



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

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## Visual Arts 4-5

**Content Area:** Visual Art

**Grade Span:** 4-5

**Revised by:** Irina Nikitovic

**Presented by:**

**Approval date:** August 2020

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## COURSE OVERVIEW

<b>Description</b>		
<p>This course sequence is cumulative, developing student skills and knowledge over their elementary/intermediate school experience. The course is offered once per week, with opportunities for extended exposure at the 4/5 level through LEAP Art and other enrichment opportunities.</p>		
<b>Goals</b>		
<ul style="list-style-type: none"> <li>• Students will be able to demonstrate an understanding of collaborative art, working together to create a finished product.</li> <li>• Students will be able to demonstrate an understanding of art history as a field of study. Students will be able to demonstrate an understanding of periods in art history.</li> <li>• Students will be able to understand that art has variety of uses and purposes.</li> <li>• Students will be able to describe a landscape and create a landscape as a piece of artwork.</li> <li>• Students will be able to demonstrate an understanding of the human form by creating drawings based on observations of each other as model.</li> <li>• Students will learn about themselves and others through art.</li> <li>• Students will develop an awareness of cultural frameworks from diverse groups and their influence on creation of art. Students will develop an awareness that art has variety of uses and purposes.</li> <li>• Students will explore cartooning as a form of visual art.</li> <li>• Students will learn about themselves and others through art.</li> <li>• Students will learn that artwork can be organized by the structure and form. Each artwork is a unique and new experience for the audience.</li> <li>• Students will be able to understand that art has variety of uses and purposes.</li> <li>• Students will understand that there are different genres and styles of artwork.</li> <li>• Students will understand that artwork is organized by the structure and form.</li> <li>• Students will be able to understand that each artwork is a unique and new experience for its audience.</li> <li>• Students will be able to understand that different types of art have specific characteristics and can be analyzed accordingly. Students will be able to understand that art can be functional. Students will be able to understand that art can have variety of uses or purposes.</li> </ul>		
<b>Scope and Sequence</b>		
Unit	Topic	Length
Grade 4/5 – Unit 1	Foundations	4-weeks
Grade 4/5 - Unit 2	Art History Sub Unit	4-weeks
Grade 4 - Unit 1	Color Theory	4-weeks
Grade 4 - Unit 2	Landscape	4-weeks
Grade 4 - Unit 3	Figure	4-weeks

Grade 4 - Unit 4	Multicultural Art	4-weeks
Grade 4 – Unit 5	Cartooning	4- weeks
Grade 5 – Unit 1	Portrait/Self-Portrait	4-weeks
Grade 5 – Unit 2	Color Theory	4-weeks
Grade 5 – Unit 3	Still Life	4-weeks
Grade 5 – Unit 4	Elements and Principles of Art and Design	4-weeks
Grade 5 – Unit 5	Pottery	4-weeks
<b>Resources</b>		
<b>Suggested Resources: See each unit</b>		

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
This course sequence is cumulative, developing student skills and knowledge over their elementary/intermediate school experience. The course is offered once per week, with opportunities for extended exposure at the 4/5 level through LEAP Art and other enrichment opportunities.	
<b>State Standards</b>	
<b>CREATING (Creative Process) Anchor Standard 1</b>	Generating and Conceptualizing Ideas
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
<b>CREATING Anchor Standard 2</b>	Organizing and Developing Ideas
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
<b>PRESENTING (Performance)</b>	Refining and Completing Products

<b>Anchor Standard 3</b>	
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
<b>PRESENTING Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
<b>PRESENTING Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
<b>PRESENTING Anchor Standard 6</b>	Conveying Meaning Through Art
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
<b>RESPONDING (Aesthetic Qualities, Critique) Anchor Standard 7</b>	Perceiving and Analyzing Products
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
<b>RESPONDING Anchor Standard 8</b>	Interpreting Intent and Meaning
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
<b>RESPONDING Anchor Standard 9</b>	Applying Criteria to Evaluate Products
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

<b>CONNECTING (History- Culture) Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
<b>CONNECTING Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

## Grades 4/5 UNIT 1: Foundations

<b>Summary and Rationale</b>
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Mural</li> <li>• Large Scale Work</li> <li>• Environmental Art</li> <li>• Line</li> <li>• Shape</li> <li>• Color</li> <li>• Texture</li> <li>• Space</li> <li>• Form</li> <li>• Balance</li> <li>• Unity</li> <li>• Harmony</li> <li>• Movement</li> <li>• Rhythm</li> </ul>
<b>Recommended Pacing</b>
Four Weeks
<b>State Standards</b>

1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.

