

Hoboken Public Schools

**Visual and Arts Curriculum
Grades K-6**



Course Description

Visual arts education teaches the students that there are certain constants in art, education and human behavior. Art is academic and basic to understanding, and provides a form of communication that transcends all barriers of language.

A quality visual arts program should be one that employs structure and continuity on the part of the teacher and allows individual creativity, discovery, and development of physical and intellectual skills on the student's' part.

The methods employed to teach children may shift and alter as new (or old) techniques that are discovered (or rediscovered). However, the basic purpose for teaching the child must remain the same. It is essential that the school and the community understand the critical role art plays in the totality of life. Visual arts teach students to shape and build an aesthetically sound future in a highly technical society.

Art Education is basic to an individual's perception and understanding of the world in which we live. Creative learning enables students to interpret these perceptions in visual form. Art Education teaches students to respect and appreciate their own interpretations and those of others. A sequential art program develops basic skills, encourages visual awareness and is fundamental to intellectual growth and creative self expression. A balanced and sequential art education program fosters the students' perception of both their real and imagined worlds.

Through structured course work that includes knowledge of artists, art principles, and educated critique, the students will be exposed to cultures around the world.

The art program enables each student to develop positive attitudes toward self, others, and the environment through creative experiences. Problem solving and creative learning encourages the student to relate visual knowledge to other core subjects and to respond with originality, appreciation, flexibility, and imagination. The use and application of skills, processes and mediums encourages self expression, creative growth, discovery, and the realization of ideas.

Assessment is made on individual achievement related to each student's stage of growth and development. The art program is sequential and cumulative enabling knowledge, aesthetic judgments, skills and abilities to be strengthened. Commitment to this program is essential to every student's development as a well rounded, creative, and productive citizen.

Course Resources

- 1) Art and Education Publications-Digital and Print
- 2) Sample Artworks
- 3) Graphic Organizer
- 4) Smart Board
- 5) Chromebooks
- 6) IPADS

Pacing Guide K-6

| Timeline | Units |
|-------------------------|---|
| Marking Period 1 | 1) Connecting with Visual Arts, 2) Creating Visual Art, 3) Presenting Visual Art, 4) Responding to Visual Art |
| Marking Period 2 | 1) Connecting with Visual Arts, 2) Creating Visual Art, 3) Presenting Visual Art, 4) Responding to Visual Art |
| Marking Period 3 | 1) Connecting with Visual Arts, 2) Creating Visual Art, 3) Presenting Visual Art, 4) Responding to Visual Art |
| Marking Period 4 | 1) Connecting with Visual Arts, 2) Creating Visual Art, 3) Presenting Visual Art, 4) Responding to Visual Art |

Visual Arts Grades K-2

Units 1 through 4 – All of these Units are intertwined within Activities Throughout Each Marking Period

**Marking Cycles One through Four
Ongoing**

Connecting with Visual Arts Overview

Grades K-2: In this unit students will practice making connections between visual arts, their life, and the world around them.

Creating Visual Art Overview

Grades K-2: In this unit students will practice creating visual art

Presenting Visual Art Overview

Grades K-2: In this unit students will investigate and practice visual art

Responding to Visual Art Overview

Grades K-2: In this unit students will interact and engage with visual art pieces

Essential Questions

Connecting with Visual Arts K-2

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Creating Visual Art K-2

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Presenting Visual Art K-2

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How are methods and processes considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Responding to Art K-2

- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Essential Learning Outcomes

Connecting with Visual Art K-2

- Students will understand through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

- Students will explore that people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Creating Visual Art K-2

- Students will understand that creativity and innovative thinking are essential life skills that can be developed.
- Students will explore the notion that artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals
- Students will understand that artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Students will understand that artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Presenting Visual Art K-2

- Students will be able to explore that artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Students will discover that artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Students will explore that objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Responding to Visual Art K-2

- Visual imagery influences understanding of and responses to the world.
- People evaluate art based on various criteria
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Technology Infusion

Connecting with Visual Art K-2

8.2.2D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work

Creating Visual Art K-2

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.B.2 2 Demonstrate how reusing a product affects the local and global environment.

Presenting Visual Art K-2

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.B.2.2 Demonstrate how reusing a product affects the local and global environment.

Responding to Visual Art K-2

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.2.2.A.1 Define products produced as a result of technology or of nature.

Standards

- Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Differentiation Across All Units K-2

- Modified Questions for Lower/Advanced Learners
- Frequent check ins/close proximity monitoring
- Modified Assessments
- Creation of Anchor Charts for Extended Learning

Assessments

- Final Projects
- Interim Steps (Rubric Review)
- Questioning and Discussion

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Visual Arts Grades 3-6

Units 1 through 4– All of these Units are intertwined within Activities Throughout Each Marking Period

**Marking Cycles One through Four
Ongoing**

Connecting with Visual Arts Overview

Grades 3-6: In this unit students will practice making connections in their visual art as well as discussing connections to artists art work.

Creating Visual Art Overview

Grades 3-6: In this unit students will practice creating visual art

Presenting Visual Art Overview

Grades 3-6: In this unit students will investigate and practice visual art

Responding to Visual Art Overview

Grades 3-6: In this unit students will interact and engage with visual art pieces

Essential Questions

Connecting with Visual Arts 3-6

1. How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making
2. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Creating Visual Art 3-6

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Presenting Visual Art 3-6

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Responding to Art 3-6

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image?
- Where and how do we encounter images in our world? How do images influence our views of the world?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Essential Learning Outcomes

Connecting with Visual Art 3-6

- Students will be able to understand through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Students will be able to explore that people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Creating Visual Art 3-6

- Students will understand that creativity and innovative thinking are essential life skills that can be developed.
- Students will explore that artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals
- Students will discover that artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Students will understand that artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Presenting Visual Art 3-6

- Students will understand that artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Students will explore that artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Students will discover that objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Responding to Visual Art 3-6

- Students will understand that visual imagery influences understanding of and responses to the world.
- Students will discover that people evaluate art based on various criteria
- Students will be able to view that people gain insights into meanings of artworks by engaging in the process of art criticism.

Technology Infusion

Connecting with Visual Art 3-6

8.2.2D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

Creating Visual Art 3-6

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.B.2 2 Demonstrate how reusing a product affects the local and global environment.

Presenting Visual Art 3-6

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.B.2 2 Demonstrate how reusing a product affects the local and global environment.

Responding to Visual Art 3-6

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.2.2.A.1 Define products produced as a result of technology or of nature.

Standards

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Differentiation Across All Units 3-6

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