

Pine Hill Public Schools Curriculum

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| Content Area: | | Art | |
| Course Title/ Grade Level: | | Art – Grade K | |
| Unit 1: | Shape | Month: | September/October |
| Unit 2: | Painting | Month: | November/December |
| Unit 3: | Pattern | Month: | January / February |
| Unit 4: | Art History/Critique | Month: | March / April |
| Unit 5: | Drawing | Month: | May/June |
| BOE Approval Date: | | 08/28/12 | |

Pine Hill Public Schools
Art Curriculum

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| Unit Title: shape | | Unit #: 1 |
| Course or Grade Level: Art – Grade K | | Length of Time: 8 weeks |
| Date Created: 6-4-2012 | | BOE Approval Date: |
| Pacing | 8 weeks | |
| Essential Questions | How can you combine shapes to make an image? | |
| Content | <ul style="list-style-type: none"> • Shape identification • Overlapping • Collage • Symmetry | |
| Skills | <ul style="list-style-type: none"> • Solving Problems • Drawing basic shapes • Combining shapes • Comparing size and perspective • Cutting & gluing • Creating 2-D designs | |
| Assessments | <ul style="list-style-type: none"> • Visual evidence of student work • Informative critique throughout the unit | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Literature related activity • Math related activity | |
| Lesson resources / Activities | <ul style="list-style-type: none"> • | |

2009 NJCCCS

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| 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. | |
| 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| 1.4 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(s): | |
| D. Visual Art | |
| A. Aesthetic Responses | |
| B. Critique Methodologies | |
| Content Statement(s): The basic elements of art and principles of design govern art creation and composition. | CPI # / CPI(s): 1.1.2.D.1 |
| 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 |
| 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, | 1.3.2.D.1 |

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| and technical application methods for exploring solutions to creative problems. | |
| 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 may be relevant in a variety of settings. | 1.3.2.D.2 |
| 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 |
| 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 |
| 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 |
| Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.. | 1.4.2.B.2 |
| Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | 1.4.2.A.1 1.4.2.A.4 |

**Pine Hill Public Schools
Art Curriculum**

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| Unit Title: Painting | | Unit #: 2 |
| Course or Grade Level: Art – Grade K | | Length of Time: 8 weeks |
| Date Created: 6-4-12 | | BOE Approval Date: |
| Pacing | | |
| Essential Questions | <ul style="list-style-type: none"> Can you properly utilize paint? Can you use paint to mix colors? | |
| Content | <ul style="list-style-type: none"> • Art History • Paint introduction • Color recognition / color wheel | |
| Skills | <ul style="list-style-type: none"> • Color mixing • Proper use of materials • Painting in control | |
| Assessments | <ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Literature related activity | |
| Lesson resources / Activities | <ul style="list-style-type: none"> • | |

2009 NJCCCS

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.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 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(s):

D. Visual Art

A. Aesthetic Responses

B. Critique Methodologies

Content Statement(s): The basic [elements of art](#) and [principles of design](#) govern art creation and composition.

CPI # / CPI(s):
1.1.2.D.1

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

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

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| 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 may be relevant in a variety of settings. | 1.3.2.D.2 |
| 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 |
| 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 |
| 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 |
| Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.. | 1.4.2.B.2 |
| Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | 1.4.2.A.1 1.4.2.A.4 |

Pine Hill Public Schools
Art Curriculum

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| Unit Title: Pattern | | Unit #: 3 |
| Course or Grade Level: Art – Grade K | | Length of Time: 8 weeks |
| Date Created: 6-4-12 | | BOE Approval Date: |
| Pacing | 8 classes | |
| Essential Questions | Can you recognize a pattern? | |
| Content | <ul style="list-style-type: none"> • Rhythm • Pattern • Repetition • Printing • Lines | |
| Skills | <ul style="list-style-type: none"> • Sponge painting • Finger/Hand prints • Stamping • Crayon rubbing • Found object printing | |
| Assessments | <ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Literature related activity • Math connections • Social studies connections | |
| Lesson resources / Activities | <ul style="list-style-type: none"> • | |

2009 NJCCCS

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| 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. | |
| 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures. | |
| 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| 1.4 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(s): | |
| D. Visual Art | |
| A. Aesthetic Responses | |
| B. Critique Methodologies | |
| A. History of the Arts and Culture | |
| Content Statement(s): The basic elements of art and principles of design govern art creation and composition. | CPI # / CPI(s): 1.1.2.D.1 |
| 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 |
| Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct | 1.2.2.A.1 |

