

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: VISUAL ARTS - TRANSITIONAL PRIMARY GRADE

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Heather Bartholomew
	Laurel Suk

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Ma 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

Board of Educ. Approved
4/22/13

by Board of Education

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

VISUAL ARTS CURRICULUM

TRANSITIONAL PRIMARY

AUGUST 2012

Fine & Performing Arts Department

Transitional Primary Art

Course Overview

This course provides students with a visual art experience that will take place in one forty minute class period every six school days. This totals to be 30 class periods per year. The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

In this course, students will be introduced to an American artist's artwork, a specific style of art, two- and three-dimensional works of art, a career specific to visual art, a specific artwork from a culture outside of America, and a diverse historical time period. Students will be exposed to various art materials that will be selected to specifically develop the skills stated in the State Standards.

Visual Arts Curriculum
Grade Transitional Primary

<p>Enduring Understanding:</p>	<p>Through learning about:</p> <ol style="list-style-type: none"> 1. the art of ancient Egypt, students will learn about diverse historical time periods. 2. the art of Hokusai, students will learn about the culture of Japan. 3. the art of Vincent Van Gogh, students will learn about painting as a career in art. 4. the art of ancient Egyptian artifacts, students will learn about three-dimensional art. 5. the art of Hokusai, students will learn about two-dimensional art. 6. the art of Vincent Van Gogh, students will learn about the Expressionist style of art. 7. the art of Willie Cole, students will learn that Americans are artists.
<p style="text-align: center;">Unit/Skill: The Wave</p>	
<p>Days</p>	<p>5 class periods</p>
<p>NJCCCS</p>	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p>NJCPI</p>	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objects assessment of visual art.</p>
<p>Essential Questions</p>	<p>How does the use of the elements of design effect a specific artwork? How does the artists' choice of medium affect an artwork?</p>
<p>Skills The Student Will...</p>	<p>Analyze and identify the elements of art used in the wood block prints by Hokusai (The Great Wave). Differentiate the difference between printmaking and painting. Create an artwork inspired by Hokusai using line.</p>
<p>Assessment</p>	<p>Venn Diagram (teacher lead activity comparing printmaking to painting) Pair/ share (students will discuss their use of line)</p>
<p>Literacy Integration</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>21st Century Life & Careers</p>	<p>9.1.4.b.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>
<p style="text-align: center;">Unit/Skill: Expressionism</p>	
<p>Days</p>	<p>4- 5 class periods</p>

Visual Arts Curriculum
Grade Transitional Primary

<p>NJCCC</p>	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p>NJCPI</p>	<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.3.2..D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.3 Use imagination to create a story based on an art experience that communicated an emotion or feeling, and tell the story through visual art 1.4.2.A.4 Distinguish patterns in nature found in works of visual art.</p>
<p>Essential Questions</p>	<p>Why do people create art? In what ways do people express themselves?</p>
<p>Skills The Student Will...</p>	<p>Analyze the artwork of Vincent Van Gogh such as: Starry Night, Room in Arles, etc. Identify Expressionism as a style in art in which artists express their feelings visually in the artwork. Examine artwork to determine the use of line to show movement. Create an artwork in the style of expressionism using various mediums. Complete an artwork and label for display.</p>
<p>Assessment</p>	<p>Teacher lead, class discussion about attributes in an Expressionist painting. Summative rubric for finished product.</p>
<p>Literacy Integration</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p>
<p>Health & Phys Ed Integration</p>	<p>2.1.2.e.1 identify basic social and emotional needs of all people.</p>
<p style="text-align: center;">Unit/Skill: Japan</p>	
<p>Days</p>	<p>5-6 class periods</p>
<p>NJCCC</p>	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p>NJCPI</p>	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures 1.3.2..D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods 1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p>
<p>Essential Questions</p>	<p>Why is it necessary to use artistic language when discussing art? How is everyday life impacted by art?</p>

<p>Skills The Student Will..</p>	<p>Be introduced to the Japanese culture and the geographical location through teacher lead activities (video, interactive websites, student sharing, and class discussion).</p> <p>Suggested Learning Activities: Teacher may use one or more of the following to further enrich the learning in this unit.</p> <p>Tea Cup Distinguish the different types of tea cups such as: footed, one handle or 2 handles. Create a functional piece of pottery, such as a tea cup.</p> <p>Sumi Brush Painting Label the style of brush painting referred to as Sumi. Apply knowledge of Sumi brush painting to a work of art such as: ones' name in Japanese characters or landscape.</p> <p>Fish prints Be exposed to the ancient style of art called Gyotaku. Create an artwork using the printmaking style, Gyotaku, such as: a kite, windsock or collage.</p>
<p>Assessment</p>	<p>Rubric designed for specific project and vocabulary. Japanese tea ceremony using finished functional tea cup for use in ceremony.</p>
<p>Literacy Integration</p>	<p>KL .K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Health & Phys. Ed Integration</p>	<p>2.5.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>
<p>Science Integration</p>	<p>5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.</p>
<p>Technology Integration</p>	<p>8.2.2.G.2 Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.</p>
<p>21st Century Life & Careers</p>	<p>9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.</p>

<p>Unit/Skill: Ancient Egypt</p>	
<p>Days</p>	<p>4-5 class periods</p>
<p>NJCCC</p>	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p>NJCPI</p>	<p>1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.2.A.1 Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2..D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation 1.3.2.D.3 explore basic verbal and visual art vocabulary to demonstrate knowledge of the material, tools and methodologies used to create and tell visual stories 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.2 Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning.</p>

