

Visual Arts

Curriculum Guide

Grades 3 - 5

Department of Equity, Curriculum and
Instruction

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Montclair Public Schools

Course Title: Visual Art Grades 3 - 5

Curriculum Area: Visual Art

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Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

The Montclair Public Schools believe in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The district boasts five elementary schools that all are committed to fostering a love of the arts in all its students. It is our belief that the arts have intrinsic value and make a unique contribution to culture, society, and lives of individuals. It creates cultures and builds civilizations, as well as provides personal fulfillment. Participation in the visual arts is a valuable part of life and should be cultivated. The visual arts allow for connections with all subject areas and provide students with the ability to reason, make decisions, and judgements. The arts bring joy and excitement to the learning process.

(Source: Deborah Comeau and Catherine Kondreck, Visual Arts 6-8 Curriculum, 2019)

2020 New Jersey Student Learning Standards for Visual Art Grades 3 - 5

Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues 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 develop creativity, critical thinking, and innovation skills is critical to the success of our students. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

2020 New Jersey Student Learning Standards for Visual and Performing Arts

Intent and Spirit

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theater, visual arts, and media arts) as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and

- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

(Source: <https://www.nj.gov/education/standards/vpa/Index.shtml>)

National Core Arts Standards Model Cornerstone Assessments 2021

About Model Cornerstone Assessments

MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

The following Model Cornerstone Assessments were created and piloted during the 2020-2021 school year, funded in part by a grant from the National Endowment for the Arts.

(Source: <https://www.nationalartsstandards.org/2021-mcas> & <https://www.nationalartsstandards.org/mca/visual-arts>)

Overview	Concepts/Theme	Knowledge	Standards	Art Related Skills
<p><u>Unit 1</u></p>	<ul style="list-style-type: none"> ● Line ● Shape 	<p>Dots that are connected or stretched create different kinds of lines. A shape is created by combining lines together. Shapes can be either geometric or organic. Lines and shape can be used in artwork as can be seen through the principles of design. Lines and shape can be used throughout various art mediums. Visual artwork from diverse cultures incorporate line and shape within them. Visual artwork has grown and expanded through the work of various artists and art movements in history. Art critique is essential to student growth in art understanding and art production. Visual artwork has evolved through the work of various artists and art movements in history. Organic and natural shapes are one and the same. Positive and negative space is affected by the use of shapes and line on the picture plane.</p> <p>VOCABULARY: Horizontal, vertical, diagonal, zig zag, spiral, wavy, straight, curvy, left/right, thick/thin, dotted, dashed, organic shapes, geometric shapes, symmetrical, asymmetrical, 2D (two dimensional), natural/geometric</p>	<p>2020 NJSLs – VPA Standards</p> <p>Creating: Anchor Standard #1. Anchor Standard #2. Anchor Standard #3.</p> <p>Producing: Anchor Standard #4. Anchor Standard #5. Anchor Standard #6.</p> <p>Responding: Anchor Standard #7. Anchor Standard #8. Anchor Standard #9.</p> <p>Connecting: Anchor Standard #10. Anchor Standard #11.</p>	<p>Identify and distinguish between different types of lines. Name the three different directions in which lines travel. Produce a work of art that successfully integrates one or more principles of design. Manipulate media to create desired lines and shapes within their artwork. Design an artwork incorporating a variety of lines and line directions. Recognize specific elements of specific movements of art. Compare and contrast a work of art focused on line and shape. Critique and assess the use of line and shape in their artwork. Distinguish and identify symmetrical and asymmetrical geometric shapes. Design an artwork utilizing a variety of organic and geometric shapes. Expand their use of more complex organic shapes within their artwork.</p>

