



PISCATAWAY TOWNSHIP SCHOOLS

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Visual Art (K-3)

Content Area: Visual Arts
Grade Span: K-3
Revised by: Jasmine Haugh & Chris Lee
Presented by:
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COURSE OVERVIEW

Description		
<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>		
Goals		
<ul style="list-style-type: none"> • Students will develop an understanding that art can be created using various materials. • Students will develop an understanding that artists choose materials based on the message they wish to convey. • Students will understand that art has different purposes and can be admired in many ways. • Students will understand different forms of art such as Paintings, Drawings, Sculpture, and Collage. • Students will learn about portraits, as an art form. • Students will learn about different artists and their impact on art history. • Students will gain understanding of how people can learn about ourselves or others, through art. • Students will learn about weaving, as a form of art. • Students will be introduced to the design principles of pattern, and be able to apply the basic knowledge of the art elements: line, shape, color to create a pattern in art. • Students will experience, explore, and begin to master a variety of media, techniques, skills, and art design concepts that highlight the beginning Elements of Art and Principles of Design. • Students will learn that shapes can be combined to create objects. • Students will learn about collage as an art form. • Students will understand that the landscape is a picture of land. Students will differentiate between a landscape, seascape and cityscape. • Students will understand the meaning of texture. Students will understand that you can add texture to make artwork more aesthetically interesting. • Students will develop an understanding of how artwork is created and viewed in our society, compared to that of other cultures. • Students will gain an understanding about landscapes, as a major genre in art. • Students will explore how nature can be used as a subject matter for art. • Students will get an understanding and use of approximate symmetry, within the visual arts and compositional layout. • Understanding facial proportions to make a portrait more realistic looking. • An artist can tell a story about him or herself through a self- portrait. • Students will develop an awareness of cultural frameworks, from diverse groups, as they influence the creation of art. They will develop an understanding that art has a variety of uses and purposes. • Students will experience, explore, and begin to master a variety of media, techniques, skills, and art design concepts that highlight the Elements of Art and Principles of Design. 		
Scope and Sequence		
Unit	Topic	Length
K - Unit 1	Foundations	10-weeks
K - Unit 2	Understanding Art Forms	10-weeks
K - Unit 3	Landscapes	10-weeks

K - Unit 4	Portraits	10-weeks
Grade 1 - Unit 1	Elements and Principles of Art and Design	10-weeks
Grade 1 - Unit 2	Collage	10-weeks
Grade 1 - Unit 3	Landscape	10-weeks
Grade 1 - Unit 4	Portrait Foundation	10- weeks
Grade 2 – Unit 1	Nature in Art	10- weeks
Grade 2 – Unit 2	Collage	10-weeks
Grade 2 – Unit 3	Multicultural Art	10-weeks
Grade 2 – Unit 4	Perspective and Architecture	10-weeks
Grade 3 – Unit 1	Elements and Principles of Art and Design	10-weeks
Grade 3 – Unit 2	Landscapes and Nature in Art	10-weeks
Grade 3 – Unit 3	Multicultural Art	10-weeks
Grade 3 – Unit 4	Portraits and People in Art	10-weeks
Resources		
Core Text: Using art materials		
Suggested Resources: See each unit		

Kindergarten UNIT 1: Foundations

Summary and Rationale	
<p>This unit will include the study of the following topics and terminology:</p> <ul style="list-style-type: none"> ● Identifying the elements of art ● Practicing different techniques with multiple materials ● Having choice within a project ● Admiring/Appreciating/Critiquing Art 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will develop an understanding that art can be created using various materials. • Students will develop an understanding that artists choose materials based on the message they wish to convey. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What choices do artists have when creating art? • In what ways can art materials change the look of the artwork? 	
Objectives	
Students will know: How to utilize various art tools and materials to create works of art.	

Students will be able to: utilize the following materials, but not limited to: scissors, pencils, markers, crayons, paint, glue, paint brushes.

