

Parsippany-Troy Hills School District

KART00, 1ART00, 2ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

A Course Outline for Art Education

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STATEMENT OF PURPOSE

The goal of the elementary Art program in the Parsippany-Troy Hills Public Schools is to provide all students with sequential Art instruction that emphasizes the study of the structure and meaning of art works and the skills for both practicing art and making informed judgments about it. There is no textbook for this program. The learning outcomes of each unit are cumulative, repeating and building in complexity as the student progresses K-5. The concepts and skills learned in the kindergarten through fifth grade Art curriculum have been outlined and sequenced according to the levels of complexity appropriate for students at each grade level. Students will understand the art historical and social contexts associated with the skills in the production of art. The students will be familiar with the disciplines of Art criticism, art history, philosophy of Art and studio production. The proficiencies listed at each grade level are objectives indicating that the concept is formally introduced. The Art curriculum promotes the use of a variety of evaluative procedures. Emphasis is placed on the development of art critiquing skills and self-assessment techniques

This course of study has been revised to reflect the integration of the New Jersey Core Curriculum Content Standards (NJCCCS) for Visual and Performing Arts, and the New Jersey Core Curriculum Content Standards for Technology (see Appendices). In addition, workplace readiness skills and interdisciplinary skills are integrated across the curriculum.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

OVERVIEW

The goal of the Art program in the Parsippany-Troy Hills Public Schools is to provide students with sequential instruction that emphasizes the study of the structure and meaning of art works, and the skills for both practicing art and making informed judgments about it. The outcomes of the program involve the learner in several components:

Aesthetic

- applying skills, concepts and principles in the making of art
- learning to see in the manner of the artist
- discussing the nature, value and role of art

Multicultural

- understanding and appreciating similarities, differences and aesthetic contributions of all peoples to society

Historical

- studying the content and context of art works

Critical

- learning to make informed judgments about art

The outcomes that reflect these components are cumulative, repeating and building in complexity as the student progresses. Every student has a right to an education that develops visual perception, aesthetic inquiry, problem solving skills, appreciation of our aesthetic heritage and the understanding of relationships between bodies of knowledge. It is our purpose to communicate to the student the significance of the visual arts as a most important form of communication.

GENERAL GOALS

All students will:

1. understand the principles of drawing using the elements of art and principles of design.
2. understand the principles of two-dimensional design using the elements of art and principles of design.
3. understand the principles of three-dimensional design using the elements of art and principles of design.
4. based on these studies, develop skills in the production of art projects utilizing a wide variety of media and techniques.
5. recognize ethnic diversity through the study of Art history and artifacts of diverse cultures.
6. understand that the complex history of a civilization is reflected in the visual and verbal expressions of selected time periods. Students will be introduced to aesthetic inquiry.
7. utilize specific artifacts or artists from diverse time periods and cultures to present and implement art projects.
8. integrate technology into the Art curriculum.
9. exhibit proficiency in the terminology and techniques related to areas of Art study.
10. develop skills in the safe use of art supplies and equipment.

UNIT 1 COLOR EXPLORATION

Goal: To explore color theory, color mixing, drawing and art history

UNIT 2 CULTURAL DESIGN

Goal: To explore graphic design as it relates to the art, the customs, the ideas and the skills of various world cultures

UNIT 3 PORTRAITS

Goal: The students will explore the process of drawing and create a portrait. The students will explore the use of portraits in ancient and modern civilization.

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GRADING PROCEDURES

Understands and Applies Concepts and Skills

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES

Course: **KART00, 1ART00, 2ART00, 3ART00, 4ART00, 5ART00**

Title: **ELEMENTARY SCHOOL ART K-5**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

I. COLOR EXPLORATION UNIT / K-5

1. become familiar with the color wheel.
2. identify primary, secondary and tertiary colors.
3. understand the process of color mixing.
4. explore light, shade, overlap, blending, value, scale.
5. become familiar with terminology: cool colors, warm colors, monochromatic, complimentary, analogous, color families, etc.
6. utilize technology to acquire information from museums and libraries.
7. compare, critique and assess his/her own work.
8. develop a regard for safety in the classroom.

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COURSE PROFICIENCIES (continued)

II. CULTURAL DESIGN UNIT / GRADES K-5

9. use the elements of art and the principles of design to develop a composition.
10. depict three-dimensional objects in space on a two-dimensional surface.
11. use line to create form.
12. create movement and direction using lines and shapes.
13. understand that line may be used to express feelings, create moods, show harmony, achieve repetition and show depth.
14. view drawing as it relates to ancient cultures and civilizations and art history.
15. experiment with various drawing media.
16. demonstrate skillful manipulation of tools with regard for safety in the classroom.
17. utilize technology to equal information from museums and libraries.