### Instructional Focus

#### Unit Enduring Understandings

- Students will be able to demonstrate an understanding of collaborative art, working together to create a finished product.

#### Unit Essential Questions

- What is art?
- Why do we create art?
- What makes art great?
- How can we best use the elements of art and principles of design in an artwork to best express ourselves in new and exciting ways?
- How can we best use the media and techniques when collaborating with others?
- How can art influence a community? How can art be used to help communicate important information to the community and further.

#### Objectives

**Students will know:** develop an understanding of collaborative art where a group of artists work together to contribute to the result.

**Students will know:** that art can be used to communicate, inform, and promote messages within a community.

**Students will be able to:** collaboratively create an artwork

**Students will be able to:** develop an experience of working within a group.

**Students will be able to:** apply their understanding of elements and principles of art and design during the creative process.

**Students will be able to:** implement problem solving skills: *What if two students want to draw in the same space? What if someone has a different style than someone else?*

## Resources

**Core Text:**

**Suggested Resources:** *Arbor Tree Collaborative Art* (attachments to be included).

## Grades 4/5 UNIT 2: Art History Sub Unit

### Summary and Rationale

This unit will include the following topics and terminology:

- Art History
- Critique
- Pre-historic Art
- Middle Ages
- Art of Ancient Egypt
- Renaissance
- Baroque
- Modern/Contemporary Art

### Recommended Pacing

Four Weeks

### State Standards

1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

### Instructional Focus

<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>Students will be able to demonstrate an understanding of art history as a field of study. Students will be able to demonstrate an understanding of periods in art history.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>What can art teach us about a culture or society</li> <li>How can an individual change the world?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b> significant contributions art has on the world history.</p> <p><b>Students will know:</b> distinct characteristics of the following art periods: Pre-history, Middle Ages, Renaissance, Art of Ancient Egypt, Baroque, Modern/Contemporary Art.</p> <p><b>Students will know:</b> that art styles are associated with specific periods.</p> <p><b>Students will be able to:</b> critique art from various periods in history focusing on describing and analyzing the artwork and artists associated with specific periods.</p> <p><b>Students will be able to:</b> recognize artists and styles associated with each period.</p>
<b>Resources</b>
<p><b>Core Text:</b></p> <p><b>Suggested Resources:</b> <i>Art History, Art History: Return to Renaissance (to include the attachments).</i></p>



## Grade 4 UNIT 1: Color Theory

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Color: Element of Art</li> <li>• Primary Colors</li> <li>• Secondary Colors</li> <li>• Tertiary Colors</li> <li>• Warm Colors</li> <li>• Cool Colors</li> <li>• Analogous Colors</li> <li>• Complementary Colors</li> <li>• Color and Feelings/Emotions</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Students will be able to understand that art has variety of uses and purposes.

### Unit Essential Questions

- How can color contribute to the artist's communication through art?
- How can color help express feelings?

### Objectives

**Students will know:** the structure of the color wheel and be able to identify the three main groups of colors.

**Students will know:** warm and cool colors. Students will be able to identify these colors on the color wheel.

**Students will know:** benefits of using color to communicate messages, emotions, state of mind through a work of art.

**Students will know:** Complementary colors.

**Students will be able to:** make appropriate color selections when designing a work of art.

**Students will be able to:** identify the way color is used in real world and our society i.e: stop signs, traffic light.

**Students will be able to:** identify symbols as they relate to colors.

### Resources

**Core Text:**

**Suggested Resources:** *Color Wheel, Kaleidoscope Name Design, Abstract Painting with Meaning (attachment to be included).*

## Grade 4 UNIT 2: Landscape

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Foreground</li> <li>• Middleground</li> <li>• Background</li> <li>• Horizon Line</li> <li>• Overlapping</li> <li>• Color Blending</li> <li>• Warm Colors</li> <li>• Cool Colors</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to describe a landscape and create a landscape as a piece of artwork.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is beauty? What do you find beautiful in nature?</li> <li>• Where do artists get their ideas?</li> <li>• How does our own art-making affects the way we approach and interpret our own art and the work of others?</li> </ul>	

**Objectives**

**Students will know:** that landscape is any image of outdoor setting done in any media (drawing, painting, sculpture, or photography) that includes a foreground, background, and sometimes a middleground.

**Students will know:** that by using the art elements of lines and color and the principle of movement you can create a landscape.

**Students will know:** to discuss compare, and contrast their work to landscapes done by other artists. Students will know how to describe, interpret, analyze and evaluate Vincent Van Gogh's "Starry Night."