		<p>pattern, portraiture, landscape, seascape, cityscape, printmaking, drawing, painting, pattern, balance, critical thinking, craftsmanship, overlapped, critique</p> <p>ELEMENTS/PRINCIPLES: Line, Shape, Pattern/Rhythm, Balance, Proportion/Scale</p>		
<p>Unit 2</p>	<ul style="list-style-type: none"> • Color • Value 	<p>Light has an effect on color. Value creates depth and emphasis in a composition.</p> <p>Color can create contrast, show emotions, and temperature. Mixing a primary color with a secondary color makes a tertiary color.</p> <p>Different colors and values can be used throughout various art mediums. Visual artwork from diverse cultures incorporate colors and value within the works of art.</p> <p>Visual artwork has evolved through the work of various artists and art movements in history. Art critique is essential to student growth in art understanding and art production.</p> <p>2D shapes can be made to look three-dimensional using value. The light source will dictate where the values exist.</p> <p>VOCABULARY: Color, primary, secondary, warm/cool colors, complementary colors, tertiary colors, color wheel, value, tone, tint,</p>	<p>2020 NJSLs – VPA Standards</p> <p>Creating: Anchor Standard #1. Anchor Standard #2. Anchor Standard #3.</p> <p>Producing: Anchor Standard #4. Anchor Standard #5. Anchor Standard #6.</p> <p>Responding: Anchor Standard #7. Anchor Standard #8. Anchor Standard #9.</p> <p>Connecting: Anchor Standard #10. Anchor Standard #11.</p>	<p>Create shades and tints of a color. Master color mixing properly. Create a composition that communicates feelings and demonstrates knowledge of cool and warm colors.</p> <p>Manipulate color using various techniques and methods in an artwork. Skillfully control the media to create the desired colors and values within their composition.</p> <p>Design a work of art using a variety of colors and values. Recognize specific elements of specific movements of art. Compare and contrast a work of art focused on the use of color and value. Critique and assess the use of color and value in their artwork. Use and create a value scale to produce a recognizable and believable three-dimensional object on a picture plane. Show mastery of art tools used to show color and value in their artwork. Show the light source in an artwork using value.</p>

		<p>shade, hatching, cross-hatching, stippling, hue, gradient, opaque, monochromatic, light source, direction, craftsmanship, critical thinking, critique, realism, abstract, transparent,</p> <p>ELEMENTS/PRINCIPLES: Color, Value, Emphasis, Harmony, Unity, Contrast, Pattern</p>		
<p><u>Unit 3</u></p>	<ul style="list-style-type: none"> ● Space ● Form 	<p>Space is the relationship of foreground, middle ground and background.</p> <p>Space consists of more than just 2D or 3D artwork.</p> <p>Space can be negative or positive and is used in various media such as sculpture, painting and drawing. A 3D form has height, width and depth.</p> <p>Geometric and organic forms can interact within a composition to create a balanced artwork.</p> <p>Form can be created using a variety of art making techniques, such as sculpture, ceramics and fiber arts.</p> <p>Visual artwork has evolved through the work of various artists and art movements in history.</p> <p>Visual artwork from diverse cultures incorporate space and form within the works of art.</p> <p>Art critique is essential to student growth in art understanding and art production.</p> <p>VOCABULARY: Background, middle ground, foreground, horizon line, pyramid, sphere, cylinder, cube, rectangular</p>	<p>2020 NJSLs – VPA Standards</p> <p>Creating: Anchor Standard #1. Anchor Standard #2. Anchor Standard #3.</p> <p>Producing: Anchor Standard #4. Anchor Standard #5. Anchor Standard #6.</p> <p>Responding: Anchor Standard #7. Anchor Standard #8. Anchor Standard #9.</p> <p>Connecting: Anchor Standard #10. Anchor Standard #11.</p>	<p>Represent volume on a flat surface using a variety of age appropriate art materials.</p> <p>Design and/or construct proportional forms for display them accurately in their space</p> <p>Contain and break the picture plane to create a more challenging and interesting image</p> <p>Use technical skills to create the desired space and/or form within their composition.</p> <p>Design a work of art utilizing space and form.</p> <p>Create an artwork that effectively demonstrates knowledge of positive and negative space in a composition.</p> <p>Recognize specific elements of art and principles of design in artworks across time periods.</p> <p>Compare and contrast the use of space and form in a work of art.</p> <p>Critique and assess their artwork related to their use of space and form.</p> <p>Understand the difference between an implied and actual form versus a shape.</p> <p>Use shading techniques to create an implied form on a 2D picture plane.</p>