III. PORTRAIT UNIT / GRADES K-5

18. distinguish between a front-view, $\frac{3}{4}$ view, and profile view portrait.
19. identify the use portraits in history.
20. depict three-dimensional objects in space on a two-dimensional surface.
21. understand that line may be used to express feelings, create moods, show harmony, achieve repetition and show depth.
22. apply knowledge of historical, social, and cultural effect on portraiture.
23. experiment with various drawing media.
24. compare, critique and assess his/her work.
25. develop a regard for safety in the classroom.

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**KART00
ELEMENTARY SCHOOL ART
KINDERGARTEN**

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

I. COLOR EXPLORATION/UNIT I/KINDERGARTEN

Essential Question(s): Where do you find color in your life?

Enduring Understanding(s): Primary colors cannot be created. Primary colors are mixed to create secondary colors.

<i>COLOR EXPLORATION/UNIT I/KINDERGARTEN</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. identify primary and secondary colors.	1.1.2.D.1 1.3.2.D.1	<ul style="list-style-type: none"> ● use color paddles to mix primary colors into secondary colors. They will do the same with tempera paint. ● use color wheel for color identification. 	Teacher observation Class discussion	
2. demonstrate appropriate use of materials.	1.3.2.D.4 1.3.2.D.5	<ul style="list-style-type: none"> ● learn to press, pull and dot with a paint brush. 	Teacher observation	
3. understand and utilize new vocabulary.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.3 1.4.2.A.1 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> ● create a landscape. ● create a still life. 	Teacher observation Project rubric Oral/written self-assessment and critique	

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II. CULTURAL DESIGN/UNIT II/KINDERGARTEN

Essential Question(s): Where do you see design?

Enduring Understanding(s): Line, shape, pattern, and color are elements of design. Repetition of an element creates pattern.

<i>CULTURAL DESIGN/UNIT II/KINDERGARTEN</i>				
<i>CONTENT OUTLINE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
4. solve a design problem using the art elements of line, shape, pattern and color.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1 1.4.2.B.2	<ul style="list-style-type: none"> design and construct a palace. 	Teacher observation Oral/written self-assessment and critique	
5. understand and utilize new vocabulary.	1.1.2.D.1 1.2.2.A.1 1.3.2.D.3 1.4.2.A.1 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> describe or explain: palace, roof, doorframe, window frame, repeat pattern. 	Teacher observation Class discussion	
6. demonstrate proper use of materials.	1.3.2.D.4 1.3.2.D.5	<ul style="list-style-type: none"> create a palace using cut paper and markers. Roofs and doorways will be patterned with lines and shapes. 	Teacher observation Project rubric	

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III. PORTRAITS/UNIT III/KINDERGARTEN

Essential Question(s): What is a portrait?

Enduring Understanding(s): A portrait is a picture of a person or animal.

<i>PORTRAITS/UNIT III/KINDERGARTEN</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
7. recognize a front view portrait.	1.1.2.D.1 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> view self-image in mirror. 	Teacher observation	
8. create a front view self-portrait.	1.3.2.D.1 1.4.2.B.2	<ul style="list-style-type: none"> draw a self-portrait with step-by-step instruction and discussion of features. 	Teacher observation Project rubric Oral/written self-assessment and critique	
9. recall use of portraits in history.	1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> observe and discuss reproductions and photographs of portraits. 	Class Discussion	
10. understand and utilize new vocabulary.	1.1.2.D.1 1.3.2.D.3 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> explain and describe parts of the face. 	Teacher observation Class participation	

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**1ART00
ELEMENTARY SCHOOL ART
GRADE 1**

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I. COLOR EXPLORATION/UNIT I/GRADE 1

Essential Question(s): Where do you find color in your life?

Enduring Understanding(s): Primary colors cannot be created. Primary colors are mixed to create secondary colors.

<i>COLOR EXPLORATION/UNIT I/GRADE 1</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. mix colors to create new colors.	1.1.2.D.1 1.3.2.D.1	<ul style="list-style-type: none"> • mix primary color to create secondary color. 	Teacher observation	
2. use a primary and secondary color palette.	1.1.2.D.2 1.4.2.A.1 1.4.2.B.2	<ul style="list-style-type: none"> • create a still life. • create a landscape. 	Teacher observation Project rubric Oral/written self assessment and critique	
3. identify a still life and a landscape.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.3 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> • view examples of still life and discuss. • view examples of still life and discuss. 	Teacher Observation Classroom discussion	

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II. CULTURAL DESIGN/UNIT II/GRADE 1

Essential Question(s): Where do you see design?

Enduring Understanding(s): Line, shape, pattern, color and texture are elements of design. Repetition of an element creates pattern.

CULTURAL DESIGN/UNIT II/GRADE 1				
<i>PROFICIENCY/ OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
4. solve a design problem using the elements of varied cultures/ civilizations and the art elements of color, line, shapes, patterns and texture.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1 1.4.2.B.2	<ul style="list-style-type: none"> • create a Kachina mask . • create an animal skin. 	Teacher observation Project rubric Oral/written self assessment and critique	
5. understand and utilize new vocabulary.	1.1.2.D.1 1.2.2.A.1 1.2.2.A.2 1.3.2.D.3 1.4.2.A.1 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> • describe and explain: Native American, Kachina printmaking, Brayer, Symbols, and Pictographs. 	Teacher observation Class discussion	
6. demonstrate proper use of materials.	1.3.2.D.4 1.3.2.D.5	<ul style="list-style-type: none"> • create a printing plate • roll prayers • print with ink 	Teacher observation	

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III. PORTRAITS/UNIT III/GRADE 1

Essential Question(s): What is a portrait?