Resources

Core Text: Using varied art materials

Suggested Resources: YouTube, Pinterest, PowerPoint, Prezi, Handouts

Kindergarten UNIT 2: Understanding Art Form

Summary and Rationale	
<p>This unit will include the study of the following topics and terminology:</p> <ul style="list-style-type: none"> ● Painting ● Drawing ● Collage ● Sculpture ● Admiring/Appreciating/Critiquing Art 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school, and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that art has different purposes and can be admired in many ways. • Students will understand different forms of art such as Paintings, Drawings, Sculpture, and Collage. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What choices do artists make when creating art? • What is the difference between 2D Art and 3D Art? 	

- How has art changed during different time periods? ex: Realistic vs. Abstract

Objectives

Students will know how to utilize various art tools and materials to create works of art.

Students will be able to: utilize the following materials, but not limited to: scissors, pencils, markers, crayons, paint, glue, brushes.

Students will be able to: identify the differences between 2D work and 3D work.

Students will be able to: describe and interpret artwork using correct terms.

Resources

Core Text: Using varied art tools and materials to create 2D/3D work inspired by different artists and genres

Suggested Resources: YouTube, Pinterest, PowerPoint, Prezi, Handouts

Kindergarten UNIT 3: Landscapes

Summary and Rationale	
This unit will include the following topics and terminology: <ul style="list-style-type: none"> ● Landscape ● Scale ● Horizon Line 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about landscapes as an art form. • Students will learn about different artists and how they portrayed landscapes. • Students will recognize how artists are influenced by their surroundings. • Students will gain understanding of how people can learn about ourselves or others through art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is a landscape? • How does size change when objects are farther away? • What is the horizon line? 	
Objectives	

Students will know that landscapes are works of art depicting the outside.

Students will know to identify a landscape as an art genre.

Students will understand the meaning of scale.

Students will be able to create a landscape using a horizon line and scale.

Students will be able to learn about an artist's personality and history by looking at the artist's landscape.

Resources

Core Text: Use of varied art tools and materials to create a landscape.

Suggested Resources: YouTube, Pinterest, PowerPoint, Prezi, Handouts

UNIT 4: Portraits

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> ● Portrait ● Self-portrait ● Symmetry 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school, and community.
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about portraits as an art form. • Students will learn about different artists and how they created their self portraits (ex: Picasso, Van Gogh, Frida Kahlo). They will also see how their art has impacted art history. • Students will gain understanding of how people can learn about ourselves or others through art. 	
Unit Essential Questions	

- What is a Portrait?
- How can we learn about ourselves or others through art?

Objectives

Students will know that observations of people can be used as sources of ideas for art making.

Students will know to identify a portrait as an art genre and explain the difference between a portrait and self portrait.

Students will understand the meaning of symmetry.

Students will know that an artist can tell a story about people through a portrait.

Students will be able to create a portrait or a self-portrait using basic facial proportions and symmetry.

Students will be able to learn about an artist's personality and history by looking at the artist's self-portrait.

Resources

Core Text: Identifying and creating a self portrait

Suggested Resources: YouTube, Pinterest, PowerPoint, Prezi, Handouts

Grade 1 UNIT 1: Elements and Principles of Art and Design

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Line (straight, diagonal, horizontal, vertical, zig-zag, wavy, spiral) • Shape • Primary Colors (red, yellow, blue) • Abstract Art • Non-objective Art • Movement • Value • Space (positive/negative) 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will experience, explore, and begin to master a variety of media, techniques, skills, and art design concepts that highlight the beginning Elements of Art and Principles of Design. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is art? • Why do we create art? 	

- What makes a good work of art?
- What can make art more aesthetically pleasing?
- What types of lines can you identify?
- How do artists use lines, shapes, colors, space, and movement to express their ideas?

