

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
ART CURRICULUM
PRIMARY TRANSITIONAL ART
AUGUST 2019

2019 HTPS Visual Arts Curriculum Map – Primary Transitional Art

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sculpture	Variable to allow for choice based art activities.	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p>	<p>How do the elements combine to create an artwork?</p> <p>Do you think that the fact that the artist is a woman influences how the work is created?</p> <p>What is art?</p> <p>Why do people create art?</p>	<p>Identify how three-dimensional art differs from two-dimensional art.</p> <p>Understand functional art compared to decorative art.</p>	<p>Identify that men and women are artists.</p> <p>Identify shape, form, and texture in sculpture. Experiment with the style of assemblages.</p> <p>Understand three-dimensional art: front/back, inside/outside, top/bottom and side.</p> <p>Manipulate diverse materials through the creation of one’s own work, such as: found object art, paper and/or clay manipulation.</p> <p>Problem assemblage through the</p>	<p>After introductory information, students will Pair Share for problem-solving.</p> <p>Rubric designed for a specific project</p> <p>‘I Spy’ using project-specific terminology: inside/outside, front/back, top/bottom/side, shapes, texture.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, in front of, behind and next to.</p> <p>PE2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p>

		<p>1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.).</p>			<p>creation of one's own work.</p> <p>Apply the proper use of tools, such as paint and glue.</p> <p>Complete an artwork by labeling it.</p>			
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<p>Painting Tempera and/or Watercolor</p>	<p>Variable to allow for choice based art activities.</p>	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on themes of family and community from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of visual art reflect and are affected by, past and present cultures.</p>	<p>Why do people create art?</p> <p>Where can art exist?</p> <p>How can paint be manipulated?</p>	<p>Paint can be manipulated using different objects such as traditional tools (paintbrush, roller, and palette knife) and non-traditional tools (feathers, body parts, sticks, and found objects).</p> <p>Identify primary colors and use them to mix and identify the secondary colors.</p> <p>Become familiar with the color wheel and how to utilize it.</p> <p>Proper use of supplies.</p>	<p>Practice the use of color through the ‘six color’ color wheel.</p> <p>Apply the proper use and care of tools, materials, and supplies.</p> <p>Explore painting through mixing and creating secondary colors from primary colors.</p>	<p>Teacher designed activities and rubrics implemented to determine student understandings of:</p> <ul style="list-style-type: none"> • ‘6 color’ color wheel • Painting vocabulary • Care of material and routines 	<p>SL.K.6 Speak audible and express thoughts, feelings, and ideas clearly.</p> <p>PE 2.1.2.E.1 Identify social and emotional needs of all people</p>	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

		<p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representations.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create</p>						
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		and tell visual stories. 1.4.2.B.3 Recognize the making subject or theme in a work of art.						
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<p>Drawing- of a human figure but not limited to that subject.</p>	<p>Variable to allow for choice based art activities.</p>	<p>1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on themes of family and community from various historical periods and world cultures.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p>	<p>How do different cultures communicate through art?</p> <p>Why do people create art?</p> <p>What is drawing?</p> <p>How does the artist convey information about their community and the people in their artwork?</p>	<p>Tools that can be used for drawing include, pencil, oil pastel, markers, crayons, colored pencils and/or wire.</p> <p>Introduce observational drawing.</p> <p>Create a realistic drawing.</p>	<p>Analyze the marks and symbols used in cave art and other Ancient cultures as well as today.</p> <p>Discuss and experiment with materials and supplies similar to ancient cave people.</p> <p>Creating a drawing from observation.</p>	<p>Class discussion and teacher-designed checklist for the understanding of information:</p> <p>Teacher created rubric relating to the drawing of a person.</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p> <p>2.1.2.E.1 Identify the basic social and emotional needs of all people.</p> <p>Science: 5.1.4.B.3 Formulate explanations from evidence.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

		1.4.2.B.3 Recognize the making subject or theme in works of visual art.						
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<p>Ceramics- Creation of an artistic piece using clay.</p>	<p>Variable to allow for choice based art activities.</p>	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create</p>	<p>How do the elements combine to create an artwork?</p> <p>How do artists' environmental resources reflect the art they make? (clay is a natural resource)</p>	<p>Create an artwork that has form.</p> <p>Identify 2-D and 3-D art.</p> <p>Understand that clay is fired, bisque and glazed to be in a permanent state.</p> <p>Differentiate between man-made and natural clay types.</p>	<p>Identify shape, form, and texture in sculpture.</p> <p>Differentiate functional vs. nontraditional art.</p> <p>Understand three-dimensional art: front/back, inside/outside, top/bottom and side.</p> <p>Manipulate clay by pinching, rolling, and flattening the clay.</p> <p>Problem solve creating one's own work through the use of clay.</p> <p>Introduced to the function of the kiln and safety procedures.</p>	<p>Rubric designed for a specific project.</p> <p>One-on-one instruction</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, in front of, behind and next to.</p> <p>Science 5.1.4.B.3 Formulate explanations from evidence.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		<p>and tell visual stories.</p> <p>1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of visual art and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.).</p>						
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<p>Elements and Principles-</p>	<p>Ongoing throughout the year incorporated in all units and lessons.</p>	<p>1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork.</p> <p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture and space as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.4 Explore the use</p>	<p>What is Art?</p> <p>Do all of the elements need to be present for an artwork to be complete?</p> <p>How do artists utilize space in their art?</p>	<p>Students will have a basic understanding of the 6 Elements of Design.</p> <p>Students will be able to identify the Elements of Design in a given artwork.</p> <p>Students will use the appropriate vocabulary.</p> <p>Students will apply their knowledge of the elements and incorporate them into their artwork.</p> <p>Students will be introduced to the use of 2-D space through the orientation of composition.</p>	<p>At the Kindergarten level, students will be introduced to six of the seven Elements of Design by doing the following:</p> <p>Line: Recognize and create five kinds of lines (thick, thin, straight, curvy, zig-zag).</p> <p>Color: Examine the ‘6 color’ color wheel</p> <ul style="list-style-type: none"> Identify and name the six colors on the ‘6 color’ color wheel. <p>Space: vertical and horizontal orientation of paper or working space</p>	<p>Checklist applied by student and teacher</p> <p>Sort Elements of Design by categories, for example, Bucket list Activity</p> <p>Find various Elements of Design in artworks using the ‘I Spy’ activity</p> <p>Demonstrate understanding through teacher-designed worksheets (e.g. blank color wheel, color matching, line design)</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small groups and large groups</p> <p>K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.</p> <p>PE 2.1.2.E.1 Identify the basic social and emotional needs of all people.</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

		of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.			● Portrait and landscape 2-D working space.			
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ASSOCIATED JOBS LIST BY UNIT

Through all art units, students will be introduced to art careers as well as concepts that may lead to art related jobs such as:

Graphic artist
Printmaking
Sculpture artist
Art director
Museum curator
Commercial artist animator
Animator
Interior designer
Art gallery dealer
Advertising designer
Illustrator
Painter
Set designer
Stage set painter
Art agent/manager
Photographer
Jewelry designer
Textiler
Clothing designer
Weaver
Art curriculum writer
Art historian
Art critic
Arts administrator
Dressmaker
Pattern maker
Logo designer
Typographer
Animator
Web designer
YouTube video creator
Book illustrator
Cartoonist
Fine artist
Art conservationist
Mural artist
Floral arranger
Display planner