Enduring Understanding(s): A portrait is a picture of a person or animal. There is a difference between a formal and an informal portrait.

PORTRAITS/UNIT III/GRADE 1				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
7. recognize a front view portrait.	1.1.2.D.1 1.2.2.A.2 8.1.2.A.5	<ul style="list-style-type: none"> view and discuss reproductions and photographs of portraits. 	Teacher observation Student/class participation	
8. recognize portraits by famous artists.	1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> view and discuss portraits by famous artists. 	Class discussion	
9. create a front view portrait.	1.3.2.D.1 1.3.2.D.5	<ul style="list-style-type: none"> draw a front view self portrait with step-by-step instructions. discussion of differences in features. 	Teacher observation Project rubric	
10. understand and utilize expanded portrait vocabulary.	1.1.2.D.1 1.3.2.D.3 1.4.2.A.1 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> identify parts of the face. 	Teacher observation Class participation Oral/written self assessment and critique	

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

**2ART00
ELEMENTARY SCHOOL ART
GRADE 2**

I. COLOR EXPLORATION/UNIT 1/GRADE 2

Essential Question(s): Where do you find color in your life?

Enduring Understanding(s): Primary colors cannot be created. Primary colors are mixed to create secondary colors. White must be added to create a lighter color.

<i>COLOR EXPLORATION/UNIT 1/GRADE 2</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. demonstrate knowledge of primary, secondary, and tinted colors.	1.1.2.D.1 1.3.2.D.1	<ul style="list-style-type: none"> • mix primary color to create secondary color. 	Teacher observation	
2. understand the process of creating tints.	1.3.2.D.1	<ul style="list-style-type: none"> • add white to colors to create tints. 	Teacher observation	
3. demonstrate knowledge regarding the design of a painting.	1.1.2.D.1 1.2.2.A.2 1.3.2.D.3 1.4.2.A.1 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> • discuss what is the focal point of the painting; foreground, middle, background, line of horizon. 	Teacher observation Class discussion	
4. identify a landscape .	1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.3 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> • view and discuss samples. • create a landscape or a seascape. 	Class discussion Project rubric Oral/written self-assessment and critique	

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

II. **CULTURAL DESIGN/UNIT II/GRADE 2**

Essential Question(s): Where do you see design?

Enduring Understanding(s): Line, shape, pattern, color and texture are elements of design. Symmetry means balance.

CULTURAL DESIGN/UNIT II/GRADE 2				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
5. solve a design problem using the symbolic elements of varied cultures and the art elements of line, color, pattern, shape and balance.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1	<ul style="list-style-type: none"> create a Greek vase or Ionic column using oaktag, paper and markers. 	Teacher observation Project rubric	
6. understand and utilize new vocabulary words.	1.1.2.D.1 1.2.2.A.2 1.3.2.D.3 1.4.2.A.1 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> describe or explain: symmetrical, geometric, column, and pedestal. 	Teacher observation Oral/written self-assessment and critique	
7. demonstrate proper use of materials.	1.3.2.D.4 1.3.2.D.5	<ul style="list-style-type: none"> create a Greek vase or Ionic column using oaktag, paper and markers 	Teacher observation Class participation	
6. solve a design problem using the symbolic elements of varied cultures and the art elements of line, color, pattern, shape and balance.	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.3.2.D.1	<ul style="list-style-type: none"> create a Greek vase or Ionic column using oaktag, paper and markers. 	Teacher observation Project rubric	

III. PORTRAITS/UNIT III/GRADE 2**Essential Question(s):** What is a portrait?**Enduring Understanding(s):** A portrait is a picture of a person or animal. There is a difference between a formal and an informal portrait.

PORTRAITS/UNIT III/GRADE 2				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
8. distinguish between front view and $\frac{3}{4}$ view face.	1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> observe and discuss differences in portraits. 	Teacher observation Class discussion	
9. use guidelines proficiently.	1.1.2.D.1 1.3.2.D.1	<ul style="list-style-type: none"> place facial features on a drawing. draw a $\frac{3}{4}$ view portrait. 	Teacher observation Project rubric	
10. understand and utilize portrait vocabulary.	1.1.2.D.1 1.3.2.D.3 1.4.2.A.1 1.4.2.B.2 8.1.2.A.5 8.1.2.E.1	<ul style="list-style-type: none"> identify parts of the face. draw $\frac{3}{4}$ view features on practice paper. 	Oral/written self -assessment and critique	

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**3ART00
ELEMENTARY SCHOOL ART
GRADE 3**

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

I. COLOR EXPLORATION/UNIT 1/GRADE 3

Essential Question(s): What kinds of color do you find in your life?