Objectives

Students will know that there are many different types of lines and that artists use lines in many different ways.
Students will know the primary colors: red, yellow, blue. The primary colors are pure colors and cannot be made by mixing other colors.
Students will know the work of artists Piet Mondrian and be able to identify his artwork.
Students will know that art can be done for the sake of design, or done purely for expression or feeling (non-objective/abstract art).
Students will know to identify a figure in motion (movement) and be able to describe the characteristics that contribute to the appearance of motion.
Students will know that adding white paint to another color will lighten the color (value).
Students will be able to observe, draw, and name different types of lines.
Students will be able to use lines (curvy, diagonal and bent lines) to portray a movement in art.
Students will be able to apply various painting techniques to create art.

Resources

Core Text: Varied art materials and tools
Suggested Resources: Varied online resources and images; *Magic Carpet*, *Mondrian Designs*, *Non-Objective Painting*, *Giraffes Can't Dance*

Grade 1 UNIT 2: Collage

Summary and Rationale

This unit will include the following topics and terminology:

- Shapes
- Organic Shapes
- Geometric Shapes
- Objects
- Space
- Collage
- Overlapping

Recommended Pacing

Ten Weeks

State Standards

Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Students will learn that shapes can be combined to create objects.
- Students will learn about collage as an art form.

Unit Essential Questions

- Where do artists get their ideas?
- Why do we create art?
- What kind of things (media/tools) can be used to create art?
- What is collage?
- What is texture?
- How can texture be used in art?
- What is the difference between visual texture and tactile feel of the texture?
- How do artists use shapes and space to express their ideas?

Objectives

Students will know the importance of shapes in art.

Students will know how to identify and talk about shapes in works of art.

Students will know a safe way to handle using scissors and glue.

Students will know to identify texture in art.

Students will know that texture can be used to add interest to the artwork.
Students will know how to create rubbings.
Students will be able to identify collage as an art form.
Students will be able to improve their skills of creating and understanding collage art.
Students will be able to make a collage.
Students will be able to identify texture in art.
Students will be able to create textured rubbings, using natural and man-made objects.

Resources

Core Text: Use of varied art materials and tools

Suggested Resources: Past and contemporary collage artists work, from Braque, Matisse and Picasso to Laslo Antal and Lance Letscher.

Grade 1 UNIT 3: Landscapes

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Horizon Line • Middleground • Background • Foreground • Nature • Environment 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about using a background, middleground, foreground to provide depth in their landscapes. • Students will learn about the similarities and differences between how different artists approach creating landscape works. • Students will know how artists are inspired by their environment or their surroundings. 	

- Students will gain understanding of how people can learn about other culture’s perception and ways of life, through the studying and discussion of their landscapes.

Unit Essential Questions

- What is a landscape?
- What is depth?
- What is the horizon line?

Objectives

Students will know that landscapes depict natural and manmade environments in the outdoors.

Students will know to identify a landscape as an art genre.

Students will understand the meaning scale and depth perception.

Students will be able to create a landscape demonstrating depth, using a middleground, foreground, and background.

Students will be able to learn about other culture’s ways of life, through discussion and examination of global environments in comparison to our own environment.

Resources

Core Text: Use of varied art tools and materials to create a landscape.

Suggested Resources: Online resources such as Google Images, Getty Images, Pinterest, YouTube, PowerPoint, Prezi, Handouts

Grade 1 UNIT 4: Portrait Foundation

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Portrait • Self-Portrait • Symmetry • Background • Shapes • Lines • Mood or setting • Symbols 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community

