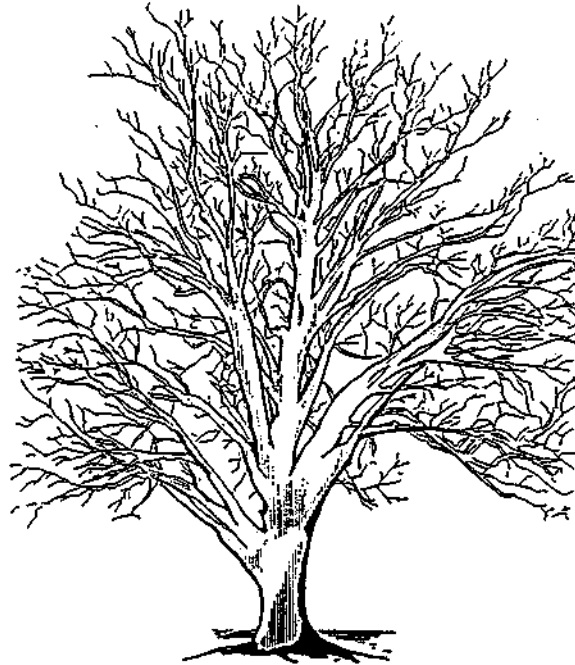


# **Monroe Township Schools**



## **Curriculum Management System**

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**Visual Arts**

**Grades 3 and 4**

**July 2009**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: September 2009**

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# **MONROE TOWNSHIP SCHOOL DISTRICT**

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**Ms. Reena Dholakia**

## **Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:**

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**Secretarial Staff: Debby Gialanella  
Geri Manfre  
Gail Nemeth**

# **Monroe Township Schools**

## **Mission and Goals**

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

# **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

## **Philosophy**

Art education is basic to an individual's perception and understanding of the world in which we live today. Creative learning enables students to interpret these perceptions in a visual and hands on form. Art Education teaches students to respect and appreciate their own interpretations and those of their peers. 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 their real and imaginary worlds. Structured course work includes knowledge of artists and art history, art elements and principles of design, aesthetic value and career connections. The art program enables each student to develop positive attitudes towards themselves, others and the environment through creative experiences. Problem solving and creative learning encourages and fosters the students' 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 and encompasses 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 essential to every student's development as a well-rounded, creative and productive human being.

## **Educational Goals**

1. To nurture the creative spirit and develop a framework for creative problem solving while further enhancing the core curriculum content standards.
2. To utilize a cooperative, teambuilding, and community framework to strengthen artistic confidence and foster a life-long learning appreciation of visual arts.
3. To present the student artist with a uniquely elevated perception of the elements & principles of art and design through differentiated instruction and independent study.
4. To develop an advanced sense of awareness and philosophy about art and aesthetics, and apply them to self-expression and critique.
5. To enhance the total experience of the student artist through the development of multiple intelligences in a comprehensive and creative environment.

# New Jersey State Department of Education Core Curriculum Content Standards

## Visual and Performing Arts

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

Cumulative Progress Indicators (CPIs) define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term "works of art" refers to selections of works from each of the four disciplines.

1.1	1.2	1.3	1.4	1.5
<u>Aesthetics</u>	<u>Creation and Performance</u>	<u>Elements and Principles of the Arts</u>	<u>Critique</u>	<u>World Cultures, History, and Society</u>

A complete copy of the new Core Curriculum Content Standards for Visual Arts may also be found at:  
[http://education.state.nj.us/cccs/?standard\\_matrix;c=1](http://education.state.nj.us/cccs/?standard_matrix;c=1)