Enduring Understanding(s): Primary colors are mixed to create secondary colors. Tertiary colors can be used to show variation of the same color. White must be added to a color to create a tint. Black must be added to a color to create a shade.

COLOR EXPLORATION/UNIT 1/GRADE 3				
PROFICIENCY / OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
1. demonstrate knowledge of color mixing: primary, secondary, tertiary.	1.1.5.D.1 1.3.2.D.1 1.3.5.D.1	<ul style="list-style-type: none"> draw and paint a still life. draw and paint a landscape. 	Teacher observation Project rubric	
2. distinguish between tint and shade.	1.1.5.D.1 1.3.2.D.1	<ul style="list-style-type: none"> use white to create tints. use black to create shades. 	Teacher observation Class participation	
3. demonstrate clear knowledge of foreground, middle ground and background.	1.1.5.D.2 1.4.5.A.2 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> identify foreground. identify middle ground. identify background. 	Teacher observation	
4. distinguish between a landscape and a still life.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.4.5.A.2 1.4.5.B.3 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> identify a landscape and describe its characteristics. identify a still life and describe its characteristics. 	Oral/written self-assessment and critique	

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II. CULTURAL DESIGN/UNIT II/GRADE 3

Essential Question(s): Where do you see design in the world?

Enduring Understanding(s): Symmetry means balance. Symbols are universal.

CULTURAL DESIGN/UNIT II/GRADE 3				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
5. solve a design problem using the symbolic elements of varied cultures and the art elements of line, color, pattern, shape and balance.	1.1.5.D.1 1.3.2.D.1 1.2.5.A.1 1.3.5.D.1 1.4.5.B.3	<ul style="list-style-type: none"> create a medieval castle with towers, walls, drawbridges, stained glass windows, stone, ramparts, and scalloped roofs. 	Teacher observation Project rubric Oral/written self-assessment and critique	
6. understand new vocabulary.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.3.5.D.2 1.4.5.A.2 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> describe or explain: medieval, drawbridge, rose window, rampart, towers, and stained glass window. 	Teacher observation Class discussion	
7. demonstrate proper use of materials.	1.3.5.D.4 1.3.5.D.5	<ul style="list-style-type: none"> draw design using rulers, patterns and stencils; trace and cut rooftop, window, and drawbridge patterns; design and glue. 	Teacher observation	

III. PORTRAITS/UNIT III/GRADE 3**Essential Question(s):** What is a portrait?**Enduring Understanding(s):** There is a difference between a formal and an informal portrait. Hair and clothing can determine portraits in history.

PORTRAITS/UNIT III/GRADE 3				
PROFICIENCY / OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
8. recognize “profile” view portrait.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> observe and discuss profile portraits. 	Teacher observation Class discussion	
9. draw a profile view.	1.1.5.D.1 1.3.5.D.1	<ul style="list-style-type: none"> draw a profile view showing one eye, one ear, one nostril, two one-half lips, clothing, hairstyles. 	Teacher observation Project rubric	
10. understand and utilize new vocabulary.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.4.5.B.3 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> explain and describe facial features: profile, nostril, iris, pupil, and eyelid. 	Class participation Oral/written self assessment and critique	
11. critique his/her own work by discussing other portraits and profile views.	1.1.5.D.2 1.3.5.D.2 1.4.5.A.2 1.4.5.B.3	<ul style="list-style-type: none"> compare and discuss accuracy of student work. 	Class discussion Written self evaluation	

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**4ART00
ELEMENTARY SCHOOL ART
GRADE 4**

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

I. COLOR EXPLORATION/UNIT I/GRADE 4

Essential Question(s): What kinds of color do you find in your life?

Enduring Understanding(s): Tertiary colors can be used to show variation of the same color. Tints and shades can be used to create dimension.

<i>COLOR EXPLORATION/UNIT I/GRADE 4</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. understand how to use tint and shade to create dimension.	1.1.5.D.1 1.3.5.D.1	<ul style="list-style-type: none"> create a still life using tint and shade. create a landscape using tint and shade. 	Teacher observation Project rubric	
2. draw on previous knowledge and combine design skills to create a work of art.	1.3.5.D.4 1.3.5.D.5	<ul style="list-style-type: none"> overlap objects, show texture with brush strokes, show shadow and light. 	Teacher observation Project rubric	
3. distinguish between a landscape and a still life.	1.1.5.D.1 1.1.5.D.2 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> identify a landscape and describe its characteristics identify a still life and describe its characteristics. 	Class participation	
4. discuss the elements of a still life and recognize those painted by famous artists.	1.1.5.D.2 1.2.5.A.1 1.4.5.A.2 1.4.5.B.3 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> view visual displays provided by teacher, consisting of books, reproductions, Internet sites, and videos by artists such as Van Gogh, Matisse, Cezanne, Picasso, etc. 	Oral/written self-assessment and critique	

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II. CULTURAL DESIGN/UNIT II/GRADE 4

Essential Question(s): Where do you see design?