1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Basic shapes and lines used in creating a portrait. • Personal meaning, symbols, and characteristics to self identify with the portrait. • Use of a background or environment to make the work more aesthetically pleasing and assist to enhance the story or mood of the portrait. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is a portrait? • What shapes and lines provide the basic foundation of any portrait? • What is symmetry? • How can we make a portrait have a more personal meaning? • What is a background? How can that help enhance our portrait? 	
Objectives	
<p>Students will know how to construct a basic portrait using shapes and lines.</p> <p>Students will know the meaning of symmetry.</p> <p>Students will know how to make a portrait more personal by providing symbols, characteristics, environment, etc. representing themselves.</p> <p>Students will be able to create multiple types of portraits, using varied media and techniques acquired from prior lessons and gained knowledge. (Example- collage portrait, pencil portrait, abstract portrait, etc.)</p> <p>Students will be able to identify and discuss a portrait’s mood or feeling, by the setting or environment provided in the background.</p> <p>Students will be able to understand how to use lines and shape, to visually interpret feeling or expression in a basic portrait.</p>	
Resources	
<p>Core Text: Use of varied art materials and tools</p> <p>Suggested Resources: Varied online resources such as Google images, Getty Images, Personal photographs, YouTube instructional videos</p>	

Grade 2 UNIT 1: Nature in Art

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Patterns: a repeated design. • Mixed media: using more than one art technique or media to create an artwork. • Landscape: creating a painting or an artwork that includes outdoor scenes of nature. 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
Students will understand that the landscape is a picture of land. Students will understand to differentiate between the landscape, seascape and cityscape.	
Unit Essential Questions	
<ul style="list-style-type: none"> • What type of media can we use to create art? • What can we learn about an artist by observing his/her artwork? 	
Objectives	

Students will know to describe their artwork and provide constructive and positive feedback to the artwork produced by their classmates.

Students will know to describe their feelings and emotions of an artwork, through their perspective.

Students will be able to describe a work of art, by referencing the principles of design and elements of art: texture, color, pattern/repetition.

Students will be able to describe the setting or a mood of a work of art, by referencing the principles of design and elements of art.

Students will be able to create a work of art representing a landscape, cityscape, and/or seascape.

Students will be able to identify famous artists' styles and techniques, through basic characteristics of their work.

Resources

Core Text: Use of varied art materials and tools

Suggested Resources: Varied online resources and images like Google Images, Pinterest, Getty Images; *Japanese Scrolls*, *Van Gogh Sunflowers*, *Flowers by Georgia O'Keeffe*

Grade 2 UNIT 2: Weaving

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Line • Shape • Color • Pattern • Weave • Technique • Over/ Under 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will learn about weaving as a form of art. • Students will be introduced to the design principles of pattern, and be able to apply the basic knowledge of the art elements: line, shape, color to create a pattern in art. • Students will know that art can serve a purpose in everyday life (decorative and functional). 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What kind of items (media/tools) can be used to make art? • How can art be utilitarian? 	
Objectives	
Students will know how the elements of art such as line, shape, and color can be used to create patterns.	

Students will understand the basic patterns in weaving.

Students will be able to apply lines, shapes, and colors into patterns.

Students will be able to apply the under/over technique to their artwork.

Students will be able to apply the proper safety rules when working with scissors, pencils, pastels, paint, and other materials.

Resources

Core Text: Varied art materials and tools

Suggested Resources: Paper weaving resources: YouTube instructional videos, Demos, Pinterest, Prezi, Works and examples by Terri Fridman, Brent Wadden, Julia Bland

Grade 2 UNIT 3: Multicultural Art

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Native American Art • African Art • Art of Mexico • Asian Art • Henna designs and skin art • Scrolls • Khamsas • Judiac Art • Mizrah • Stained Glass windows 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

Instructional Focus

Unit Enduring Understandings

Students will develop an understanding of how artwork is created and viewed in our society compared to that of other cultures, such as:

- Native American
- Oceanic
- Africa
- Asian
- Middle Eastern

Unit Essential Questions

- What can art teach us about culture or society?
- Why do people create art?
- How do artists choose tools, techniques, and materials to express their ideas?

Objectives

Students will be able to identify the similarities and differences in art found in our culture and other cultures around the world.

Students will be able to identify and understand why art is created in other cultures: functional art, to record historical events, or for design purposes.