		<p>prism, geometric, organic, symmetrical, asymmetrical, perspective, proportion, critical thinking, craftsmanship, still life, landscape, seascape, cityscape, sculpture, ceramics, fiber arts, two-dimensional, three-dimensional, portraiture, realism, abstract</p> <p>ELEMENTS/PRINCIPLES: Space, Form, Emphasis, Harmony, Unity, Pattern, Proportion/Scale, Movement/Direction</p>		<p>Show mastery in use of symmetrical, asymmetrical, organic, and geometric forms.</p> <p>Demonstrate use of additive and subtractive processes to create a form.</p>
Unit 4	<ul style="list-style-type: none"> Texture 	<p>Actual texture is felt using your sense of touch.</p> <p>Implied texture is seen using your sense of sight and is an imitation of actual texture.</p> <p>Texture can be created using a variety of 2D and 3D materials such as clay, textiles, pencils, paint, crayons, etc.</p> <p>VOCABULARY: Rough, smooth, hard, soft, implied texture, actual texture, overlapping, craftsmanship, critical thinking, perspective, proportion, critical thinking, craftsmanship, still life, landscape, seascape, cityscape, sculpture, ceramics, fiber arts, two-dimensional, three-dimensional, portraiture, realism, abstract</p> <p>ELEMENTS/PRINCIPLES: Space, Form, Emphasis, Harmony, Unity, Pattern, Proportion/Scale, Movement/Direction</p>	<p>2020 NJSLs – VPA Standards</p> <p>Creating: Anchor Standard #1. Anchor Standard #2. Anchor Standard #3.</p> <p>Producing: Anchor Standard #4. Anchor Standard #5. Anchor Standard #6.</p> <p>Responding: Anchor Standard #7. Anchor Standard #8. Anchor Standard #9.</p> <p>Connecting: Anchor Standard #10. Anchor Standard #11.</p>	<p>Identify different textures. Distinguish between textures and classify textures by their characteristics.</p> <p>Utilize different textures in their artwork.</p> <p>Create a variety of implied textures on a two-dimensional surface.</p> <p>Analyze an artwork for examples of implied texture in a 2D work of art.</p> <p>Use a variety of techniques to apply texture in their artwork.</p> <p>Describe and name different types of implied and actual textures.</p> <p>Create artwork using materials of various textures.</p> <p>Compare and contrast the differences between implied texture and actual texture.</p>
Suggested Open Educational Resources	<p>BOOKS:</p> <p>Clay Lab for Kids by Cassie Stephens</p>	<p>WEBSITES:</p>	<p>BLOGS/PODCASTS:</p> <p>Art Ed Guru</p>	<p>OTHER:</p> <p>Best YouTube Arts Channels</p>

	<p>Stitch and String Lab by Cassie Stephens</p> <p>Art Teacherin' 101 by Cassie Stephens</p> <p>What is Contemporary Art? A Guide for Kids by Jacky Klein</p> <p>Studio Thinking From the Start - The K – 8 Art Educator’s Handbook by Jillian Hogan, Lois Hetland and Diane B. Jaquith</p> <p>The Art Teacher’s Book of Lists, 2nd Ed. by Helen D. Hume</p> <p>Draw Paint Print Like the Great Artists by Marion Deuchars</p>	<p>Kennedy Center Digital Resources Library</p> <p>Google Arts & Culture</p> <p>The Art of Education</p> <p>Deep Space Sparkle</p> <p>Incredible Art Department</p> <p>Digital Drawing</p> <p>Art Games for Kids</p> <p>Comic Creator</p> <p>National Core Arts Standards</p> <p>NJ VPA Standards</p> <p>Visual Art Encyclopedia</p> <p>Making Rubrics</p> <p>The Art Story</p> <p>Doodles Academy</p>	<p>Art Bar Blog</p> <p>The Artful Parent</p> <p>Expressive Monkey</p> <p>Art Camp LA</p> <p>Americans for the Arts</p> <p>Art Class Curator</p> <p>The Arty Teacher</p> <p>Cassie Stephens</p>	<p>Pinterest Art Boards</p> <p>Edutopia</p> <p>NAEA</p> <p>AENJ</p> <p>Arts Ed NJ</p> <p>KOED Art School</p> <p>Podcasts:</p> <p>MindShift (NPR)</p> <p>KCRW’s Art Talk</p> <p>Art Ed Radio</p> <p>Everyday Art Room</p> <p>Art Class Curator</p> <p>K12 Art Chat</p> <p>Who ArtEd?</p> <p>NJ Department of Education Statutes The Amistad Commission’s Virtual Curriculum: http://www.njamistadcurriculum.net/</p> <p>NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust/</p> <p>Asian American Pacific Islander Education https://asianamericanedu.org/</p> <p>NJSLS Diversity, Equity and Inclusion Educational Resources https://www.nj.gov/education/standards/dei/samples/index.shtml</p>
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Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	3 - 5	
Marking Period	1	Unit Title:	Line and Shape	Pacing:	8 - 10 Weeks