Enduring Understanding(s): Lines, shapes, and colors create symmetry. Symbols are universal

CULTURAL DESIGN/UNIT II/GRADE 4				
<i>PROFICIENCY/ OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
5. solve a design problem using the traditional elements of varied cultures and the art elements of line, shape, pattern, texture, space, color and balance.	1.1.5.D.1 1.1.3.5.D. 1.2.5.A.1	<ul style="list-style-type: none"> create an African mask. 	Teacher observation Project rubric	
6. understand and utilize new vocabulary words.	1.1.5.D.1 1.1.5.D.2 1.3.5.D.2 1.4.5.B.3 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> describe or explain Adire and Kenti tribes: Headdress, decorative collar, and scarification. 	Class discussion Oral/written self assessment and critique	
7. demonstrate proper use of materials.	1.3.5.D.4 1.3.5.D.5	<ul style="list-style-type: none"> design symmetrical Africa mask. use colored pencils, beads, raffia. 	Teacher observation Project rubric	

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III. **PORTRAITS/UNIT III/GRADE 4**

Essential Question(s): What is a portrait?

Enduring Understanding(s): Hair and clothing can determine portraits in history. Portraits can have front view, $\frac{3}{4}$ view, and profile view.

PORTRAITS/UNIT III/GRADE 4				
<i>PROFICIENCY/ OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
8. recognize and identify the front, $\frac{3}{4}$, and profile view portrait.	1.1.5.D.1 1.1.5.D.2	<ul style="list-style-type: none"> discuss variations in facial features. 	Teacher observation	
9. draw a face in any view based on previous learning.	1.1.5.D.1 1.3.5.D.1	<ul style="list-style-type: none"> draw guidelines and portrait in selected view. 	Teacher observation Project rubric	
10. understand and utilize new vocabulary.	1.1.5.D.1 1.1.5.D.2 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> explain and describe facial features: profile, nostril, iris, pupil, and eyelid. 	Class discussion Oral/written self assessment and critique	
11. critique his/her own work while looking at classmates' and famous artists' work.	1.1.5.D.2 1.2.5.A.1 1.4.5.A.2 1.4.5.B.3 8.1.4.A.5 8.1.4.E.2	<ul style="list-style-type: none"> observe and discuss various views of famous artists' work. 	Oral/written self-assessment and critique	

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**5ART00
ELEMENTARY SCHOOL ART
GRADE 5**

KART00, 1ART00, 2 ART00, 3ART00, 4ART00, 5ART00 ELEMENTARY SCHOOL ART K-5

I. COLOR EXPLORATION/UNIT 1/GRADE 5

Essential Question(s): What kinds of color do you find in your life?

Enduring Understanding(s): Tertiary colors can be used to show variation of the same color. Tints and shades can be used to create dimension.

<i>COLOR EXPLORATION/UNIT 1/GRADE 5</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. understand and apply color theory.	1.1.5.D.1 1.3.5.D.5	<ul style="list-style-type: none"> • mix and utilize secondary and tertiary colors. • mix and utilize tints and shades. 	Teacher observation Class participation	
2. utilize basic design skills and apply them to a work of art.	1.1.5.D.1 1.3.5.D.1 1.4.5.A.2	<ul style="list-style-type: none"> • show shading, light and dimension. • create colors. • mimic texture. • distinguish foreground, middleground, and background. 	Teacher observation Project rubric	
3. recognize and design a still life or a landscape.	1.1.5.D.2 1.3.5.D.2 1.4.5.A.2 1.4.5.B.3	<ul style="list-style-type: none"> • design a still life using various media: craypas, paint, pencils, and pastel. 	Teacher observation Project rubric Oral/written self-assessment and critique	

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II. CULTURAL DESIGN/UNIT II/GRADE 5

Essential Question(s): Where do you see design?

Enduring Understanding(s): Lines, shapes, and colors create symmetry. Symbols are universal

CULTURAL DESIGN/UNIT II/GRADE 5				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
4. solve a design problem using the symbolic elements of varied cultures and the art elements of line, shape, pattern, texture, space and color.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.3.5.D.1 1.3.5.D.2	<ul style="list-style-type: none"> create a Medieval banner. design and emboss and Old English letter with motifs on metal foil. 	Teacher observation Project rubric	
5. understand and utilize new vocabulary.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.3 1.3.5.D.2 1.4.5.B.3 8.1.8.A.5 8.1.8.E.1	<ul style="list-style-type: none"> describe and explain: coat of arms, illuminated letters, Medieval, and motif. 	Class discussion Oral/written self-assessment and critique	
6. demonstrate proper use of materials.	1.3.5.D.4 1.3.5.D.5	<ul style="list-style-type: none"> plan design with paper, pencil, and ruler. use stylus on foil. 	Teacher observation	

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III. PORTRAITS/UNIT III/GRADE 5

Essential Question(s): What is a portrait?