**Visual Arts**  
**Grades 3 and 4**  
**Scope and Sequence**

<b>Quarter I</b>	
<b>Big Idea:</b> Elements & Principles of Art I. Color & Value a. The student will be able to broaden knowledge of color and its use in artworks.	<b>Big Idea:</b> Elements & Principles of Art II. Line & texture a. The student will be able to broaden perceptions of movement with an increased understanding of the use of line and design to define space.
<b>Big Idea:</b> Elements & Principles of Art III. Shape & Form a. The student will be able to experience & better understand the elements of shape and spatial relationships.	<b>Big Idea:</b> Elements & Principles of Art IV. Space & Composition a. The student will be able to organize the elements of art to create composition.
<b>Quarter II</b>	
<b>Big Idea:</b> Elements & Principles of Art V. Color & Value a. The student will be able to broaden understanding of the color wheel and continue experimentation with color mixing.	<b>Big Idea:</b> Elements & Principles of Art VI. Line & texture a. The student will be able to understand that movement through the use of lines evokes emotions.
<b>Big Idea:</b> Elements & Principles of Art VII. Shape & Form a. The student will be able to distinguish between positive and negative shapes and fields of composition.	<b>Big Idea:</b> Elements & Principles of Art VIII. Space & Composition a. The student will be able to gain an understanding for abstract art and create an abstract piece of art.



Quarter III	
<b>Big Idea:</b> Elements & Principles of Art IX. Color & Value a. The student will be able to identify warm, cool, and complimentary colors and incorporate these in a composition.	<b>Big Idea:</b> Elements & Principles of Art X. Line & texture a. The student will be able to identify and create a contour line design using a variety of tools
<b>Big Idea:</b> Elements & Principles of Art XI. Shape & Form a. The student will be able to compare/contrast and create utilizing 2-D & 3-D concepts.	<b>Big Idea:</b> Elements & Principles of Art XII. Space & Composition a. The student will be able to understand and create a spatial composition.
Quarter IV	
<b>Big Idea:</b> Elements & Principles of Art XIII. Color & Value a. The student will continue to broaden knowledge of color and experimentation with the use of a limited palette.	<b>Big Idea:</b> Elements & Principles of Art XIV. Line & texture a. The student will be able to understand that objects can be composed through lines or dots in a pattern.
<b>Big Idea:</b> Elements & Principles of Art XV. Shape & Form a. The student will be able to identify the medium of sculpture and express themselves through this medium.	<b>Big Idea:</b> Elements & Principles of Art XVI. Space & Composition a. The student will be able to develop an understanding of the illusion of space

Suggested blocks of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Color & Value	
		<u>Goal 1:</u> The student will be able to broaden knowledge of color and its use in various works of art.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>1.1. explore famous artists who used art as a means of communication</p> <p>1.2. identify colors and its emotions in artworks</p> <p>1.3. describe how arts are incorporated into community</p> <p>1.4. depict emotions in artwork</p> <p><b><u>Content Standards:</u></b> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>• What is imagination?</li> <li>• What does style mean in art?</li> <li>• What is your favorite style?</li> <li>• Can you mix styles in art?</li> <li>• How can we use five senses in art?</li> <li>• Can words create a picture in our minds?</li> <li>• Does nature inspire us?</li> <li>• Does science inspire us?</li> </ul> <p><b><u>Enduring Understandings</u></b> Students will understand that:</p> <ul style="list-style-type: none"> <li>• They can enrich the aesthetic experience through the discovery of new colors.</li> <li>• Color and value in artworks can tell stories with mood and emotion through images.</li> <li>• Color and value enriches experiences in everyday life.</li> <li>• Color awareness is a fundamental human experience.</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined); children's literature and books</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Criticize/evaluate describing strengths/weaknesses various forms of art(<b>evaluation</b>)</li> <li>• Connect how community effects the life of an artist (<b>synthesis</b>)</li> <li>• Examine how an artwork conveys feeling (<b>analysis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Line & texture	
		<u>Goal 2:</u> The student will be able to broaden perceptions of movement with an increased understanding of the use of line and design to define space.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>2.1. define and illustrate the concepts of balance</p> <p>2.2. define and illustrate the concepts of space</p> <p>2.3. explore different ways to create line</p> <p>2.4. understand how shape and line effect space and balance</p> <p><b><u>Content Standards:</u></b> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>What are some things that are symmetrical?</li> <li>Can you draw without lifting your pencil?</li> <li>Can you draw with your eyes closed?</li> <li>Can you create line without drawing?</li> <li>When does a line become a shape?</li> </ul> <p><b><u>Enduring Understandings</u></b> Students will understand that:</p> <ul style="list-style-type: none"> <li>Each of the line types can make a viewer feel or react.</li> <li>Artists use a variety of problem solving and decision making skills to apply the elements of art and principles of design.</li> <li>Lines can be used in the discovery of spatial connections.</li> <li>Artists' experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in well crafted works of art.</li> <li>Texture can both visual and kinesthetic.</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Create an artwork using a selection of lines and shapes in the creative process (<b>synthesis</b>)</li> <li>Characterize line and the development of design in a 2-D format (<b>analysis</b>)</li> <li>Design a 3-D art piece emphasizing the element of line (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Shape & Form	
		<u>Goal 3:</u> The student will be able to experience and utilize the elements of shape and spatial relationships.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>3.1. explore space through the use of shapes and design.</p> <p>3.2. distinguish between organic and geometric shapes.</p> <p>3.3. acknowledge the relationship between shapes and form.</p> <p><b><u>Content Standards:</u></b> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>What is an organic shape?</li> <li>What is a free form design?</li> <li>What is a geometric shape?</li> <li>How can organic shapes become designs?</li> <li>How can geometric shapes become designs?</li> </ul> <p><b><u>Enduring Understandings</u></b> Students will understand that:</p> <ul style="list-style-type: none"> <li>Form incorporates the third dimension of depth.</li> <li>Shape and form are building blocks for spatial relationships to identify and describe space in 2D art.</li> <li>Spatial intelligence links the transformation from shape to form.</li> <li>Geometric shapes are precise and mathematical.</li> <li>Organic shapes are freeform and are irregular and uneven and often found in nature.</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Produce 2-D and/or 3-D artworks that feature shape and form (<b>synthesis</b>)</li> <li>Construct/Design using organic or geometric shapes. (<b>synthesis</b>)</li> <li>Compare and contrast spatial knowledge to other content areas (<b>evaluation</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	<b>Topic: Space &amp; Composition</b>	
		<b>Goal 4:</b> The student will be able to organize the elements of art to create composition.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions</b> <b>Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
3	4.1. understand the function of composition in art. 4.2. apply the elements of art to their design 4.3. discuss the purpose of overlapping to achieve depth  <u><b>Content Standards:</b></u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What is composition in art?</li> <li>What is arrangement in art?</li> <li>How will you arrange the elements in your work?</li> <li>Can objects and shapes overlap each other?</li> </ul> <u><b>Enduring Understandings</b></u> Students will understand that: <ul style="list-style-type: none"> <li>The content of a composition is open to interpretation by the viewer.</li> <li>Space is empty until shapes or forms fill it.</li> <li>Overlapping and placement are techniques to capture the feeling of depth.</li> <li>Composition is the way the principles are used to organize the elements of art.</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Design a composition with various objects and shapes reflecting the elements of art (<b>synthesis</b>)</li> <li>Create depth with the use of touching, and overlapping, intersecting shapes (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Color & Value	
		<u>Goal 5:</u> The student will be able to broaden their understanding of the color wheel and continue experimentation with color mixing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	5.1. explore overlapping and mixing of colors 5.2. identify the characteristics of color families  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>• What are secondary colors?</li> <li>• How do you make them?</li> <li>• What happens when you mix red, yellow &amp; blue together?</li> <li>• What is the color wheel?</li> <li>• How is the color wheel set up?</li> <li>• How do artists use the color wheel?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>• Color wheel is used to understand color mixing</li> <li>• Secondary colors come from primary colors</li> <li>• Equal parts of red, yellow, blue make gray</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Determine what happens when red yellow and blue are mixed (<b>evaluation</b>)</li> <li>• Identify the position of colors on the color wheel and color family (<b>analysis</b>)</li> <li>• Blend primary colors to create secondary colors (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	Big Idea: Elements & Principles of Art	
	Grade Level/Subject: 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Line & Texture	
		<u>Goal 6:</u> The student will be able to understand that movement through the use of lines evokes emotions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>6.1. name the five directions a line can take</p> <p>6.2. tell how each of line types can convey feelings and reactions</p> <p>6.3. observe and recognize how line is all around them</p> <p><u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>• What directions can lines take?</li> <li>• What do you call a straight line that travels left to right?</li> <li>• What do you call a straight line that travels top to bottom?</li> <li>• What do you call a line that is slanted?</li> <li>• How does a zigzag line travel?</li> <li>• How does a curved line change direction?</li> <li>• How do we show movement with line?</li> </ul> <p><u>Enduring Understandings</u></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Lines can travel in a variety of ways on a page</li> <li>• Direction of line can express movement</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Integrate line into a 2-D or 3-D composition. (<b>synthesis</b>)</li> <li>• Design an art piece that reflects a selected mood/emotion (<b>synthesis</b>)</li> <li>• Explore contrasting lines in historical or modern works of art (<b>analysis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Shape & Form	
		<u>Goal 7:</u> The student will be able to distinguish between positive and negative shapes and fields of composition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>7.1. identify positive and negative shapes</p> <p>7.2. locate and describe examples of positive/negative space within their environment</p> <p><u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>What are positive shapes?</li> <li>What are negative shapes?</li> <li>Where in the room do you see positive shapes?</li> <li>Where in the room do you see negative shapes?</li> </ul> <p><u>Enduring Understandings</u> Students will understand that:</p> <ul style="list-style-type: none"> <li>Positive shapes are tangible</li> <li>Negative shapes are visible but not always tangible</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Relate positive and negative concepts to design (<b>analysis</b>)</li> <li>Integrate positive and negative shapes into a work of art (<b>synthesis</b>)</li> </ul>



Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	<b>Topic: Space &amp; Composition</b>	
		<b>Goal 8:</b> The student will be able to gain an understanding for abstract art and create an abstract piece of art.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions</b> <b>Sample Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
3	8.1. define the word abstract 8.2. compare & contrast abstract to realism 8.3. identify artworks that express the concepts of abstraction and realism  <u><b>Content Standards:</b></u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What is abstract art?</li> <li>What do you like/dislike about this composition?</li> <li>What do you think this artist was feeling &amp; why?</li> <li>How are abstraction &amp; realism different?</li> </ul> <u><b>Enduring Understandings</b></u> Students will understand that: <ul style="list-style-type: none"> <li>Abstract art is conveying of thought &amp; emotion through the use of color, line and shape</li> <li>Color, line and shape can be used to show emotion</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Transform a realistic model into an abstract format (<b>analysis</b>)</li> <li>Apply emotion to an abstract piece of art (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	Big Idea: Elements & Principles of Art	
	Grade Level/Subject: 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Color & Value	
		<u>Goal 9:</u> The student will be able to identify warm, cool, and complimentary colors and incorporate them into a composition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	9.1. identify warm colors 9.2. identify cool colors 9.3. identify complementary colors 9.4. understand how the use of complementary colors make an art work full of energy, emotion, or powerful actions  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What are the warm colors?</li> <li>What are the cool colors?</li> <li>What are color complements?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>Warm colors are Red, Yellow, Orange and derivatives</li> <li>Cool colors are Blue Green and Violet and derivatives</li> <li>Compliments are opposites on the color wheel.</li> </ul>	<p><b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Incorporate warm and/or cool colors into a 2-D or 3-D piece of artwork (<b>synthesis</b>)</li> <li>Group the complementary colors together (<b>analysis</b>)</li> <li>Justify the use of color in a piece of artwork (<b>evaluation</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Line & Texture	
		<u>Goal 10:</u> The student will be able to identify and create a contour line design using a variety of tools.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	10.1. define a contour line. 10.2. identify a variety of tools and media used to create line. 10.3. identify artworks that are composed from contour lines.  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What is a contour line?</li> <li>What can you use to scratch or carve a line?</li> <li>What is a stylus?</li> <li>What is an etching?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>Contour lines are outlines</li> <li>Line can be both additive and subtractive</li> <li>Various art materials and techniques may be used to create lines</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Draw contour lines with a variety of tools and media. (<b>synthesis</b>)</li> <li>Examine the use of added and subtracted lines to create an etching (<b>analysis</b>)</li> <li>Create line on various surfaces (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Shape & Form	
		<u>Goal 11:</u> The student will be able to compare/contrast and create utilizing 2-D & 3-D concepts.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	11.1. understand the difference between 2-D & 3-D objects 11.2. predict when shapes transform into forms  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What is 2 Dimensional?</li> <li>What is 3 Dimensional?</li> <li>What is the difference between 2-D &amp; 3-D?</li> <li>What is Form?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>2-D is a flat surface</li> <li>3-D is something to look at from all sides</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Experiment with creating 3-D forms from 2-D shapes (<b>synthesis</b>)</li> <li>Transform a 2-D design into a 3-D form (<b>analysis</b>)</li> <li>Construct a 3-D form(<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Space & Composition	
		<u>Goal 12:</u> The student will be able to create a spatial composition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	12.1. understand spatial composition 12.2. identify and locate the parts of a spatial composition 12.3. build an understanding of depth/perspective.  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>What is background?</li> <li>What is middle ground?</li> <li>What is foreground?</li> <li>What is perspective?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>Background is the furthest point from the viewers eye</li> <li>Foreground is the first part of the composition closest to the viewer.</li> <li>Perspective is depth in a picture</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Distinguish the differences amongst F.G, M.G, &amp; B.G (<b>analysis</b>)</li> <li>Produce an art piece using proportionate objects to convey a sense of depth (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Color & Value	
		<u>Goal 13:</u> The student will continue to broaden knowledge of color and experimentation with the use of a limited palette.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	13.1. identify a tint 13.2. identify a shade 13.3. distinguish the difference between palette and limited palette  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>How does a palette differ from a limited palette?</li> <li>What happens when you add white/black to a color?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>Palette is the artists selection of color</li> <li>Limited palette is when an artist selects a limited amount of color</li> <li>Tint=white + color</li> <li>Shade= color + black</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b>  Distinguish between tint and/or shade (<b>analysis</b>)  Create a piece of art using tint and/or shade (<b>synthesis</b>)  Choose colors to create a palette and/or a limited palette (<b>evaluation</b>)</p>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Line & Texture	
		<u>Goal 14:</u> The student will be able to understand that objects can be composed through lines or dots in a pattern.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	14.1. determine how lines can create pattern and/or texture 14.2. identify patterns created with lines 14.3. interpret how lines can communicate  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>How do you create patterns with line?</li> <li>How can lines and patterns fill space?</li> <li>Can you create an object with only dots?</li> <li>Can you create shadows and forms with dots and lines?</li> <li>How do lines help us tell a story in our art?</li> <li>How do lines show solid objects?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>Line in art is a human invention used to document the visible world.</li> <li>Line is the foundation of all graphic composition and pictorial design.</li> <li>Graphic composition can be fun.</li> <li>Patterns can be created by using lines, dots or both</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Develop patterns with lines and/or dots (<b>synthesis</b>)</li> <li>Examine how compressing lines and/or dots can create the illusion of objects (<b>analysis</b>)</li> <li>Experiment how line can create texture (<b>synthesis</b>)</li> </ul>

Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Shape & Form	
		<u>Goal 15:</u> The student will be able to identify the medium of sculpture and express themselves through this medium.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	15.1. identify the characteristics of a sculpture 15.2. name sculpture techniques 15.3. examine 3-D art that moves  <u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, & 1.5)	<ul style="list-style-type: none"> <li>• What is sculpture?</li> <li>• Can sculpture show movement?</li> <li>• What materials can be sculpted?</li> <li>• What is media?</li> <li>• What tools can be used in sculpting?</li> </ul> <u>Enduring Understandings</u> Students will understand that: <ul style="list-style-type: none"> <li>• Sculpture is a 3-D structure</li> <li>• Can be kinetic</li> <li>• Forms take up space whether they are natural or made by a designer</li> <li>• Sculpture may be created with various media &amp; tools</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b> Choose a process such as carve, cast, model, or assemble to create a sculpture (<b>synthesis</b>)</p>



Suggested days of Instruction	Curriculum Management System	<b>Big Idea: Elements &amp; Principles of Art</b>	
	<u>Grade Level/Subject:</u> 3 <sup>rd</sup> & 4 <sup>th</sup> Art	Topic: Space & Composition	
		<u>Goal 16:</u> The student will be able to develop an understanding of the illusion of space.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>16.1. achieve an illusion depth using space on a 2-D plane.</p> <p>16.2. use the concepts and applications of perspective, space, and depth in 2D work</p> <p>16.3. properly use design tools to create a work of art</p> <p><u>Content Standards:</u> (1.1, 1.2, 1.3, 1.4, &amp; 1.5)</p>	<ul style="list-style-type: none"> <li>What is a horizon line?</li> <li>How would overlapping create the illusion of perspective?</li> <li>How does size/color add to the illusion of perspective?</li> </ul> <p><u>Enduring Understandings</u> Students will understand that:</p> <ul style="list-style-type: none"> <li>Overlapping combined with size difference creates a sense of space</li> <li>Darker and lighter colors give the illusion of distance</li> <li>Horizon line separates sky from ground/ placement determines depth</li> </ul>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p><b>Assessment:</b> Art rubric</p> <p><b>Text:</b> "Adventures In Art"</p> <p><b>Posters:</b> Teachers' sample; poster (to be determined)</p> <p><b>Technology:</b> power point; you tube</p> <p><b>ACTIVITIES</b> Examine an art work to distinguish its compositional components (<b>analysis</b>) Construct an art work that combines the major components of perspective (<b>Evaluation/Synthesis</b>)</p>

**Visual Arts**  
**Grades 3 and 4**

**COURSE BENCHMARKS**

- 1.** The student will be able to broaden their knowledge of color and its use in various works of art.
- 2.** The student will be able to broaden perceptions of movement with an increased understanding of the use of line and design to define space.
- 3.** The student will be able to utilize the elements of shape and spatial relationships.
- 4.** The student will be able to organize the elements of art to create composition.
- 5.** The student will be able to broaden their understanding of the color wheel and continue experimentation with color mixing.
- 6.** The student will be able to understand that movement through the use of lines evokes emotions.
- 7.** The student will be able to distinguish between positive and negative shapes and fields of composition.
- 8.** The student will be able to gain an understanding for abstract art and create an abstract piece of art.
- 9.** The student will be able to identify warm, cool, and complimentary colors and incorporate them into a composition.
- 10.** The student will be able to identify and create a contour line design using a variety of tools.
- 11.** The student will be able to compare/contrast and create utilizing 2-D & 3-D concepts.
- 12.** The student will be able to create a spatial composition.
- 13.** The student will continue to broaden knowledge of color and experimentation with the use of a limited palette.
- 14.** The student will be able to understand that objects can be composed through lines or dots in a pattern.
- 15.** The student will be able to identify the medium of sculpture and express themselves through this medium.
- 16.** The student will be able to develop an understanding of the illusion of spaces.