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| characteristics and common themes that are revealed by contextual clues within the works of art. | |
| The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | 1.2.2.A.2 |
| 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 |
| 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 may be relevant in a variety of settings. | 1.3.2.D.2 |
| 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 |
| 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 |
| 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 |
| Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. | 1.4.2.B.1 |
| Contextual clues are embedded in works of art and provide insight into artistic intent. | 1.4.2.B.3 |
| Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. | 1.4.2.B.2 |
| Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | 1.4.2.A.1 1.4.2.A.4 1.4.2.A.2 |

**Pine Hill Public Schools
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| Unit Title: Art History | | Unit #: 4 |
| Course or Grade Level: Art – Grade K | | Length of Time: March / April |
| Date Created: 10-16-12 | | BOE Approval Date: |
| Pacing | 8 weeks | |
| Essential Questions | How do artist from different eras explore and express similar themes? What can we learn from studying the art others? | |
| Content | <ul style="list-style-type: none"> • Art History • Exposure to art prints • Critique • Art styles | |
| Skills | <ul style="list-style-type: none"> • Discussing/Comparing art • Relate art to everyday life • Express ideas about personal artworks • Demonstrate respect for differing opinions | |
| Assessments | <ul style="list-style-type: none"> • Visual evidence of student work • Teacher observation during practice activities and in class discussions | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Literature related activity • Social studies connections | |
| Lesson resources / Activities | <ul style="list-style-type: none"> • TBD | |
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| 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. | |
| 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures. | |
| 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| 1.4 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(s): | |
| D. Visual Art | |
| A. Aesthetic Responses | |
| B. Critique Methodologies | |
| A. History of the Arts and Culture | |
| Content Statement(s): The basic elements of art and principles of design govern art creation and composition. | CPI # / CPI(s): 1.1.2.D.1 |

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| 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 |
| 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 |
| The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | 1.2.2.A.2 |
| 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 |
| 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 may be relevant in a variety of settings. | 1.3.2.D.2 |
| 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 |
| 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 |
| 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 |
| Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. | 1.4.2.B.1 |
| Contextual clues are embedded in works of art and provide insight into artistic intent. | 1.4.2.B.3 |
| Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. | 1.4.2.B.2 |
| Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | 1.4.2.A.1 1.4.2.A.4 1.4.2.A.2 1.4.2.A.3 |

**Pine Hill Public Schools
Art Curriculum**

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| Unit Title: Drawing | | Unit #: 5 |
| Course or Grade Level: Art – Grade K | | Length of Time: May / June |
| Date Created: 10-16-12 | | BOE Approval Date: |
| Pacing | 8 weeks | |
| Essential Questions | <ul style="list-style-type: none"> • How can you use simple shapes to create an interesting artwork? • How can the work of an artist inspire your drawing? • Can you draw a variety of different lines? | |
| Content | <ul style="list-style-type: none"> • Shape • Line • Movement • Composition | |
| Skills | <ul style="list-style-type: none"> • Review the names of different kinds of lines • Coordinating repeating shapes • Drawing from observation • Combining lines and shapes to form an image | |
| Assessments | <p>Visual evidence of student work</p> <p>Teacher observation during practice activities and in class discussions</p> | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Additional procedures given to enhance accelerated learners • Tailoring learning to students instructional needs | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Literature related activity • Math related activity | |
| Lesson resources / Activities | <ul style="list-style-type: none"> • TBA | |

2009 NJCCCS

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.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 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(s):

D. Visual Art

A. Aesthetic Responses

B. Critique Methodologies

A. History of the Arts and Culture

Content Statement(s): The basic [elements of art](#) and [principles of design](#) govern art creation and composition.

CPI # / CPI(s):
1.1.2.D.1

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| 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 |
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| The function and purpose of art-making across cultures is a reflection of societal values and beliefs. | 1.2.2.A.2 |
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| 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 |
| 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 |
| 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 |
| Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. | 1.4.2.B.1 |
| Contextual clues are embedded in works of art and provide insight into artistic intent. | 1.4.2.B.3 |
| Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. | 1.4.2.B.2 |
| Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. | 1.4.2.A.1 1.4.2.A.4 1.4.2.A.2 1.4.2.A.3 |

Revised: 12/18/12