Enduring Understanding(s): Hair and clothing can determine portraits in history. Portraits can front view, $\frac{3}{4}$ view, and profile view.

PORTRAITS/UNIT III/GRADE 5				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
7. recognize and identify the front, $\frac{3}{4}$, and profile view portrait.	1.1.5.D.1	<ul style="list-style-type: none"> discuss variations in facial features. 	Teacher observation	
8. create a portrait based on a specific style.	1.1.5.D.2 1.2.5.A.1 1.3.5.D.1 1.3.5.D.2 1.4.5.B.3 8.1.8.A.5 8.1.8.E.1	<ul style="list-style-type: none"> draw a portrait of person in history such as a president or world leader from American, Greek/Roman, Renaissance, etc. work the style of a selected artist. 	Project research Project rubric Oral/written self-assessment and critique	
9. understand and utilize new vocabulary.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 8.1.8.A.5 8.1.8.E.1	<ul style="list-style-type: none"> explain and describe facial features specific to a selected artist. 	Class discussion	
10. apply knowledge of historical, social, and cultural effect on portraiture.	1.1.5.D.1 1.1.5.D.2 1.2.5.A.3 1.3.5.D.2 1.4.5.A.2 8.1.8.A.5 8.1.8.E.1	<ul style="list-style-type: none"> view and discuss portraits in history. 	Class discussion	

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Museum of Modern Art

The Metropolitan Museum of Art

Edward Lear, Artist: 410 works of art shown

Includes art trivia and news, an overview of careers in art, and lesson ideas. Also

Accepts student art submissions.

APPENDIX A AUTHENTIC ASSESSMENTS AND SELF-ASSESSMENTS
GRADES 1 – 5
UNIT 1/COLOR EXPLORATION
UNIT II/CULTURAL DESIGN
UNIT III/PORTRAITS

Grade 1

UNIT 1/COLOR EXPLORATION Project (A1)

Flower Box or Bouquet

The Annual Spring Festival at your school is about to happen. The members of your class have been asked to contribute to the festival decorations by creating a flower box or bouquet picture or drawing. Your task is to choose one and create it for the festival using a variety of **primary and secondary** colors.

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Grade 1
Self-Evaluation

UNIT 1/COLOR EXPLORATION Project (A2)
Flower Box or Bouquet

Name _____

Date _____

1. Describe what is in your picture. _____

2. What primary colors did you start out with?

3. What primary colors did you mix to get the secondary colors?

_____ + _____ = GREEN

_____ + _____ = ORANGE

_____ + _____ = PURPLE

Grade 2

UNIT 1/COLOR EXPLORATION Project (A3)

Landscape or Seascape

Your teacher has entered your class into an art contest to see who can make the best use of color to create a landscape or a seascape. Your task is to choose one and create it for the festival using a variety of **primary and secondary** colors. You should also use tints to show lighter colors.

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Grade 2
Self-Evaluation

UNIT 1/COLOR EXPLORATION Project (A4)
Landscape or Seascape

Name _____

Date _____

1. Is your painting a landscape or a seascape?

2. What details make it a landscape or a seascape?

3. Describe your picture's:

1. Foreground

2. Background

4. To make a color lighter, we add _____. This is called a _____.

Grade 3

UNIT 1/COLOR EXPLORATION Project (A5)

Vase of Flowers

Your local Garden Club is sponsoring a Garden Show and asked the Grade 3 students at your school to help them out by creating a series of colorful drawings of a vase of flowers. They plan to award the drawing that makes the best use of color in the drawing. Create an entry for the Garden Show using **primary and secondary** colored flowers. Include some **tints and shades** to give the flowers depth.

Grade 3
Self-Evaluation

UNIT 1/COLOR EXPLORATION Project (A6)

Vase of Flowers

Name _____

Date _____

1. Is the vase in the foreground or background? _____
2. What are the primary colors? _____
3. What are the secondary colors? _____
4. A tint is any color plus _____ and a shade is any color plus _____
5. The lightness or darkness of a color is called _____
6. Using 1 color plus its tints and shades is called a _____ color scheme.
7. What colors do you see? _____

There are many other Elements of Art used in this project.

8. Where do you see lines? _____
9. What kind of shapes do you see? _____
10. Where do you see patterns? _____

Grade 4

UNIT 1/COLOR EXPLORATION Project (A7)

Vase of Flowers

Shaded Pot and Vase with Stylized Background

Your teacher would like to create a display in the classroom using a shaded pot and vase with a stylized background. She has asked you and members of your class to draw a picture of this display for the room. She will choose the picture that has the most **effective use of color and shading** for the room display.