Students will understand connections made to other subject areas in the curriculum.

Students will be able to create art representational of specific cultures.

Students will be able to discuss how art is used in different cultures, viewed in different cultures, and accepted in various cultures.

Students will discuss their reasons why art is created in various cultures such as Africa, Asian, European, Oceanic, and Native American.

Students will be able to use group discussions to critique and examine works from other cultures.

Students will be able to record their thoughts in journals and sketchbooks.

Resources

Core Text: Use of varied art materials and tools

Suggested Resources: Online resources such as Google images, Getty Images, YouTube; *Moroccan Khamsas*, *Japanese Fishing Kites (Koinobori)*, *Egyptian Mummies*

Grade 2 UNIT 4: Perspective and Architecture

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Distance/depth • Shape • Color • Line • Perspective • Vanishing point • Horizon line 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.R3a	Use art vocabulary to explain preferences in selecting and classifying artwork
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will develop an understanding that depth or distance can be portrayed in 2D art. 	

Unit Essential Questions

- What is overlapping?
- How can overlapping show depth or distance in artwork?
- How does size change when objects are farther away?

Objectives

Students will know that the beauty of art can be found through different elements of art: color, shape, lines, patterns.

Students will know that overlapping and changing size can create the illusion of depth or distance in a picture.

Students will be able to strengthen their analyzing skills, by supporting thoughts and feelings with art terms and previously learned facts about the artists and/or artwork.

Students will be able to use vocabulary or glossary terms such as: movement, shape, color, design, line and space.

Students will be able to learn to use vanishing points to assist them in creating depth or perspective.

Students will be able to empathize and identify various moods or feelings of given works of art.

Students will be able to correctly use a ruler/straight edge to create guide lines for their perspective drawing.

Resources

Core Text: Use of varied art materials and tools

Suggested Resources: Online resources such as Google Images, Getty Images, and YouTube, Frank Lloyd Wright, Frank Gehry, Brunelleschi examples

Grade 3 UNIT 1: Elements and Principles of Art and Design

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Line • Shape • Color • Texture • Space • Form • Pattern • Composition 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Students will experience, explore, and begin to master a variety of media, techniques, skills, and art design concepts that highlight the Elements of Art and Principles of Design. 	

Unit Essential Questions
<ul style="list-style-type: none"> • What are the building blocks of art? • How can artists use color to express feelings or emotions? • How can we best use the elements of art and principles of design to express ourselves?
Objectives
<p>Students will know that the elements of art and principles of design are built in all art forms.</p> <p>Students will know and begin to master line, shape, color, texture, space, and form, and know the differences between each.</p> <p>Students will know that art is a means to express our feelings, ideas, and emotions.</p> <p>Students will be able to use types of lines, shapes, patterns, complementary colors, and texture in the artwork.</p>
Resources
<p>Core Text: Use of varying art tools and materials</p> <p>Suggested Resources: Use of varying online resources such as Google Images, Getty Images, Pinterest, Prezi, YouTube instructional videos; <i>Cow Parade</i>, <i>Complementary Color Name Design</i>, <i>Texture Animals</i></p>

Grade 3 UNIT 2: Landscapes and Nature in Art

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Landscape • Perspective • Horizon Line • Background • Middleground • Foreground • Watercolor painting • Dry brush technique • Wet-on-wet technique 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
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.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
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.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
Instructional Focus	
Unit Enduring Understandings	

- Students will gain an understanding about landscapes as a major genre in art.
- Students will explore how nature can be used as a subject matter for art.

Unit Essential Questions

- What is a landscape?
- How is a landscape different from a portrait?
- How can space and depth be shown in a landscape?
- Where do artists get their ideas?

Objectives

Students will know that landscapes are a major genre in western art. They will be able to view various types of landscapes painted by different artists.

