

# READINGTON PUBLIC SCHOOL DISTRICT

## Grade 3 - 5 Visual Arts Curriculum 2020

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and  
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## I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach that includes common beliefs: (1) 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 are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Readington Township's curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education.

The art curriculum has been developed for the Readington Township School District and is based on the National Core Arts Standards and the New Jersey Student Learning Standards (NJSLS). The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

The Visual Arts Curriculum for the Readington Township School District will provide assistance and support to Readington visual arts teachers and administrators in the implementation of a comprehensive K-8 visual arts program. The material described in this guide will assist visual arts teachers in designing visual arts lesson plans that give each student the chance to meet the content and performance or achievement standards in visual arts. It is intended to give visual arts teachers a flexible guideline in the design and delivery of a meaningful and relevant visual arts program that is planned, ongoing, and systematic.

## II. COMPONENTS OF EFFECTIVE FINE ARTS EDUCATION

The components of a successful balanced fine arts program in the K-8 school setting include:

### **Creating**

- Conceiving and developing new artistic ideas and work.

### **Performing/Producing/Presenting:**

- Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
- Presenting (visual arts): Interpreting and sharing artistic work.
- Producing (media arts): Realizing and presenting artistic ideas and work.

### **Responding**

- Understanding and evaluating how the arts convey meaning.

### **Connecting**

- Relating artistic ideas and work with personal meaning and external content.

### III. GOALS

- New Jersey Student Learning Standards for Visual and Performing Arts
- National Core Arts Standards
- 21st Century Life and Careers

### IV. ASSESSMENT

Readington Township School District utilizes a multitude of assessments to inform and fuel teaching. The assessments that are used provide teachers and the district with crucial information about what exactly is working and not working for our students' fine arts education. Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether a student is gaining facility or gaining progress in a given subject area. Both formative and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline of visual arts. Teachers developed Cornerstone Performance Assessments in grades 2, 5, and 8 using the National Fine Arts Curriculum as a guide. The cornerstone performance assessments:

- are curriculum embedded (as opposed to externally imposed)
- recur over the grades, becoming increasingly sophisticated over time
- establish authentic contexts for performance
- assess understanding and transfer via genuine performance
- integrate 21<sup>st</sup> Century Skills (e.g., critical thinking, technology use, teamwork) with subject area content
- evaluate performance with established rubrics
- engage students in meaningful learning while encouraging the best teaching
- provide content for a student's portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

### V. GROUPING ARRANGEMENT

The K- 8 visual arts program in the Readington Township School District is a basic visual arts program.

- **Grades K-5**  
Students attend art classes in grades K-5 by regular heterogeneous classrooms.
- **Grades 6 – 8**  
Students attend art classes in grades 6 – 8 dependent upon the schedule and the student's choice of art class for their particular grade. Classes are heterogeneous.

### VI. K-8 PACING GUIDE

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<b>Unit 1 Sept./ Oct.</b>	Elements of Art-Color (Introduce)	Elements of Art-Texture (Developing)	Principle of Design-Balance (Developing)	Principle of Design-Movement (Developing)	Ongoing Development of Mixed Media, Print-Making, 3-D Forms,	Collaborative Art	All the Elements of Art	One Point Perspective-Gradations AND Linoleum	Clay Sculptures-Utilization of All