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Grade 4
Self-Evaluation

UNIT 1/COLOR EXPLORATION Project (A8)

Vase of Flowers

Shaded Pot and Vase with Stylized Background

Name _____

Date _____

1. Describe the different parts of your picture.

- foreground _____
- middleground _____
- background _____

2. List the primary colors _____

3. List the secondary colors _____

4. List the neutral colors _____

5. Name a tertiary color _____

6. Any color plus white is _____ and any color plus black is a _____

7. The darkness or lightness of a color is called _____

8. The warm colors are _____, _____, and _____

Grade 4 Self-Evaluation/Unit 1-Color Exploration Project (A8) (continued)

9. The cool colors are _____, _____ and _____

10. Write down an example of where you see these Art Elements in your project.

- LINE _____
- SHAPE _____
- COLOR _____
- VALUE _____

11. What is the focal point of your picture? _____

Grade 5

UNIT 1/COLOR EXPLORATION Project (A9)

Reproduction of Famous Artist's Artwork

A local museum is offering a money prize for the drawing that can come the closest to that of a famous artist. Your task is to use what you've learned in color exploration to create a **reproduction** of a famous artist's artwork and win the prize.

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Grade 5
Self-Evaluation

UNIT 1/COLOR EXPLORATION Project (A10)
Reproduction of Famous Artist's Artwork

Name _____

Date _____

1. Describe the different parts of your picture.

- foreground _____
- middleground _____
- background _____

2. List the primary colors _____

3. List the secondary colors _____

4. List the neutral colors _____

5. Name a tertiary color _____

6. What is a tint? _____

7. What is a shade? _____

8. The darkness or lightness of a color is called _____

9. Opposite colors on the color wheel are called _____ colors.

10. List the warm colors: _____

11. List the cool colors: _____

Grade 5 Self-Evaluation/Unit 1-Color Exploration Project (A10) (continued)**12. Compare the 2 reproductions. (Impressionistic vs. Fauvistic)**

- Which painting has more texture? _____
- Which painting has more form (3-dimension)? _____
- Do you feel differently when you look at each painting? _____
- How do you feel when you look at the Impressionistic painting? _____

- How do you feel when you look at the Impressionistic painting? _____

SUBJECTIVE STATEMENT: Which painting do you like better? _____

Why?

**APPENDIX B NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR VISUAL AND PERFORMING ARTS**

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Content Area		Visual & Performing Arts	
Standard		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.	
Strand		A. Dance	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.		
	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.	1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
	Original movement is generated through improvisational skills and techniques.	1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
	There are distinct differences between pedestrian movements and formal training in dance.	1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.	1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning .
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE.		
	Basic choreographed structures employ the elements of dance .	1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
	Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.	1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
	Musical and non-musical forms of sound can affect meaning in choreography and	1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and

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	improvisation.		improvisation.
	Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).	1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning , balance , and range of motion in compositions and performances.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	B. Music		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Ear training and listening skill are prerequisites for musical literacy.	1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
	The elements of music are foundational to basic music literacy.	1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.	1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.	1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence	1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.

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	is related to ear training and listening skill , and temporal spatial reasoning ability is connected to listening skill.		
	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.	1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	C. Theatre		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in THEATRE.		
	The elements of theatre are recognizable in theatrical performances.	1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances.
	Theatre artists use precise vocabulary when staging a play.	1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
	Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.	1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
	The technical theatrical elements and theatre architecture are inherent in theatrical design and production.	1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in THEATRE.		

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	The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).	1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
	The actor's physicality and vocal techniques have a direct relationship to character development.	1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
	Time, place, mood, and theme are enhanced through use of the technical theatrical elements.	1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
	Sensory recall is a technique actors commonly employ to heighten the believability of a character.	1.1.5.C.4	Explain the function of sensory recall and apply it to character development.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	D. Visual Art		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.		
	The basic elements of art and principles of design govern art creation and composition.	1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.		
	Understanding the function and purpose of the elements of art and principles of design assists	1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.

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	with forming an appreciation of how art and design enhance functionality and improve quality of living.		
	The elements of art and principles of design are universal.	1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	A. History of the Arts and Culture		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
	The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Art and culture reflect and affect each other.	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
	Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre .	1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

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Content Area		Visual & Performing Arts	
Standard		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.	
Strand		A. Dance	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.		
	The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance , with and without musical accompaniment, to communicate meaning around a variety of themes.
	The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance .	1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.	1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
	Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.	1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE.		
	Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy.	1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

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	Kinesthetic transference of rhythm comes from auditory and visual stimuli.		
	The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.	1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
	Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.	1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
	Dance requires a fundamental understanding of body alignment and applied kinesthetic principles . Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.	1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
	Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.	1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

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Content Area		Visual & Performing Arts	
Standard		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.	
Strand		B. Music	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.	1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
	Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.	1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.	1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
	Improvisation is a foundational skill for music composition .	1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
	Prescribed forms and rules govern music composition , rhythmic accompaniment, and the harmonizing of parts.	1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

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5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC.		
	Complex scores may include compound meters and the grand staff.	1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter , and compound meter .
	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
	Decoding musical scores requires understanding of notation systems, the elements of music , and basic compositional concepts.	1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	C. Theatre		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in THEATRE.		
	Plays may use narrative structures to communicate themes.	1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
	Actors use voice and movement as tools for storytelling.	1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
	Voice and movement have broad ranges of expressive potential.	1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills		

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	in THEATRE.		
	A play's effectiveness is enhanced by the theatre artists' knowledge of technical theatrical elements and understanding of the elements of theatre .	1.3.5.C.1	Create original plays using script-writing formats that include stage directions and technical theatrical elements , demonstrating comprehension of the elements of theatre and story construction.
	Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.	1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

Content Area	Visual & Performing Arts		
Standard	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.		
Strand	D. Visual Art		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in VISUAL ART.		
	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	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.
	Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that	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.