Essential Questions	What can we learn from looking at the work of others? Why do people create art?
Skills The Student Will...	Be introduced to the culture and geographic location of Ancient Egypt through teacher lead activities (video, interactive websites, student sharing, and class discussion). Suggested lesson: teacher may use one or more of the following to further enrich the learning in this unit. Elements of an Egyptian costume Analyze the parts of a costume worn by a Pharaoh. Create parts of the costume using various materials. Name in Hieroglyphs Analyze the Hieroglyphic symbols. Create ones' name using Hieroglyphic symbols. Sarcophagus Interpret what a sarcophagus is and its, function and meaning. Create a miniature replica of a sarcophagus. Label completed artwork for display.
Assessment	Students will identify different parts of the costume through an Egyptian Costume Fashion Show. Venn Diagram (differences between our alphabet and Hieroglyphic symbols) Gallery walk and talk discussing vocabulary specific to project Check list applied by students and / teacher
Literacy Integration	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly. 2.1.2.E.1 Identify basic social and emotional needs of all people.
Health & Phys Ed Integration	
Unit/Skill: Elements of Design- Transitional Primary Level	
Days	Ongoing throughout each class and unit.
NJCCC	1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.
NJCPI	1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 1.3.2.D.1 Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture and space, as well as a variety of art mediums and application methods. 1.3.2.D.4 explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media. 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. 1.4.2.A.4 Distinguish patterns in nature found in works of visual art 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objects assessment of visual art.
Essential Questions	What is art? Do all the elements need to be preset for an artwork to be complete? How can the use of specific elements evoke a specific emotion?

Visual Arts Curriculum
Grade Transitional Primary

<p>Skills The Student Will...</p>	<p>At the Transitional Primary level, students will be introduced to six of the seven Elements of Design by doing the following:</p> <p>Line:</p> <ul style="list-style-type: none"> - categorize and create 5 types of line (thick, thin, curvy, zigzag, and straight). <p>Color:</p> <ul style="list-style-type: none"> -examine a 6 color "color wheel". -identify and name the 6 colors. -identify primary and secondary colors. -identify warm and cool colors. <p>Shape:</p> <ul style="list-style-type: none"> -generate and label basic shapes in a work or art. -create basic shapes out of various materials. <p>Form:</p> <ul style="list-style-type: none"> - revisit the idea that sculpture is 3-dimensional (Japanese or Ancient Egyptian artifacts). <p>Texture:</p> <ul style="list-style-type: none"> -categorize visual and tactile texture: rough, bumpy and smooth (Van Gogh, Japan: fish prints, Sumi brush painting and Tea Cup embellishment). <p>Space:</p> <ul style="list-style-type: none"> - revisit the terms up, down, inside, outside, top, and bottom (Japanese or Ancient Egyptian artifacts).
<p>Assessment</p>	<p>Applying check lists by student and teacher. Sort into categories i.e. lines and/or colors Find shapes in works of art, "I Spy" activity Apply knowledge to worksheet of color wheel, color matching and line design</p>
<p>Literacy Integration</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Health & Phys Ed Integration</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly. 2.1.2.E.1 Identify basic social and emotional needs of all people.</p>
<p>Unit/Skill: Sculpture/ Assemblage</p>	
<p>Days</p>	<p>4 class periods</p>
<p>NJCCC</p>	<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works in 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 visual art. 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply and understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater and visual art.</p>
<p>NJCPI</p>	<p>1.1.2.D.1 Identify the basic elements and principles of design in diverse types of artwork. 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture and space as well as a variety of art mediums and application methods. 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools and methodologies used to create and tell visual stories 1.3.2.A.1 Identify aesthetic qualities of exemplary works of visual art and identify characteristics of the artists who created them(e.g. gender, age, absence or presence of training, styles, etc.)</p>
<p>Essential Questions</p>	<p>What is art? Why is garbage considered "art" once it becomes an assemblage?</p>
<p>Skills The Student Will...</p>	<p>Differentiate between traditional and nontraditional; discarded objects and materials. Be introduced to works of art assembled from a single type of discarded, mass-produced objects by Willie Cole. Identify shape in sculpture. Identify form in sculpture.</p>

Visual Arts Curriculum
Grade Transitional Primary

	<p>Identify texture in sculpture. Identify that there are American artists. Understand three dimensional art: front, back, inside, outside, top, bottom and side. Complete an artwork by labeling it and titling it. Problem solve assemblage through creation of ones' own artwork. Manipulate diverse materials through the creation of their own artwork: found object art of a single type, such as bottle caps, water bottles, etc. apply the proper use of tools, which may include paint and glue.</p>
Assessment	<p>List ideas for art materials; Pair Share Rubric for specific project Find elements in a work of art using specific vocabulary: inside, outside, top, bottom, front, side, shapes, textures ("I Spy" activity).</p>
Literacy Integration	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.</p>
Health & Phys. Ed Integration	<p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p>

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length
SHAPE*	1. a two dimensional object having length and width 2. any <u>flat</u> area with inside and outside spaces defined by an edge (circle, square, etc.)
FORM*	A three dimensional object having length and width and depth
TEXTURE*	The way something feels by actual touch or by sight
VALUE	The lightness to darkness of a color
SPACE*	The area around, above, below (negative space) and within an object (positive space)
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it
	Primary red, blue yellow
	Secondary orange, green violet
	Intermediate or Tertiary red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint any color plus white
	Shade any color plus black
	Tone any color plus white and black
	Warm colors orange, red and yellow
	Cool colors green, violet and blue
	Intensity the brightness or dullness of a color
	Analogous colors next to each other on the color wheel
	Complementary colors opposite each other on the color wheel

PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <u>balance of harmony and contrast</u> (an equal weight distribution of similarities and differences of the elements within the artwork)