Overview

Big Ideas:

- Lines create shapes, shapes create everything we see around us.
- Line and Shape are Elements of Art.
- Lines can travel through space in different ways and directions.
- Shapes are flat with length and width and can be either organic or geometric.
- Line and Shape have been used in Art around the world throughout time.

Essential Questions:

- How do artists grow and become accomplished in art making?
- How would an artist use a line to portray movement?
- How can lines create balance?
- How are shapes used seamlessly so they produce a balanced artwork?
- Why is the use of shape important for art creation and composition?
- What factors prevent or encourage people to take creative risks?
- Why is it important to identify how line and shape are used in multicultural art, history and art movements?

Enduring Understandings:

- The visual weight of line helps guide the creation and composition of an artwork.
- Lines can be used to portray movement.
- Art of the past and from around the world used both line and shape and inspires the art of today.
- The basic elements of art and principles of design guide art creation and composition.
- Line and shape are tools for exploring art and the process of art making.

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p style="text-align: center;">Creating</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p style="text-align: center;">Presenting</p> <p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p>	<p>Identify and distinguish between different types of lines.</p> <p>Name the three different directions in which lines travel.</p> <p>Produce a work of art that successfully integrates one or more principles of design.</p> <p>Manipulate media to create desired lines and shapes within their artwork.</p> <p>Design an artwork incorporating a variety of lines and line directions.</p> <p>Recognize specific elements of specific movements of art.</p> <p>Compare and contrast a work of art focused on line and shape.</p> <p>Critique and assess the use of line and shape in their artwork.</p> <p>Distinguish and identify symmetrical and asymmetrical geometric shapes.</p> <p>Design an artwork utilizing a variety of organic and geometric shapes.</p> <p>Expand their use of more complex organic shapes within their artwork.</p>	<p>Level One:</p> <ul style="list-style-type: none"> ● Define arts elements. ● Identify arts elements in examples. ● Identify purposes for creating arts, styles in the arts, or genre. ● Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> ● Select and describe arts elements in detail from a given example. ● Describe or explain how given artworks reflect society. ● Provide a basic interpretation of given arts examples. ● Explain the purpose of a given artwork. ● Classify artworks by genre, style, historical period. <p>Level Three:</p> <ul style="list-style-type: none"> ● Critique given artworks and justify interpretations or conclusions with evidence.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

- Explain the use of elements in artworks and support interpretations, citing evidence involving the artist's manipulation of elements, and how this contributes to the meaning and /or purpose of the artworks.
- Analyze the effect of society and historical style periods on the creation of arts or analyze the impact of arts on society, justifying conclusions with evidence.
- Analyze similarities and differences in artworks, support analysis with details (evidence) from the artworks or arts processes.
- Expressively create and/or perform artworks for an audience using provided procedures or directions.
- Plan new or revise various arts products.

Level Four:

- Compare multiple artworks by the same artist, artworks from similar time periods, compare two or more art forms from the same time period, investigate the impact of time, place, and personality on the arts if the investigation results in conclusions that are supported by evidence gathered from a variety of sources and/or contents over an extended time.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

- Choose or create expressive artworks to present to an audience after analysis, planning /designing, and selecting the appropriate media/tools/procedures to communicate a desired meaning.