					and/or Paper Crafts		Mixed Media	Self-Portraits	Modeling Techniques
<b>Unit 2 Oct./ Nov.</b>		Elements of Art- Value (Introduce)  Elements of Art-Space (Developing)	Principle of Design- Proportion (Introduce)	Elements of Art-Space (Introduce)	Expanding upon Principles and Elements of Design based upon master artists and their specific techniques	Sketchbook and Critiquing — development of art skills and practices needed for middle school and beyond (ongoing)	All the Elements of Art Mixed Media	One Point Perspective- Gradations AND Linoleum Self-Portraits	Clay Sculptures- Utilization of All Modeling Techniques
<b>Unit 3 Nov./ Dec.</b>	Elements of Art-Shape (Introduce)		Principle of Design- Emphasis (Introduce)	Ongoing Development of Principles and Elements of Design			3D Sculptures Mixed Media	Linoleum Printmaking AND Photoshop Introduction (Advertising)	Self Portraits- Acrylic Paintings AND Sculpture Mixed Media
<b>Unit 4 Jan.</b>	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums		Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures	3D Sculpture Mixed Media	Linoleum Printmaking AND Photoshop Introduction (Advertising)	Self Portrait Acrylic Painting AND Sculpture Mixed Media
<b>Unit 5 Feb./ Mar.</b>	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and their specific technique		Repeat Above With next semester	Repeat Above With next semester	Repeat Above With next semester
<b>Unit 6 Mar./ Apr.</b>	Elements of Art-Line (Introduce)	Elements of Art-Color (Developing)	Principle of Design- Variety (Introduce)	Introduce Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts					
<b>Unit 7 May/ June</b>	Elements of Art-Texture (Introduce)	Principle of Design- Balance Pattern & Repetition	Principle of Design- Movement (Introduce)	Continue Mixed Media, Printmaking, 3-D Forms					

		(Introduce)		and/or Paper Crafts					
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## VII. UNITS OF STUDY IN GRADES 3-5 VISUAL ART

Third Grade Visual Arts
Desired Results
<p><b>Established Goals:</b></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b>  Investigate-Plan-Make  VA: Cr1.1.3a Engage collaboratively in exploration and imaginative play with materials.  VA: Cr1.2.3a Use observation and investigation in preparation for making a work of art.</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b>  Investigate  VA: Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.  VA: Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  VA: Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b>  Reflect-Refine-Continue  VA: Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning</p> <p><b>Anchor Standard #4: Analyze and interpret artistic work for presentation.</b>  Select  VA:Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</p> <p><b>Anchor Standard #5 Develop and refine artistic techniques and work for presentation</b>  Analyze  VA: Pr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation</p> <p><b>Anchor Standard #6 Convey meaning through the presentation of artistic work</b>  Share  VA: Pr 6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p> <p><b>Anchor Standard #7: Perceive and analyze artistic work.</b>  Perceive  VA: Re 7.1 3a Speculate about processes an artist uses to create a work of art.  VA: Re 7.2.3a Determine messages communicated by an image.</p> <p><b>Anchor Standard #8: Interpret intent and meaning in artistic work.</b>  Analyze  VA: Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b>  Interpret  VA: Re 9.1.3a Evaluate an artwork based on given criteria.</p> <p><b>Anchor Standard #10: Synthesize knowledge and personal experiences to make art.</b>  Synthesize</p>

VA: Re10.1.3a Develop a work of art based on observations of surroundings

**Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

Relate

VA: Re11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.

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.

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

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.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

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.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

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.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

<p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.</li> <li>• People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent and encourage people to take risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• Why do artists follow or break from established traditions?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• Recognize and demonstrate using movement, proportion, emphasis, and variety</li> <li>• Identify and use primary, secondary, and tertiary colors</li> <li>• Bilateral and radial symmetry</li> <li>• Negative space in 2-D artwork</li> <li>• Understand and use abstraction and distortion in artwork</li> <li>• Color harmonies</li> <li>• Atmospheric perspective in artworks</li> <li>• The arts are a vehicle of self-expression</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Generate various works of art pertaining to the learned principles and elements of design.</li> <li>• Complete and understand art lessons based upon various art mediums</li> <li>• Incorporate increasingly complex patterns in their artwork</li> <li>• Create space by using overlapping in artwork</li> <li>• Understand negative space in 2-D artwork</li> <li>• Create artwork using computers or other technologies</li> <li>• Show increasing ability with fibers including weaving and stitchery</li> <li>• Create 3-D constructions such as paper sculptures and clay work</li> <li>• Use materials appropriately</li> <li>• Follow all safety precautions</li> <li>• Discuss the elements of line, shape, color, texture, and repetition in artworks and how they develop mood</li> <li>• Discuss the brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork</li> <li>• Create artworks influenced by the cultures of Mexico and Japan</li> <li>• Discuss photography as an art form and as a manipulative device in advertising and promotion</li> <li>• Discuss how illustration is used to enhance literature</li> <li>• Discuss how art is an important element of religion and cultural celebration worldwide</li> <li>• Discuss how technology has affected the production and reproduction of artwork</li> <li>• Create computer generated artwork</li> </ul>	



- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Create artwork that involves academic and /or special subjects
- Contribute work for school and district art shows
- Work on art related activities for theater and musical events
- Demonstrate an increased understanding of art elements and principles
- Demonstrate an increased understanding of art techniques and styles
- Use art tools and materials safely
- Recognize distinct characteristics in artwork of different cultures and of different historical periods
- Analyze mood in artworks
- Use multicultural art forms to create original compositions
- Relate concepts learned in art to other subjects and to societal development
- Understand that developments in technology have impacted and changed art production
- Develop an appreciation for various artists and forms
- Utilize their art skills in other areas of their school life
- Develop an appreciation for various visual artists and art forms
- Appreciate a variety of art forms
- Develop an understanding of how the visual arts relate to other subject areas
- Participate in school and community based arts activities

#### Interdisciplinary Connections

**Technology: 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.** Activity: YouTube videos exploring the Rainforest.

**ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** Activity: Students create 3-D clay cupcakes inspired by the book Pete the Cat and the Missing Cupcake by James and Kimberly Dean.

**Math: Measurement and Data 3.MD B. Represent and interpret data. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.** Activity: Students learn how to create a proper 6-point snowflake by measuring and folding paper.

#### 21st Century Skills

**Career Ready Practice: CRP4. Communicate clearly and effectively and with reason.** Activity: Students present their summative paintings at the end of the school year and speak using the proper art vocabulary to express how they created their paintings, how they feel about their artwork, what painting techniques they liked best, and what they would change if they were challenged to do the entire project again.

**9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.** Activity: Students gain experience speaking about and defending their own personal unique artwork. They then reflect on the importance of the skills they practiced.

#### Assessment Evidence



<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Students individually write down how they feel about creating artwork they don't keep for themselves. They also make inferences about how they think recipients of their artwork will feel and what they think they will do with the artwork after they receive it.</li> <li>• Relate concepts learned in art to other subjects such as social studies, science, and language arts</li> <li>• Discuss art programs and community exhibits with the art teacher and others</li> <li>• Teacher observation</li> <li>• Class discussion</li> <li>• Self-assessment</li> <li>• Effort</li> </ul> <p><b>Summative:</b> Completed Artwork/Finished Painting. Students individually create a painting using different painting techniques learned throughout the year. Students also present to the class how they created their paintings/artwork.</p> <ul style="list-style-type: none"> <li>• Participate in school and community based art shows</li> <li>• Rubric</li> </ul>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Assess knowledge of various watercolor painting techniques using a rubric in September, December, and March</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Creative Extension Projects. Students may write a story, build a diorama, or record an audio story about their rainforest bird.</li> </ul>
<p style="text-align: center;"><b>Resources</b></p>	
<p><b>Core Materials:</b> <a href="#">Explorations in Art, Grades 1-4</a> by Marilyn Stewart</p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Pinterest</li> <li>• Google</li> <li>• The Art of Education</li> <li>• <a href="#">The Noisy Paintbox</a> by Barb Rosenstock</li> <li>• <a href="#">Explore My World Rainforest</a> by National Geographic Kids</li> <li>• <a href="#">Pete the Cat and the Missing Cupcake</a> by James and Kimberly Dean</li> </ul> <p><b>Technology:</b> Art History Museum Sites (For Images and Primary Sources such as photos, paintings, artifacts)</p> <p><a href="#">The California African American Museum</a> has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images.</p> <p>The site of the <a href="#">NYC Metropolitan Museum of Art</a>. Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.</p>	

The site of the [Art Institute of Chicago](#). Go to ‘collections’ and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as ‘African-American Artists.’

The [Asian Art Museum of San Francisco](#) offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

The [Japan Society of New York](#) not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

The [Museo de Barrio](#) is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

The site of the [Louvre Museum](#) in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

[The British Museum](#) has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

[The American Folk Art Museum](#) has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions.

Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Fourth Grade Visual Arts
Desired Results
<p><b>Established Goals:</b></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b>  Investigate-Plan-Make  VA: Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.  VA: Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b>  Investigate  VA: Cr2.1.4a Explore and invent art-making techniques and approaches.  VA: Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.  VA: Cr2.3.4a Document, describe, and represent regional constructed environments.</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b>  Reflect-Refine-Continue  VA: Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p><b>Anchor Standard #4: Analyze and interpret artistic work for presentation.</b>  Select</p>

VA: Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

**Anchor Standard #5 Develop and refine artistic techniques and work for presentation**

Analyze

VA: Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

**Anchor Standard #6 Convey meaning through the presentation of artistic work**

Share

VA: Pr 6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

**Anchor Standard #7: Perceive and analyze artistic work.**

Perceive

VA: Re 7.1.4a Compare responses to a work of art before and after working in similar media.

VA: Re 7.2.4a Analyze components in visual imagery that convey messages.

**Anchor Standard #8: Interpret intent and meaning in artistic work.**

Analyze

VA: Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

**Anchor Standard #9: Apply criteria to evaluate artistic work.**

Interpret

VA: Re 9.1.3a Apply one set of criteria to evaluate more than one work of art.

**Anchor Standard #10: Synthesize knowledge and personal experiences to make art.**

Synthesize

VA: Re10.1.4a Create works of art that reflect community cultural traditions.

**Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

Relate

VA: Re11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

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.

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

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.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

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1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

**Understandings:**

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Questions:**

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on

	<p>a work help us experience it more completely?</p> <ul style="list-style-type: none"> <li>• How is personal preference different from evaluation?</li> <li>• How do life experiences influence the way you relate to art?</li> <li>• What can we learn from our responses to art?</li> <li>• How do artists explore and understand prospective content for works of art?</li> <li>• How do artists use and select subject matter symbols, and ideas to communicate meaning?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• Differences between dominance and sub-ordination in artwork</li> <li>• Name the elements in design</li> <li>• Calligraphy and advertising graphics are art forms</li> <li>• Know and use appropriate vocabulary during the creation of artwork, discussion, and critiques</li> <li>• The focal point in the artwork of other students, master artists, and their own personal artwork</li> <li>• Discuss artworks utilizing acquired art vocabulary and knowledge of techniques</li> <li>• Identify and discuss at least three major styles</li> <li>• The arts are a vehicle of self-expression</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Recognize and demonstrate using space, mixed media, printmaking, 3-D, and/or paper crafts</li> <li>• Generate various works of art pertaining to the learned principles and elements of design.</li> <li>• Students will be able to complete and understand art lessons based upon various art mediums</li> <li>• Mix secondary colors, tints, and shades of colors</li> <li>• Understand the differences between dominance and sub-ordination in artwork</li> <li>• Know and name the elements in design</li> <li>• Use a variety of hand-building techniques in clay work</li> <li>• Understand calligraphy and advertising graphics as art forms</li> <li>• Have experience with classical proportions in figure drawing</li> <li>• Understand and use computers or other technologies to create artwork</li> <li>• Use materials appropriately</li> <li>• Follow all safety precautions</li> <li>• Discuss artworks utilizing acquired art vocabulary and knowledge of techniques</li> <li>• Create artworks that reflect Asian, Native Americans, and Early American art traditions</li> <li>• Discuss photography as an art form and as a manipulative device in advertising and promotion</li> <li>• Discuss how illustration is used to enhance literature</li> <li>• Discuss how art is an important element of religion and cultural celebration worldwide</li> <li>• Discuss how technology has affected the production and reproduction of artwork</li> <li>• Create computer generated artwork</li> <li>• Volunteer to create scenery, costumes, posters and props for school plays and programs</li> <li>• Illustrate papers and articles to enhance classroom research</li> <li>• Express an interest in visiting galleries and museums</li> <li>• Use the influence of other artists as motivation for personal artwork</li> <li>• Recognize and discuss the art forms of music, art, plays, stories, and dance</li> <li>• Recognize the arts as a vehicle of self-expression</li> <li>• Demonstrate an increased understanding of art elements and principles</li> <li>• Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks</li> <li>• Use art tools and materials safely</li> </ul>	