**Students will be able to:** understand that their thoughts, feelings, visions, and experiences can be expressed in their own art through various materials and techniques.

**Students will be able to:** create a landscape using the elements of space, lines and color as well as principle of movement.

**Students will be able to:** discuss and compare their work to those done by famous artists. Students will be able to discuss what they see and know about Vincent van Gogh's "Starry Night" using visual clues on his painting.

**Resources****Core Text:**

**Suggested Resources:** *Landscape Painting, Through the Key Hole* (attachments to be included).

## Grade 4 UNIT 3: Figure

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Figure</li> <li>• Gesture Drawing</li> <li>• Contour Line</li> <li>• Pose</li> <li>• Model</li> <li>• Movement</li> <li>• Form</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to demonstrate an understanding of the human form by creating drawings based on observations of each other as model.</li> <li>• Students will learn about themselves and others through art.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is figure?</li> <li>• What does it mean to have form? How can we use the art elements of line and shape to show that something has form?</li> <li>• How does our own art making effect the way we approach and interpret our own art and the work of others?</li> </ul>	
<b>Objectives</b>	

**Students will know:** that the body has proportion and can show movement.

**Students will know:** that there are different reasons artists create.

**Students will know:** the works of famous artists that include shapes of the human body/figures.

**Students will be able to:** draw a human form in correct proportion while demonstrating a knowledge of movement and design sense in their work.

**Students will be able to:** create artwork that will showcase the human form by manipulation of various media including the following but not limited to: assorted drawing media, watercolor paints, oil pastels, color pencils, wire.

**Students will be able to:** compare and contrast works by famous artists, including Degas, Kirchner, Haring, and Giacometti.

## Resources

**Core Text:**

**Suggested Resources:** *Figure Drawing and Painting/Keith Haring Figures (attachment to be included), Figure Drawing/Wire Sculpture (attachment to be included).*

## Grade 4 UNIT 4: Multicultural Art

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Crafts</li> <li>• Folk Art</li> <li>• Self-taught</li> <li>• Tools</li> <li>• Decorative</li> <li>• Mask</li> <li>• Tradition</li> <li>• Culture</li> <li>• Heritage</li> <li>• Weaving</li> <li>• Warp</li> <li>• Weft</li> <li>• Look</li> <li>• Other terms may present themselves during lessons and discussions.</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will develop an awareness of cultural frameworks form diverse groups and their influence on creation of art. Students will develop an awareness that art has variety of uses and purposes.</li> </ul>	
<b>Unit Essential Questions</b>	

- What is art?
- Why do we create art?
- What makes art great?
- How does art connect us to others in our culture and in other cultures? How do artists choose tools, techniques, and materials to express their ideas?

**Objectives**

**Students will know:** folk art and appreciate craft as an art form.

**Students will know:** that available and natural resources, tools, and techniques influence the ways in which artists express their ideas.

**Students will know:** about cultural frameworks from diverse groups and the influence they pose on the creation of art.

**Students will know:** that art and crafts have a place in history and in all cultures.

**Students will know:** the basic techniques of "process" in a variety of media, drawing, painting, sculpture, printmaking, crafts, weaving, etc.

**Students will be able to:** handle various media from different cultures, such as, but not limited to: weaving, origami, mask-making, henna art, Oaxacan wooden sculptures, etc.

**Students will be able to:** discuss different types of viewpoints under the craft category.

**Students will be able to:** name the art elements used in a piece of folk art (such as in weaving: color, line, repetition, and pattern).

**Resources**

**Core Text:**

**Suggested Resources:** *Oaxacan Animal Sculptures, Kind Hands.* (attachments to be included).



## Grade 4 UNIT 5: Cartooning

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Cartooning</li> <li>• Illustration</li> <li>• Cartoonist</li> <li>• Animation</li> <li>• Comic Book</li> <li>• Extended Vocabulary: caricature, strip, panel, thumbnail sketch, plot, point of view, cropping, caption, bubble, narrative.</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will explore cartooning as a form of visual art.</li> <li>• Students will learn about themselves and others through art.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is a cartoon?</li> <li>• How would you describe what happens in cartoons?</li> <li>• Is a "cartoonist" an artist?</li> </ul>	

**Objectives**

**Students will know:** the creative process of cartooning from development of a cartoon to final draft.

**Students will know:** different types of cartooning including a gag coming, comic strip, caricature, and comic book.

**Students will be able to:** design an original snow man cartoon character.

**Students will be able to:** demonstrate an understanding of the creative process and development of a cartoon from brainstorming to final draft.