Students will know that artists use vanishing points, backgrounds, middleground, and foregrounds to give the illusion of perspective or depth in artwork.

Students will know the process of critique and be able to critique their work and the work of others.

Students will be able to gain skills to compose and paint a landscape.

Students will be able to represent depth and space in their landscapes.

Resources

Core Text: Various art materials and tools

Suggested Resources: Varied online resources such as Google Images, Getty Images, Pinterest, Prezi and YouTube Instructional videos. *Landscape in Painting, Working with Georgia O'Keefe and Painting*

Grade 3 UNIT 3: Multicultural Art

Summary and Rationale

This unit will include the following topics and terminology:

- Crafts
- Folk-art
- Self-taught
- Quilt
- Traditional
- Culture
- Heritage
- Weaving
- 2D Art
- 3D Art
- Clay
- Pottery
- Wedging
- Textile Art
- Symmetry
- Pattern
- Pinch Pot
- Coil Pot
- Navajo Indians
- Other terms may present themselves during lessons and discussions.

Recommended Pacing

Ten Weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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.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.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.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.

Instructional Focus

Unit Enduring Understandings

- Students will develop an awareness of cultural frameworks from diverse groups as they influence the creation of art. They will develop an understanding that art has a variety of uses and purposes.

Unit Essential Questions

- Why do people create art?
- How do artists choose tools, techniques, and materials to express their ideas?
- How can we best use media and techniques we are learning about to express our ideas in new and exciting ways?
- What is the difference between 2D and 3D art?
- How does art connect us to our own and different cultures?

Objectives

Students will know that natural resources and environmental surroundings can influence the ways in which artists express their ideas.

Students will know that pottery is a form of art. They will also realize that art can have a function or purpose in our society, beyond design and aesthetics.

Students will know how to apply their knowledge of the elements of art and principles of design to create their own artwork.

Students will know that cultural frameworks from diverse groups can influence the creation of a person's art.

Students will know that arts and crafts have an impact in a society's history and culture.

Students will be able to identify and reinforce the elements of art and the principles of design, such as shape, and pattern, through creation and exploration of their own culture and other diverse cultures in the world.

Students will be able to identify, compare, contrast and draw inspiration from historical and present day traditions of many diverse cultures around the world.

Students will be able to use clay materials and tools to create pottery.

Students will be able to explore and learn how to handle various media from different cultures and/or time periods.

Resources

Core Text: Use of varied Art materials and tools

Suggested Resources: Varying online resources such as Google Images, Getty Images, Pinterest, Prezi and YouTube instructional videos; *Native American Pottery, The Contemporary Quilt, Patterns of Gustav Klimt.*

Grade 3 UNIT 4: Portraits and People in Art

Summary and Rationale	
<p>This unit will include the following topics and terminology:</p> <ul style="list-style-type: none"> • Portrait • Self-Portrait • Approximate Symmetry • Symbolism 	
Recommended Pacing	
Ten Weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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.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.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.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The meaning of approximate symmetry. • Facial proportions can be used to make a portrait more realistic. • An artist can tell a story about him or herself through a self portrait. 	
Unit Essential Questions	

- What is a portrait?
- What is a self-portrait?
- What is approximate symmetry?
- How can we learn about ourselves or others through art?

Objectives

Students will know that facial proportions and facial details can be used to make a portrait more realistic.

Students will know the meaning of approximate symmetry.

Students will know that artists can tell stories about himself or herself, through a self-portrait.

Students will be able to create a self-portrait, using basic facial proportions, facial details, and approximate symmetry.

Students will be able to identify how artists use approximate symmetry and facial proportions to create portraits.

Students will be able to gain an understanding of an artist's personality, technique, and history by looking at his or her self-portrait.

Resources

Core Text: Use of varied art materials and tools

Suggested Resources: Varied online resources such as Google Images, Getty Images, and YouTube instructional videos; *Symbolic Self Portrait, past and contemporary self portraits by Master Artists*