- Become more sensitive to the problem solving aspects of creating artworks
- Recognize the differences between artworks of various historical styles
- Use multicultural art forms to create original compositions
- Understand that developments in technology have impacted and changed art production
- Relate concepts learned in art to other subjects and to societal development
- Understand that developments in technology have impacted and changed art production
- Utilize skills in other areas of their school life
- Appreciate a variety of art forms
- Develop an appreciation for various visual artists and art forms
- Produce two color relief prints

### Interdisciplinary Connections

**Technology: 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.** Activity: Youtube videos and individually using various art websites.

**ELA: RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.** Activity: Getting to Know the Artists Series: Picasso, Van Gogh, Monet

**Social Studies: 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.** Activity: Students learn about Cave Paintings and Caves of Lascaux.

**Career Ready Practice: CRP2. Apply appropriate academic and technical skills.** Activity: Students frequently participate in classroom critiques.

**9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.** Activity: Students gain experience speaking about and defending their own personal unique artwork. They then reflect on the importance of the skills they practiced.

### Assessment Evidence

#### Formative:

- Teacher observation
- Class discussion
- Self-assessment
- Effort
- Students individually write down how they feel about creating artwork. They also make inferences about how they think audiences of their artwork will feel and what they think they will do with the artwork after they experience it.

#### Summative:

- Completed artwork
- Produce two color relief prints
- Rubric

#### Benchmark:

Knowledge of Expressionism and movement through the strokes of color. The assessment is based upon a hundred point answer key and assessed in September, January, and April.

#### Alternative:

Creative Extension Projects. Students may write a story, build a diorama, or record an audio story about their various artworks.

## Resources

**Core Materials:** [\*Explorations in Art, Grades 1-4\*](#) by Marilyn Stewart

**Supplemental Materials:**

- Getting to Know the Artist Series
- How to Draw Books
- Art Movements

**Technology:**

- Meeting the Artist Series
- Pinterest
- Arthub for kids
- Youtube

Art History Museum Sites (For Images and Primary Sources such as photos, paintings, artifacts)

[The California African American Museum](#) has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images.

The site of the [NYC Metropolitan Museum of Art](#). Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

The site of the [Art Institute of Chicago](#). Go to 'collections' and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as 'African-American Artists.'

The [Asian Art Museum of San Francisco](#) offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

The [Japan Society of New York](#) not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

The [Museo de Barrio](#) is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

The site of the [Louvre Museum](#) in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

[The British Museum](#) has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

[The American Folk Art Museum](#) has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions.

Subject-specific leveled texts are available in school bookrooms and classroom libraries



Fifth Grade Visual Arts
Desired Results
<p><b>Established Goals:</b></p> <p><b>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</b>  Investigate- Plan-Make  VA: Cr1.1.5a Combine ideas to generate an innovative idea for art-making.  VA: Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p><b>Anchor Standard #2: Organize and develop artistic ideas and work.</b>  Investigate  VA: Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.  VA: Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.  VA: Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.</p> <p><b>Anchor Standard #3: Refine and complete artistic work.</b>  Reflect, Refine, Continue  VA: Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.</p> <p><b>Anchor Standard #4: Analyze and interpret artistic work for presentation.</b>  Select  VA: Pr4.1.4a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</p> <p><b>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</b>  Analyze  VA: Pr4.1.4a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</p> <p><b>Anchor Standard #6: Convey meaning through the presentation of artistic work.</b>  Share  VA: Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p> <p><b>Anchor Standard #7: Perceive and analyze artistic work.</b>  Perceive  VA: Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.  VA: Re. 7.2.5a Identify and analyze cultural associations suggested by visual imagery.</p> <p><b>Anchor Standard #8: Interpret intent and meaning in artistic work.</b>  Analyze  VA: Re.8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p> <p><b>Anchor Standard #9: Apply criteria to evaluate artistic work.</b>  Interpret  VA: Re9.1.5a Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as historical and cultural contexts.</p> <p><b>Anchor Standard #10: Synthesize knowledge and personal experiences to make art.</b>  Synthesize  VA: Cn 10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p> <p><b>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></p>

## Relate

VA: Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

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.