**Students will be able to:** use correct terminology associated with cartooning.

**Students will be able to:** recognize the different types of cartooning including a gag comic, comic strip, caricature, and a comic book.

**Resources**

**Core Text:**

**Suggested Resources:** *Cartoon Snowman*  
(to include the attachment).

## Grade 5 UNIT 1: Portrait/Self-Portrait

### Summary and Rationale

This unit will include the following topics and terminology:

- Portrait
- Self-portrait
- Proportion
- Features
- Facial Expression
- Front View
- Profile View
- Cartooning
- Caricature
- Color
- Symmetry
- Realistic Art
- Abstract Art
- Depiction of Human Emotions

### Recommended Pacing

Four Weeks

### State Standards

1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics

1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

### Instructional Focus

#### Unit Enduring Understandings

- Students will learn that artwork can be organized by the structure and form. Each artwork is a unique and new experience for the audience.

#### Unit Essential Questions

- How artists choices (i.e. instrumentation, palette, and design choices) affect the creative process?
- What genres exist in art?
- How is artwork defined?
- How can artists express emotions through art?

#### Objectives

**Students will know:** analyze, describe, interpret and evaluate at least one portrait.

**Students will know:** that all types of art have a place in history

**Students will know:** the correct proportions of the human face.

**Students will know:** when and how to apply the proportions correctly.

**Students will know:** that a portrait is a picture that artist crates of someone else.

**Students will know:** that a self-portrait is a picture that artist creates of him/herself.

**Students will know:** that animals can be a subject of a portrait.

**Students will know:** that a depiction of a human can be capture through the use of various media and style of **art**.

**Students will know:** that portraits/self-portraits created during a particular period in art history i.r. Renaissance, depicted characteristics of that period.

**Students will be able to:** use variety of media to capture the purpose and the meaning of the artwork.

**Students will be able to:** identify portraits created by, but not limited to, the following artists: Leonardo Da Vinci, Pablo Picasso, Frida Khalo, Van Gogh.

**Students will be able to:** create a portrait in a front or a profile view with a focus on the correct proportions of the human face.

**Students will be able to:** make a preference about a style of a portrait they dislike and explain why.

### Resources

**Core Text:**

**Suggested Resources:** *Self-portrait  
Cubism, Portrait, Virtual Instructor for  
Drawing Faces, Drawing Faces Handouts,  
Empowered Self Portraits, Renaissance  
Self-portraits (attachments to be  
included).*

## Grade 5 UNIT 2: Color Theory

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Color: Element of Art</li> <li>• Primary Colors</li> <li>• Secondary Colors</li> <li>• Tertiary Colors</li> <li>• Warm Colors</li> <li>• Cool Colors</li> <li>• Analogous Colors</li> <li>• Complementary Colors</li> <li>• Color and feelings/emotions</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to understand that art has variety of uses and purposes.</li> </ul>	

<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• How can color contribute to the artist's communication through art?</li> <li>• How can color help express feelings?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b> the structure of the color and be able to identify the three main groups of colors.</p> <p><b>Students will know:</b> warm and cool colors. Students will identify these colors on the color wheel.</p> <p><b>Students will know:</b> the benefits of using color to communicate messages, emotions, state of mind, through a work of art.</p> <p><b>Students will know:</b> complementary and analogous colors.</p> <p><b>Students will be able to:</b> make an appropriate color selection when designing a work of art.</p> <p><b>Students will be able to:</b> demonstrate an understanding of contrast and benefits of contrast in color application.</p> <p><b>Students will be able to:</b> identify the way color is used in real world and our society i.e: stop sign, traffic light.</p> <p><b>Students will be able to:</b> identify symbols as they relate to colors.</p>
<b>Resources</b>
<p><b>Core Text:</b></p> <p><b>Suggested Resources:</b> <i>Color Wheel, Kaleidoscope Name Design, Abstract Paintings with Meaning (to include the attachment).</i></p>

## Grade 5 UNIT 3: Still Life

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Geometric Form</li> <li>• Value</li> <li>• Shade</li> <li>• Overlap</li> <li>• Depth</li> <li>• Still Life</li> <li>• Still Life Composition: foreground, middleground, background.</li> <li>• Use of appropriate media</li> <li>• Ability to create a 3D illusion on a 2D surface.</li> <li>• Sketch</li> <li>• Shape</li> <li>• Form</li> <li>• Unity.</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
<b>Instructional Focus</b>	