Instructional Plan

Formative Assessment Plan

- exit tickets
- whiteboard/written quizzes
- do-nows
- verbal assessment
- individual/peer reviews

Summative Assessment Plan

- teacher-created unit rubric
- class critique
- written student reflections
- final project/portfolio

Texts

- Kid Artists: True Tales of Childhood from Creative Legends, by David Stabler and Doogie Horner
- Women in Art: 50 Fearless Creatives Who Inspired the World by Rachel Igotofsky
- Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought) by Kathleen Krull
- Murals: Walls that Sing by George Ancona
- Black Artists Shaping the World by Sharna Jackson
- You Call That Art?! by David Carter

Supplementary Resources

- [Robot Art School: Elements of Art Video – Line](#)
- [Robot Art School: Elements of Art Video - Shape](#)
- [Animated Elements of Art: Line](#)
- [Animated Elements of Art: Shape](#)

Instructional Best Practices and Exemplars

- Teach, Breathe, Learn by Meena Srinivasan
- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
- [36 Powerful Teaching Strategies to Level Up Learning in 2022](#) by Maria Kampen
- [Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning](#) by Jered Borup, Charles R. Graham, Cecil Short, and Joan Kang Shin
- [A Look at How Arts Teachers Can Promote a Sense of Community](#) by Peter Siegel
- [The Art of Teaching Art - How to Teach Art](#) by Mark Fussell

- [Mini Masterpieces: Exploring Art History with Hands-On Projects for Kids](#) by Laura Lohmann
- The Growth Mindset Coach, A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley
- Anchor Standard Expectations should be addressed throughout the course duration. Creating, Producing, Responding and Connecting should be a part of every project created in the K-5 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards.
- Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line, Shape and Color are the basis for most works of art created in the K-5 atmosphere.

DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations. *</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize flexible/cooperative grouping based on instructional goals
- Create lesson reminder sheets
- Prioritize and chunk lengthy assignments
- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	3 – 5	
Marking Period	2	Unit Title:	Color and Value	Pacing:	8 - 10 Weeks

Overview

Big Ideas:

- Color is everywhere.
- Color can determine the mood behind an artwork.
- The color wheel defines the relationships between colors.
- Color is how light looks when reflected off an object.
- Value is the lightness or darkness of a color or hue.

Essential Questions:

- Why is it important to identify how colors are used in multicultural art, history and art movements?

- How could an artist emphasize color to create an impactful artwork?
- How does light affect color to create the complementary and analogous families of colors?
- How could light affect value in a color or black and white artwork?
- What responsibilities come with the freedom to create?
- How do artists determine what resources are needed to investigate art?
- How does refining an artwork affect its meaning to the viewer?

Enduring Understandings:

- Art of the past and from around the world used both color and value and inspires the art of today.
- Color can enhance a visual reaction to a piece of art.
- Color is the reflection of light and colors affect each other in specific ways.
- The light source directly determines the value in an artwork.

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p style="text-align: center;">Creating</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p>	<p>Create shades and tints of a color.</p> <p>Master color mixing properly.</p> <p>Create a composition that communicates feelings and demonstrates knowledge of cool and warm colors.</p> <p>Manipulate color using various techniques and methods in an artwork.</p> <p>Skillfully control the media to create the desired colors and values within their composition.</p> <p>Design a work of art using a variety of colors and values.</p>	<p>Level One:</p> <ul style="list-style-type: none"> ● Define arts elements. ● Identify arts elements in examples. ● Identify purposes for creating arts, styles in the arts, or genre. ● Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> ● Select and describe arts elements in detail from a given example.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Anchor Standard 3: Refining and completing products.

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

Recognize specific elements of specific movements of art.

Compare and contrast a work of art focused on the use of color and value.

Critique and assess the use of color and value in their artwork.

Use and create a value scale to produce a recognizable and believable three- dimensional object on a picture plane.

Show mastery of art tools used to show color and value in their artwork.

Show the light source in an artwork using value.