1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

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.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.5.D.1 Work individually and collaboratively to create two and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

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.

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

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.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</li> <li>• Artists, curators, and others consider a variety of factors and methods, including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.</li> <li>• 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.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• Visual imagery influences understanding of and responses to the world.</li> <li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• People evaluate art based on various criteria.</li> <li>• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• What methods or processes are considered when preparing artworks 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?</li> <li>• What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> <li>• 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?</li> <li>• What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?</li> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?</li> <li>• How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>• Various art movements and their relevance to our society</li> <li>• Specific artworks and techniques created by master artists</li> <li>• Historical and contemporary artworks of cultural and artistic significance</li> <li>• The contribution of various immigrant cultures</li> <li>• Developments in technology have impacted and changed art production</li> <li>• To appreciate various visual artists and art forms</li> <li>• The illusion of volume in 2-D work and discuss how it was created</li> <li>• That developments in technology have impacted and changed art production</li> </ul>	

### Students will be able to...

- Utilize art skills in other areas of school life
- Identify and discuss craftsmanship and good design in artwork
- Demonstrate using a sketchbook, self-critiquing, and developing art skills and practices needed for middle school and beyond.
- Generate various works of art pertaining to the learned principles and elements of design
- Students will be able to complete and understand art lessons based upon various art mediums
- Use the elements and principles of design in a deliberate manner in the creation of artwork
- Demonstrate increasing skills and craftsmanship in the execution of 3-D artwork
- Experience increasingly complex drawing and painting problems
- Use tools and equipment safely
- Recognize the contribution of various immigrant cultures
- Relate concepts learned in art to other subjects and to societal development
- Utilize art skills in other areas of school life
- Develop an appreciation for various visual artists and art forms
- Appreciate a variety of art forms
- Participate in school and community based art activities
- Apply the elements and principles of design to both 2-D and 3-D artwork
- Recognize the concepts of form in 3-D artwork relates to shape in 2-D artwork
- Use color intentionally in artwork
- Use a variety of materials to create puppets and/or masks
- Distinguish between relief sculpture and sculpture in the round
- Use linear perspective and depth in artwork
- Use size and value changes to create depth
- Create optical illusions in artwork
- Create artwork using computers and other technologies
- Use materials appropriately
- Follow all safety precautions
- Compare and contrast artworks of two different styles
- Discuss subject matter and mood in artwork
- Analyze and interpret folk art from European, Asian, and African cultures
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Recognize the arts as a vehicle of self-expression

### Interdisciplinary Connections

**Technology: 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.** Activity: Research and discuss with visuals regarding how technology has affected the production and reproduction of artwork.

**ELA: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.** Activity: Getting to Know the Artists Series: Picasso, Van Gogh, and Monet.

**Math: Geometry 4.G.A. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.** Activity: Students learn how to create a symmetrical design.

### 21st Century Skills

**Career Ready Practice: CRP11. Use technology to enhance productivity.** Activity: Students use their individual Chromebooks as a tool to conduct art research.

**9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.** Activity: Students will discuss careers related to the visual arts and determine how the requirements of those jobs connect to their personal preferences.

### Assessment Evidence

#### Formative:

- Teacher observation
- Class discussion
- Self-assessment
- Effort
- Students individually write down how they feel about creating artwork. They also make inferences about how they think audiences of their artwork will feel and what they think they will do with the artwork after they experience it.

#### Summative:

- Rubric
- Pre and Post Test on Color Theory
- Completed artwork

**Benchmark:** Students will be assessed based upon a 5 point rubric. Assessment will focus on foreground, middleground, background, texture, and shading. Assessment conducted in September, January, and June.

#### Alternative

Students may write a story, build a diorama, or record an audio story about their various artworks.

### Resources

**Core Materials:** [Explorations in Art, Grades 1-4](#) by Marilyn Stewart

#### Supplemental Materials:

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#### Technology:

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