorical.</li> <li>Art can represent an individual or culture's response to the world.</li> </ul>		<ul style="list-style-type: none"> <li>How can art teach life creative skills?</li> <li>What are the qualities of a creative person?</li> <li>How is creativity a skill to be developed?</li> <li>Is art philosophy or philosophy art?</li> </ul>	
KNOWLEDGE	SKILLS	NJSLS	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Craft and Illustration Artists explore cultural beliefs, observations, personal and group identity through traditional materials and evolving practices.</li> <li>Elements of Art (line, space, shape, repetition) communicate meaning.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create artwork abstract symbols that convey individual meaning.</li> <li>Brainstorm and develop a variety of ideas.</li> <li>Discuss the meanings of abstract symbols by interpreting elements of art.</li> <li>Interpret the feeling and effectiveness of exploring and experimenting with a wide variety of materials.</li> </ul>	<p>1.3.8.D.2 1.3.8.D.4 1.4.8.A.5</p>	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT	
<p>Contemporary Craft Arts (Bookmaking, collage, mixed media collage, textiles) Illustration positive Space negative Space experimenting</p>	<p>PowerPoint Slideshow including images of Craft Arts erasers pencils markers paper <a href="#">Penland School of Craft</a> <a href="#">Haystack Mountain Craft School</a> <a href="#">Peters Valley School of Crafts</a> <a href="#">Museum of Art and Design</a> <a href="#">Big Magic: Creative Living beyond Fear</a> by Elizabeth Gilbert <a href="#">You Are More Creative than you Think</a> Rod Judkins <a href="#">American Illustration Annual</a> <a href="#">Best of Illustration.</a></p>	<p>Original Artwork that develops a personal issue or a unique interpretation of a cultural story.  Project Development Rubric.</p>	