- Describe or explain how given artworks reflect society.
- Provide a basic interpretation of given arts examples.
- Explain the purpose of a given artwork.
- Classify artworks by genre, style, historical period.

Level Three:

- Critique given artworks and justify interpretations or conclusions with evidence.
- Explain the use of elements in artworks and support interpretations, citing evidence involving the artist's manipulation of elements, and how this contributes to the meaning and /or purpose of the artworks.
- Analyze the effect of society and historical style periods on the creation of arts or analyze the impact of arts on society, justifying conclusions with evidence.
- Analyze similarities and differences in artworks, support analysis with details (evidence) from the artworks or arts processes.
- Expressively create and/or perform artworks for an audience using provided procedures or directions.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

- Plan new or revise various arts products.

Level Four:

- Compare multiple artworks by the same artist, artworks from similar time periods, compare two or more art forms from the same time period, investigate the impact of time, place, and personality on the arts if the investigation results in conclusions that are supported by evidence gathered from a variety of sources and/or contents over an extended time.
- Choose or create expressive artworks to present to an audience after analysis, planning /designing, and selecting the appropriate media/tools/procedures to communicate a desired meaning.

Instructional Plan

Formative Assessment Plan

- exit tickets
- whiteboard/written quizzes
- do-nows
- verbal assessment
- individual/peer reviews

Summative Assessment Plan

- teacher-created unit rubric
- class critique
- written student reflections
- final project/portfolio

Texts

Supplementary Resources

- Kid Artists: True Tales of Childhood from Creative Legends, by David Stabler and Doogie Horner
- Women in Art: 50 Fearless Creatives Who Inspired the World by Rachel Ignotofsky
- Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought) by Kathleen Krull
- Murals: Walls that Sing by George Ancona
- Black Artists Shaping the World by Sharna Jackson
- You Call That Art?! by David Carter

- [All About Value](#)
- [All About Color](#)
- [Animated Elements of Art: Value](#)
- [Animated Elements of Art: Color](#)

Instructional Best Practices and Exemplars

- Teach, Breathe, Learn by Meena Srinivasan
- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
- [36 Powerful Teaching Strategies to Level Up Learning in 2022](#) by Maria Kampen
- [Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning](#) by Jered Borup, Charles R. Graham, Cecil Short, and Joan Kang Shin
- [A Look at How Arts Teachers Can Promote a Sense of Community](#) by Peter Siegel
- [The Art of Teaching Art - How to Teach Art](#) by Mark Fussell
- [Mini Masterpieces: Exploring Art History with Hands-On Projects for Kids](#) by Laura Lohmann
- The Growth Mindset Coach, A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley
- Anchor Standard Expectations should be addressed throughout the course duration. Creating, Producing, Responding and Connecting should be a part of every project created in the K-5 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards.
- Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line, Shape and Color are the basis for most works of art created in the K-5 atmosphere.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations. *</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	3 - 5	
Marking Period	2	Unit Title:	Space and Form	Pacing:	8 - 10 Weeks

Overview

Big Ideas:

- Space is the area around and between objects in a two- or three-dimensional work of art.
- Space can be positive or negative.
- Space and Form are elements of art.
- Space can be used in two- and three-dimensional artwork.
- Space and Form have been used in art around the world throughout time.
- Forms are three-dimensional with height, depth and width.

Essential Questions:

- Why is it important to identify how forms are used in multicultural art, history and art movements?
- How are the characteristics associated with a realist form different from an abstract form?
- How can a form be functional or non- functional?
- How would an artist create a 3D form on a 2D surface?
- How would an artist use space for a particular purpose?
- Why is the use of space important for art creation and composition?
- Why would an artist use form and space when planning and creating their art?
- How can an artist use form and space to express their emotions?
- How would an artist use form and space for a specific purpose?
- How would an artist use form and space to take up space on a 3-D surface?
- How has the art of yesterday influenced the art of today?

Enduring Understandings:

- Art throughout the ages and from around the world utilize space and form, which influences the art of today.
- Space is a major compositional element.
- Space is depicted through the use of color and shape in both 2D and 3D artwork.
- Art throughout the ages and from around the world utilize and influence the art of today.
- A form can be abstract or realistic and functional versus non-functional.
- A form can be implied on a 2D surface or it can be created as a 3D object.
- Space can exist in the following ways: 2D space, presentation space and 3D space.
- The Elements of Art and Principles of Design guide art creation and composition.
- Space is the use of the area around, between and within objects.
- Forms take up space differently depending on their size and structure.
- Art of the past and from around the world used both line and shape and inspires the art of today.

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p style="text-align: center;">Creating</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p style="text-align: center;">Presenting</p> <p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>	<p>Represent volume on a flat surface using a variety of age appropriate art materials.</p> <p>Design and/or construct proportional forms for display them accurately in their space.</p> <p>Contain and break the picture plane to create a more challenging and interesting image.</p> <p>Use technical skills to create the desired space and/or form within their composition.</p> <p>Design a work of art utilizing space and form.</p> <p>Create an artwork that effectively demonstrates knowledge of positive and negative space in a composition.</p> <p>Recognize specific elements of art and principles of design in artworks across time periods.</p> <p>Compare and contrast the use of space and form in a work of art.</p> <p>Critique and assess their artwork related to their use of space and form.</p> <p>Understand the difference between an implied and actual form versus a shape.</p> <p>Use shading techniques to create an implied form on a 2D picture plane. Show mastery in use of symmetrical, asymmetrical, organic, and geometric forms.</p> <p>Demonstrate use of additive and subtractive processes to create a form.</p>	<p>Level One:</p> <ul style="list-style-type: none"> ● Define arts elements. ● Identify arts elements in examples. ● Identify purposes for creating arts, styles in the arts, or genre. ● Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> ● Select and describe arts elements in detail from a given example. ● Describe or explain how given artworks reflect society. ● Provide a basic interpretation of given arts examples. ● Explain the purpose of a given artwork. ● Classify artworks by genre, style, historical period. <p>Level Three:</p> <ul style="list-style-type: none"> ● Critique given artworks and justify interpretations or conclusions with evidence. ● Explain the use of elements in artworks and support interpretations, citing evidence

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

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1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

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1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

involving the artist's manipulation of elements, and how this contributes to the meaning and /or purpose of the artworks.

- Analyze the effect of society and historical style periods on the creation of arts or analyze the impact of arts on society, justifying conclusions with evidence.
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1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

planning /designing, and selecting the appropriate media/tools/procedures to communicate a desired meaning.

Instructional Plan

Formative Assessment Plan

- exit tickets
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Texts

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- Black Artists Shaping the World by Sharna Jackson
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Supplementary Resources

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- [Animated Elements of Art: Form](#)
- [KQED Elements of Art: Space](#)
- [KQED Elements of Art: Form](#)

Instructional Best Practices and Exemplars

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- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
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DIFFERENTIATION			
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- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

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NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Visual Art		Grade:	3 - 5	
Marking Period	1, 2, 3	Unit Title:	Texture	Pacing:	Throughout the year

Overview

Big Ideas:

- Texture is the way something two- or three-dimensional feels or looks like it feels.
- There are two kinds of texture – actual and implied.
- Texture can be felt using our sense of touch or seen using our sense of sight.

Essential Questions:

- Why would an artist use texture when planning and creating their art?
- How can an artist use texture to enhance their art?
- How would an artist use texture for a specific purpose?

- How does knowing the context, history and tradition of art forms help us to create works of art and design?
- How can the viewer “read” a work of art?

Enduring Understandings:

- The Elements of Art and Principles of Design guide art creation and composition.
- Texture can be translated through the actual or implied tactile quality of a surface in an artwork.
- Art of the past and from around the world used textures and inspires the art of today.

NJSLS

Standards	Critical Knowledge and Skills	Depth of Knowledge
<p style="text-align: center;">Creating</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.</p> <p>Anchor Standard 3: Refining and completing products.</p>	<p>Identify different textures.</p> <p>Distinguish between textures and classify textures by their characteristics.</p> <p>Utilize different textures in their artwork.</p> <p>Create a variety of implied textures on a two-dimensional surface.</p> <p>Analyze an artwork for examples of implied texture in a 2D work of art.</p> <p>Use a variety of techniques to apply texture in their artwork.</p> <p>Describe and name different types of implied and actual textures.</p> <p>Create artwork using materials of various textures.</p> <p>Compare and contrast the differences between implied texture and actual texture.</p>	<p>Level One:</p> <ul style="list-style-type: none"> ● Define arts elements. ● Identify arts elements in examples. ● Identify purposes for creating arts, styles in the arts, or genre. ● Identify artworks from specified cultures or historical periods. <p>Level Two:</p> <ul style="list-style-type: none"> ● Select and describe arts elements in detail from a given example. ● Describe or explain how given artworks reflect society. ● Provide a basic interpretation of given arts examples. ● Explain the purpose of a given artwork.

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Presenting

Anchor Standard 4: Selecting, analyzing and interpreting work.

1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.5.5.Pr5a: Prepare and present artwork safely and effectively.

Anchor Standard 6: Conveying meaning through art.

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

Responding

Anchor Standard 7: Perceiving and analyzing products.

1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Re7b: Analyze visual arts including cultural associations.

Anchor Standard 8: Interpreting intent and meaning.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Anchor Standard 9: Applying criteria to evaluate products.

1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Connecting

- Classify artworks by genre, style, historical period.

Level Three:

- Critique given artworks and justify interpretations or conclusions with evidence.
- Explain the use of elements in artworks and support interpretations, citing evidence involving the artist's manipulation of elements, and how this contributes to the meaning and /or purpose of the artworks.
- Analyze the effect of society and historical style periods on the creation of arts or analyze the impact of arts on society, justifying conclusions with evidence.
- Analyze similarities and differences in artworks, support analysis with details (evidence) from the artworks or arts processes.
- Expressively create and/or perform artworks for an audience using provided procedures or directions.
- Plan new or revise various arts products.

Level Four:

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

- Compare multiple artworks by the same artist, artworks from similar time periods, compare two or more art forms from the same time period, investigate the impact of time, place, and personality on the arts if the investigation results in conclusions that are supported by evidence gathered from a variety of sources and/or contents over an extended time.
- Choose or create expressive artworks to present to an audience after analysis, planning /designing, and selecting the appropriate media/tools/procedures to communicate a desired meaning.

Instructional Plan

Formative Assessment Plan

- exit tickets
- whiteboard/written quizzes
- do-nows
- verbal assessment
- individual/peer reviews

Summative Assessment Plan

- teacher-created unit rubric
- class critique
- written student reflections
- final project/portfolio

Texts

- Kid Artists: True Tales of Childhood from Creative Legends, by David Stabler and Doogie Horner
- Women in Art: 50 Fearless Creatives Who Inspired the World by Rachel Ignotofsky
- Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought) by Kathleen Krull

Supplementary Resources

- [Animated Elements of Art: Texture](#)
- [All About Texture](#)
- [KQED Elements of Art: Texture](#)

- Murals: Walls that Sing by George Ancona
- Black Artists Shaping the World by Sharna Jackson
- You Call That Art?! by David Carter

Instructional Best Practices and Exemplars

- Incredible Art Department – [Best Practices in Education](#)
- [Better Practices in Visual Arts Education](#) by Karen Lee Carroll, EdD. and James L. Tucker
- [Teach, Breathe, Learn](#) by Meena Srinivasan
- The Essential 55, An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child, by Ron Clark
- The Growth Mindset Coach, A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley
- Anchor Standard Expectations should be addressed throughout the course duration. Creating, Producing, Responding and Connecting should be a part of every project created in the K-5 Art class. Students should be taught how to look at visual arts as a whole discipline and can be taught to do so using these standards.
- Units should be scaffolded to best enhance student understanding and retention. We have structured this guide in such a way that each unit can be taught in the order presented or out of order, as long as it is understood that Line and Shape are the basis for most works of art created in the K-5 atmosphere.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations. *</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resource

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes:

Global Awareness
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills:

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WlJGA2gdtKQ8jwwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications

Evidence of Student Learning

- Common benchmark
- Observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests
- Quizzes