<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Students will understand that there are different genres and styles of artwork.</li> <li>• Students will understand that artwork is organized by the structure and form.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What is a form?</li> <li>• How does the form of an artwork contribute to its overall appeal?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b> that a still life is composed of geometric forms, value, and color.</p> <p><b>Students will know:</b> that the placement of objects in a still life work of art is arranged in the front ground, middle ground, and background.</p> <p><b>Students will know:</b> that the artwork composition will represent unity.</p> <p><b>Students will be able to:</b> create a painting or a drawing of a still life.</p> <p><b>Students will be able to:</b> demonstrate an understanding of value through the use of color and media.</p> <p><b>Students will be able to:</b> recognize the work of artists such as, but not limited to: Paul Cezanne, Henri Matisse.</p> <p><b>Students will be able to:</b> create a still life drawing/painting in the correct composition layout.</p> <p><b>Students will be able to:</b> recognize at least one form of art making appropriate for the creation of the still life, period in art history, and an artist.</p>
<b>Resources</b>
<p><b>Core Text:</b></p> <p><b>Suggested Resources:</b> <i>Still Life, Autumn Still Life. (Attachments to be included).</i></p>

## Grade 5 UNIT 4: Elements and Principles of Art and Design

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Color</li> <li>• Texture</li> <li>• Space</li> <li>• Form</li> <li>• Balance</li> <li>• Unity</li> <li>• Harmony</li> <li>• Movement</li> <li>• Rhythm</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings.</b>	
<ul style="list-style-type: none"> <li>• Students will be able to understand that each artwork is a unique and new experience for its audience.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How is art used in our society?</li> <li>• How is artwork defined?</li> <li>• What are the major symbols and elements of the visual expression?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b> to identify elements of art and principles of design.</p>	
<p><b>Students will be able to:</b> apply their understanding of elements and principles of art and design during the creative process.</p>	
<p><b>Students will be able to:</b> deliver a cohesive work reflective of their understanding of the unit.</p>	
<b>Resources</b>	
<p><b>Core Text:</b>  <b>Suggested Resources:</b> <i>Kind Hands (Elements and Principles of Art and Design), Abstract Painting with Meaning, Line Shape Texture Pattern. Short Video Resources (attachments to be added).</i></p>	

## Grade 5 UNIT 5: Pottery

<b>Summary and Rationale</b>	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> <li>• Pottery</li> <li>• Hand-building</li> <li>• Potter's Wheel</li> <li>• Clay</li> <li>• Kiln</li> <li>• Slab</li> <li>• Coil Pot</li> <li>• Pinch Pot</li> <li>• Glaze</li> <li>• Firing Process</li> <li>• Functional art</li> <li>• Slip</li> <li>• Safety skills</li> <li>• Art-making process</li> <li>• 2D vs. 3D.</li> </ul>	
<b>Recommended Pacing</b>	
Four Weeks	
<b>State Standards</b>	
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics

1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.

### Instructional Focus

#### Unit Enduring Understandings

- Students will be able to understand that different types of art have specific characteristics and can be analyzed accordingly. Students will be able to understand that art can be functional. Students will be able to understand that art can have variety of uses or purposes.

#### Unit Essential Questions

- Why do artists create art?
- What forms of art exist?
- What is the artistic process?
- Is the art-making process more important than the product?

#### Objectives

**Students will know:** ways in which natural resources, tools and technologies influence the way in which artists express their ideas.

**Students will know:** that visual art is composed of key elements such as line, shape, form, value, color, texture, and space.

**Students will know:** process of hand-building and decorating a piece of pottery.

**Students will know:** that art can have a function. Pottery is functional art.

**Students will be able to:** create a piece of pottery using, but not limited to the pinch or coil method of hand-building.

**Students will be able to:** identify pottery as a functional art by brainstorming possible ways that they intend to use the pots made in art.

**Students will be able to:** describe, interpret, analyze, and evaluate pottery from at least two cultures (i.e. native American, Mexico, Europe, Africa, Asia).

### Resources

#### Core Text:

**Suggested Resources:** *Pinch Pots, Slabs.*  
(attachments to be included).

## The Arts as Communication

Philosophical Foundation	Lifelong Goals
<p>In today’s multimedia society, the arts are omnipresent, and provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</p>	<p>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.</p>

## The Arts as Creative Personal Realization

Philosophical Foundation	Lifelong Goals
<p>Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</p>	<p>Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.</p>

## New Jersey Statutes and Code

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

### Mission and Vision

Mission to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery New Jersey Department of Education June 2020 1 of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum