

Fairfield School District

Visual Art Curriculum

Kindergarten — Sixth Grades

Updated and aligned NJSL

West Essex Sending Districts:

Roseland, North Caldwell, Essex Fells, Fairfield

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TABLE OF CONTENTS

INTRODUCTION:	Page
Philosophy	2
Overall Objectives and Adaptations	3
Role of Art Educator	4
DISCIPLINE BASED EDUCATION:	
Discipline Based Art Education	5-6
PROGRAM OFFERINGS:	
Painting	7-8
Printing	9-10
Drawing	11-12
Sculpture	13-14
Fiber Arts	15-16
EVALUATION/ASSESSMENT:	
Evaluation and Assessment Strategies	17-18
INTEGRATION AND 21ST CENTURY	19-20
SCOPE AND SEQUENCE OF CONTENT AND SKILLS	21-22

PHILOSOPHY

Visual arts are basic to the general education of students in grades K6. The art experience makes a significant contribution to the growth of our students by stimulating creative thought, fostering self-expression, and promoting critical-thinking and life skills.

Student self-esteem is enhanced through the creation of artwork and the acquisition of technical skills and expertise. The visual arts enable students to bring shape, color and order to their changing world.

A comprehensive foundation in the arts will provide all students with an appreciation of, and sensitivity to themselves and others and the world we live in, while relating to other disciplines to make all learning more meaningful.

Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

Goals

- Students will demonstrate an understanding of basic art concepts in art history.
- Students will demonstrate an understanding of specific art processes, production techniques, and art elements.
- Students will demonstrate the use of tools and skills as they relate to the creative process.
- Students will exhibit an aesthetic sensibility in art.
- Students will use art knowledge and skills in personal community life.
- Students will demonstrate creative thinking and behavior as they relate to the process of critique.
- Students will acquire knowledge of people's visual art heritage.
- Students will integrate art genre with other classroom curriculum.

Standards

- 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.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 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.
- 1.4A Aesthetic Responses: 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.
- 1.4B 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.

Opportunities to Differentiate & Accommodate

- Teach in smaller increments
- Provide preferential seating
- Use special tools to assist
- Encourage cooperative partnerships
- Provide visual and supportive materials
- Promote participation
- Utilize systematic assessment and feedback
- Clarify

Essential Questions

- Why do we make art?
- What makes art good?
- How does art reflect culture and society?
- How does art represent personal expression, exploration, and insight?
- How can we use knowledge of skills and vocabulary to create and appreciate art?

- Interpret and reinforce
- Per student's IEP/504

- What inspires our creative process?
- How can we collaborate through the creative process?

ROLE OF THE ART EDUCATOR

The dedication and ability of the qualified art specialist, who is subject matter knowledgeable, to convey to students the meaning of art is the cornerstone of a quality art program. The teacher who is not only dynamic, but also dedicated, creative, and open to new ideas is the essential element. The art educator will:

- Use and adapt the visual arts curriculum as designed by the art educators of the four sending districts in compliance with the State Standards. The sending districts will collaborate in their efforts to assess curriculum content.
- Participate in local, state, and national art education organizations.
- Pursue opportunities provided by the local, state, community relationships and programs.
- The purpose of the Visual and Performing Arts Standards is to improve student achievement in art education, not art-as-entertainment, not art-assembly projects, not art-as-activity.
- Keep abreast of current teaching methods and research in art education.
- Maintain and emphasize good classroom safety procedures.
- Model and maintain proper care of artroom and materials.
- Encourage the inter-relationships of other disciplines to art.
- Continue to maintain good staff relationships with parents and

community.

- Encourage and support artist-in-residence programs and/or a visiting artist.

DISCIPLINE-BASED ART EDUCATION

The four components of Discipline-Based Art (art appreciation, aesthetics, criticism, and production) are addressed in the planning of each unit of study. While these components are equally important, they are not meant to be weighted in terms of time provided or emphasis in a lesson. Ideally, each instructional strategy or lesson plan should contain interrelated elements of each discipline. The application is determined by the individual teacher in regard to amount of time or emphasis to place on each.

A lesson may emphasize creative expression or refinement of skills, and it may introduce an historical fact or cultural context of the art form to be created, as well as include aesthetics and criticism. It is the role of the art teacher to cover all the objectives stated in this document in his/her own way, allowing the students to develop individually and creativity in each lesson.

Aesthetics: Makes and support value judgments, takes part in discussing the nature of art, and discusses value judgments of self and others.

Art History: Recognizes and responds to the fundamentals of art and its place in history.

Art Critique: Describing, analyzing, supporting, interpreting, and valuing works of art.

Art Production: Creating art through the application of skills, techniques, and processes appropriate to art media.

DISCIPLINE BASED ART EDUCATION

APPROACHES IN DISCIPLINE-BASED ART EDUCATION

Art History	Art Production	Art Critique	Aesthetics
Historical, cultural, and social contexts	Create a work of art	Analyze/critique	<p>A philosophical basis for art.</p> <p>Aesthetic experience</p> <p>Choices and reactions to art with reasons</p> <p>Reaction and choices of media in art production experiences</p> <p>Development of aesthetic awareness of art in everyday life</p> <p>Discuss and write about a theme or subject the artist has chosen</p> <p>Reaction and choices of media in art production experiences</p>
Chronological sense of time and place	Express ideas and feelings through a variety of processes	Survey	
Specific artist and period of time	Transform ideas imagined or observed into a visual form	Analyze and interpret the meaning of art works with descriptive vocabulary	
Multicultural context	Use a variety of media to express imagined/observed idea	Discuss painting or sculptures as a form of visual communication	
Media, mode, and theme	Develop skills and techniques in producing art	Describe or write about works of art	
	Offer opportunities for choice where possible	Discuss and critique a subject, theme, or media	

PAINTING

Students celebrate the art of painting through a variety of experiences. They are introduced to and develop an understanding of the elements of art and principles of design. As children grow, they are encouraged to interpret and analyze artworks and develop problem-solving and critical-thinking skills. Painting skills and techniques are refined as the

students are encouraged to express themselves creatively.

<p>GOALS</p> <ol style="list-style-type: none"> 1. Demonstrate creative thinking and behavior. 2. Develop knowledge of painting processes and production techniques. 3. Explore color and form in work of art. 4. Recognize and utilize a variety of painting materials. 5. Cultivate an awareness of career opportunities in the field of painting. 6. Emphasize quality and craftsmanship in a painting. 7. Utilize the elements of art and principles of design. 	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> ● Tempera painting, watercolor, crayon-resist technique ● variety of papers and surfaces, paint with other media, such as ink, crayon, marker, washes, wet on wet, tints and tones, shades, color mixing <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> ● Posters, videos, books, software, handouts, magazines, calendars, computers, digital cameras, internet websites, ● museum educational departments, historical societies, community members, video streaming, smartboards, ipads
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> ● Tempera ● Watercolor ● Crayon ● Chalk pastel brushes ● Oil pastel ● Sponges ● Sticks ● Acrylics 	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> ● Lecture and demonstration ● Studio experience ● Discussion ● Cooperative learning ● Interdisciplinary studies ● Use of assessment strategies ● Technology ● Critiques

COURSE OBJECTIVES

Kindergarten - Grade 3

1. Apply and mix colors.
2. Develop knowledge of color theory.
3. Utilize the process of critique as it relates to painting.
4. Develop an understanding of the expressive nature of art

5. Mix primary colors into secondary colors.
6. Mix tints and shades
7. Utilize the elements of art in painting.
8. Recognize and use various painting media.
9. Begin to develop knowledge in its art historical context.

Grades 4-6

1. Utilize and apply the principles of color theory.
 1. Develop an understanding of good composition.
 2. Utilize the process of a painting to create space and form.
 3. Develop knowledge of painting in its historical context.

PRINTMAKING

Students will explore a variety of experiences in the graphic process. Processes and techniques are aligned with developmental levels, while creative expression and problem-solving are encouraged. In addition to studying ways in which printmakers and graphic artists express themselves, students will look at printmaking in its historical context.

<p>GOALS</p> <ol style="list-style-type: none"> 1. Develop knowledge of various printmaking processes 2. Understand and explore techniques of creating multiple images from an original 3. Recognize the additive and subtractive printmaking processes 4. Develop knowledge of the historical and cultural influences of printmaking 5. Emphasize quality and craftsmanship in a print 6. Develop an awareness of the aesthetic qualities of prints 	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> ● Simple printmaking processes such as mono print or found objects, relief printing with simple incised plates, brayer and inking of relief plate. <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> ● Posters, videos, books, CD-Roms, software, magazines, periodicals, calendars, digital cameras, museum educational departments.
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> ● scratch foam, e-z cut, ink, brayers, found objects, paint, printmaking paper 	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> ● Lecture and demonstration ● Studio experience ● Discussion ● Cooperative learning ● Interdisciplinary studies ● Use of assessment strategies ● Technology ● Critiques

COURSE OBJECTIVES

KINDERGARTEN THROUGH GRADE 3

During this course of study, the students will:

1. Use a simple printing process.
2. Recognize printmaking as a form of creating multiple images.
3. Use a variety of found objects to create a monoprint.
4. Create a relief print using an incised plate.
5. Understand how to use a brayer to ink a plate.
6. Explore the use of relief printing techniques.
7. Apply the process of critique to their own work and to the work of others.

GRADES FOUR THROUGH SIX

During this course of study, the students will:

1. Understand the proper use of tools and techniques.
2. Explore the various printmaking processes.
3. Recognize printmaking in its historical and cultural context.
4. Be able to use specific printmaking terminology and vocabulary when discussing or describing work.

DRAWING

Through the emerging use of drawing skills, the students produce works that explore the possibilities of line, form, and color. They develop the ability to perceive that drawing is a means of expression that underlies every form of pictorial representation. Creative expression is encouraged through the use of a variety of tools, media, and materials. Aesthetics are incorporated through an investigation of drawing in its historical and cultural context.

<p>Goals</p> <ol style="list-style-type: none"> 1. Develop and apply drawing skill and techniques 2. Demonstrate knowledge of line, form, and color 3. Develop Organizational skills and hand eye coordination 4. Emphasize quality and craftsmanship in drawing. 5. Apply the principles and elements of design 6. Understand the historical and cultural influence of drawing. 7. Utilize the process of critique as it applies to self and others. 	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> ● Contour Line Drawing ● One Point- Perspective ● Imaginary Drawing ● Patterning ● Texture ● Shading ● Highlighting <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> ● Posters, videos, software, smartboard, video streaming, power point presentations, textbooks, calendars, computers, digital cameras, websites, museum educational departments, and loan programs, historical societies, community members
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> ● Pencils ● Colored Pencils ● Markers ● Crayons ● Oil Pastels ● Chalk Pastels ● Charcoal 	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> ● Lecture and strategies ● Studio Experience ● Discussion ● Cooperative Learning ● Interdisciplinary Studies ● Use of assessment strategies

COURSE OBJECTIVES

KINDERGARTEN THROUGH GRADE 3

During this course of study, the students will:

1. Use line in a drawing to demonstrate the ability to draw from direct observation.
2. Use a variety of drawing media and materials to draw from observation or the imagination.
3. Develop the ability to create a contour line drawing.
4. Develop the ability to create simple gesture drawings.

GRADES FOUR THROUGH SIX

During this course of study, the students will:

1. Use two and three dimensional objects for reference.
2. Develop ability to apply positive and negative space to create spatial relationships.
3. Utilize one-point perspective.
4. Understand the basic principles of art and design

SCULPTURE

Sculpture experiences are provided through a variety of unique and exciting opportunities. K-6 students are introduced to sculpture as they develop skills in a variety of processes. Creative expression is encouraged as students expand and refine technique. Aesthetics and critique are explored and incorporated to further develop the ability to perceive, discriminate, analyze, value and judge works of art.

<p>Goals</p> <ol style="list-style-type: none"> 1. Apply the elements and media of sculpture to produce a work of art. 2. Demonstrate a knowledge, methods of production, types of decorations, and techniques used. 3. Demonstrate an awareness of the art of sculpture as an extension of self-expression. 4. Develop a knowledge of artists, styles, historical, and cultural aspects 	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> ● Pinch with textural designs and /or additions ● Simple structures, such as animals, coil method of construction, slab construction with texture and/or additions, glazing techniques, incising, scraffito, drape method, impressions, appliqué, score/slip. ● Plaster Craft and paper mache sculptures <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> ● Posters, sculptural visuals, videos, books, magazines, digital images, websites
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> ● Ceramic Clay ● Airdry Clay ● Model Magic ● Glaze ● Slip ● Carboard ● Foil ● Wood 	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> ● Lecture and demonstration ● Studio experience ● Interdisciplinary studies ● Art historical resources and references ● Assessment strategies ● Peer and teacher critique

COURSE OBJECTIVES

KINDERGARTEN - GRADE 3

During this course of study, the students will:

1. Apply pinch, slab & coil, in a clay construction.
2. Create a construction using combined techniques.
3. Develop a sculpture that is structurally sound
4. Recognize the importance of craftsmanship.

GRADES 4 - 6

During this course of study, the student will:

1. Develop an awareness of proper terminology.
2. Use a variety of modeling techniques.
3. Develop an understanding of surface decoration.

FIBER ARTS

Multiple experiences are offered at all grade levels in fiber art design. Concepts and applications on a developmental level are experienced and creative expression is encouraged. The students develop awareness and capabilities to use the elements and principles of design in an original artwork. This will critique, analyze, and problem-solve as they explore media.

<p>Goals</p> <ol style="list-style-type: none"> 1. Explore movement of line. 2. Understand fiber arts as an art form. 3. Develop eye-hand coordination in a textile design. 4. Develop an understanding of various fibers and materials in creating an artwork. 5. Acquire knowledge and use of basic stitchery techniques. 6. Develop knowledge of the historical/cultural influences. 7. Explore various fiber arts processes. 	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> ● Cut paper weaving ● Cardboard loom weaving ● Burlap stitchery ● Wall hanging ● Textile paintings ● Tapestry weaving <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> ● Posters, videos, software, smart board, video streaming, powerpoint presentations, text books, calendars, computers, digital cameras, internet websites, museum educational departments, and loan programs, historical societies, community members.
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> ● Yarn, burlap, canvas, paper, muslin, fabrics, thread, ribbons, raffia, feathers, twigs. 	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> ● Lecture and demonstration ● Studio experience ● Discussion ● Cooperative learning ● Interdisciplinary studies ● Use of assessment stratifies ● Technology ● Critiques

COURSE OBJECTIVES

KINDERGARTEN THROUGH GRADE 3

During this course of study, the students will:

1. Use the techniques of over/under to create a simple weaving.
2. Use simple stitchery techniques.
3. Demonstrate the ability to use a variety of textiles materials in a work of art.
4. Develop an awareness of the tactile qualities of various fabrics.
5. Develop an awareness of surface decoration.
6. Demonstrate an understanding of fabric decoration with painting, printing, appliqué, and stitchery.
7. Weave on a loom.
8. Develop awareness of decorative and functional use of textile art.
9. Utilize the process of process of critique to communicate their response to Visual qualities.

GRADES FOUR THROUGH SIX

During this course of study, the students will:

1. Develop and use the principles and terminology of weaving and stitchery.
2. Recognize the design qualities in fiber art.
3. Emphasize quality and craftsmanship in fiber art processes.
4. Use and apply the principles and elements of design in an art work.
5. Demonstrate an understanding of the visual message in fiber art.

EVALUATION AND ASSESSMENT

Evaluation and assessment serve an important function in the art program. Evaluation of curriculum, lesson and classroom evaluation, student evaluation, student self-evaluation, and teacher self-evaluation must be an on-going part of e=quality art education. Planning and instruction without attending to the evaluation strategies can result in meaningless classroom activity.

Evaluation strategies are woven into the art curriculum and address multiple levels of inquiry. Evaluation serves the educational process in a positive and productive manner. Evaluation should be viewed as a helpful and constructive tool, rather than a judgment.

The main purpose of evaluation is to demonstrate to individuals how much they have learned (or taught) and to help them realize what they need to learn (or teach).

GUIDE TO ASSESSMENT:

A. Observation :

- Group discussions, critiques with student
- Self-evaluation, narratives

B. Performance:

- Art production: technical skills, process, projects, product
- Illustration
- Group discussion
- Visual identification reproductions, art objects, etc.

C. Self-evaluation

- Statements and conclusions (criticism-written or verbal)
- Expressive, sensory (aesthetics)

D. Student/Teacher evaluation

- Statement and conclusion: aesthetics, criticism (verbal or written)
- Use of elements/principles of design

- Craftsmanship
- E. Peer evaluation
 - Critique
 - Discussion

No one method is ever used. Final grades and evaluation recorded are determined by the individually assessed body of work (including production and completion of work on the basis of an individual student's potential within a time frame) and understood by the student and teacher. All assignments and tasks must be completed within the time frame established,

The art staff is concerned about the individual differences in students and assessments; therefore, assessments are diversified and must meet the needs of many students' developmental characteristics, learning styles, and knowledge/skill levels.

Interdisciplinary Connections

Visual Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Art history has global implications, and is connected to people, places, and events of the past. The study of art focuses on deep understanding of concepts that enable students to think critically and systematically about printing, painting, drawing, sculpture, and fiber arts.

Visual Arts, performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation.

Integration of the Technology Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st century skills through NJSLS 9

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

Integration of 21st century Life and Career skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the art field, exploration of technology career options, living arts museum, and Art Expo.

Scope and Sequence of Content and Skills ~ Visual Arts

Grades K-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.

Concept/Content (in chronological order)	Level of instruction	NJSLS	Skills learned in context with context	Major projects and activities
Creative Process: demonstrate knowledge of principals and elements of art	Introduced at K-2, Reinforced at 3-5	1.1	Recognize and create a variety of lines	Variety of drawing, painting, printmaking, and construction activities
History of the Arts and Culture: Begin to recognize world artists	Introduced at K2, Reinforced at 3-5	1.2	Study and review of great works of art and great masters	Describe and experience during art activities
Performing: Apply art elements in artistic compositions	Introduced at K2, Reinforced at 3-5	1.3	Use art elements to create a composition	Use a variety of media
Response and Critique: exposure to aesthetics	Introduced at K2, Reinforced at 3-5	1.4	Begin to explore art elements	Develop and apply criteria in aesthetic response

Grade 6. In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate competency* in the content knowledge and skills delineated for the selected arts discipline.

Concept/Content (in chronological order)	Level of instruction	NJSLS	Skills learned in context with context	Major projects and activities
Creative Process: demonstrate knowledge of principals and elements of art	Students demonstrate competency at this level.	1.1	Recognize and create a variety of lines	Variety of drawing, painting, printmaking, and construction activities
History of the Arts and Culture: Begin to recognize world artists	Students demonstrate competency at this level.	1.2	Study and review of great works of art and great masters	Describe and experience during art activities
Performing: Apply art elements in artistic compositions	Students demonstrate competency at this level.	1.3	Use art elements to create a composition	Use a variety of media
Response and Critique: exposure to aesthetics	Students demonstrate competency at this level.	1.4	Begin to explore art elements	Develop and apply criteria in aesthetic response