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	may be relevant in a variety of settings.		
	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	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.
	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	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 .
	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.	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 .
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in VISUAL ART.		
	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
	The characteristics and physical properties of the	1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture,

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various materials available for use in art-making present infinite possibilities for potential application.		printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums , and present the completed works in exhibition areas inside and outside the classroom.

Content Area		Visual & Performing Arts	
Standard		1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand		A. Aesthetic Responses	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in D MUSIC, THEATRE, and VISUAL ART.		
	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
		1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
		1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
		1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in		

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	DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Works of art may be organized according to their functions and artistic purposes (e.g., genres , mediums , messages, themes).	1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Content Area	Visual & Performing Arts		
Standard	1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Strand	B. Critique Methodologies		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	NOTE: By the end of grade 2 , all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
	Contextual clues are embedded in works of art and provide insight into artistic intent.	1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

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5	NOTE: By the end of grade 5 , all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.		
	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology .	1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
	Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

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**APPENDIX C NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR
TECHNOLOGY**

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Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
		8.1.2.A.2	Use technology terms in daily practice.
		8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
		8.1.2.A.4	Create a document with text using a word processing program.
		8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate .
4	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.4.A.1	Demonstrate effective input of text and data using an input device.
		8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
		8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
		8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
		8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a multimedia presentation including sound and images.
		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

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Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		B. Creativity and Innovation	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources .
4	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.4.B.1	Produce a media-rich digital story about a significant local event or issue based on first-person interviews.
8	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		C. Communication and Collaboration	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

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4	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
8	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.8.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand	D. Digital Citizenship		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
4	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
		8.1.4.D.2	Analyze the need for and use of copyrights.
		8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
		8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
		8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.

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Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		E. Research and Information Literacy	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Effective use of digital tools assists in gathering and managing information.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
4	Effective use of digital tools assists in gathering and managing information.	8.1.4.E.1	Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
		8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8	Effective use of digital tools assists in gathering and managing information.	8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		F. Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.2.F.1	Use mapping tools to plan and choose alternate routes to and from various locations.
4	Information accessed through the use of digital tools assists in	8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

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	generating solutions and making decisions.		
8	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.8.F.1	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand	A. Nature of Technology: Creativity and Innovation		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Technology products and systems impact every aspect of the world in which we live.	8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
4	Technology products and systems impact every aspect of the world in which we live.	8.2.4.A.1	Investigate factors that influence the development and function of technology products and systems.
		8.2.4.A.2	Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.
8	Technology products and systems impact every aspect of the world in which we live.	8.2.8.A.1	Explain the impact of globalization on the development of a technological system over time.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		B. Design: Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The design process is a systematic approach to solving problems.	8.2.2.B.1	Brainstorm and devise a plan to repair a broken toy or tool using the design process.
		8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
4	The design process is a systematic approach to solving problems.	8.2.4.B.1	Develop a product using an online simulation that explores the design process.
		8.2.4.B.2	Design an alternative use for an existing product.
		8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species, and the environment.
		8.2.4.B.4	Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.
8	The design process is a systematic approach to solving problems.	8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
		8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
		8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		C. Technological Citizenship, Ethics, and Society	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.2.C.1	Demonstrate how reusing a product affects the local and global environment.
4	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.
		8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.
		8.2.4.C.3	Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.
8	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.8.C.1	Explain the need for patents and the process of registering one.
		8.2.8.C.2	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		D. Research and Information Fluency	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.2.D.1	Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
4	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.4.D.1	Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.
8	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.8.D.1	Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		E. Communication and Collaboration	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
4	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.4.E.1	Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.
8	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		F. Resources for a Technological World	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.2.F.1	Identify the resources needed to create technological products and systems.
4	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.4.F.1	Describe how resources are used in a technological product or system.
		8.2.4.F.2	Explain how resources are processed in order to produce technological products and systems.
8	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.
		8.2.8.F.2	Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.

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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		G. The Designed World	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.2.G.1	Describe how the parts of a common toy or tool interact and work as part of a system.
		8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.
4	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.4.G.1	Examine a malfunctioning tool and use a step-by-step process to troubleshoot and present options to repair the product.
		8.2.4.G.2	Explain the functions of a system and subsystems.
		8.2.4.G.3	Evaluate the function, value, and aesthetics of a technological product, system, or environment from the perspective of the user and the producer.
8	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.