

Lower Township School District
Cape May, New Jersey

Art

Instructional Units



ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

Art Is Everywhere

Unit Overview	
Content Area: Visual Art	
Unit Title: Art is Everywhere	Unit: 3
Target Course/Grade Level: 4	Timeline: ongoing
Unit Summary <p>Artists have created art for a variety of purposes throughout history. Artists from around the world have similar themes because they create art based on their experiences such as families, animals, nature and celebrations. There are also characteristics that would indicate artwork belonging to a certain culture or part of the world. Culture and environment provide inspiration for creating art. In this unit students will use art forms from different cultures to inspire their own art.</p>	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art...
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 works of 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
9.1	21 st century life and career skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Art and culture reflect and affect each other(1.2.5.A.1) • Characteristic approaches to content, form, style, and design define art genres. (1.2.5.A.2) • 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) • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4) • 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) • Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. (1.4.5.A.2) • 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) • Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1) • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. (9.1.4.C.1) • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.4.D.2) • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers (9.3.4.A.3, 9.3.4.A.4, 9.3.A.5) 	

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CPI #	Cumulative Progress Indicator (CPI) –		
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs		
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art		
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		
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, 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.		
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.		
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.		
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).		
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.		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.		
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes		
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations		
9.3.4.A.5	Locate career information using a variety of resources		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why might people create art ♦ What is Art? ♦ How does geography and environment influence art ♦ What kinds of materials can people use to make art? ♦ Can people like different kinds of art? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Artists names and styles explored in the unit including Kahlo, Ringgold, DaVinci, Posada, VanGogh ♦ Art Vocabulary of the elements and design principles and tools expand knowledge of the arts. </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why might people create art ♦ What is Art? ♦ How does geography and environment influence art ♦ What kinds of materials can people use to make art? ♦ Can people like different kinds of art? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Artists names and styles explored in the unit including Kahlo, Ringgold, DaVinci, Posada, VanGogh ♦ Art Vocabulary of the elements and design principles and tools expand knowledge of the arts.
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Unit Learning Targets (Outcomes) – Students will ...

1.1 The Creative Process:

- ♦ All students will demonstrate knowledge of principles and elements of art in creating 2 and 3D art forms
- ♦ Identify Art elements and principles of design of various multi-cultural techniques
- ♦ Be aware of the geographical location of identified cultures and how it might influence art
- ♦ Use art vocabulary as appropriate to art history styles
- ♦ Be aware of how art is part of everyday life

Integration of Technology: DVDs, Computer

Technology Resources: www.getty.edu/education, www.incredibleart.org; www.deepspacesparkle.com

Opportunities for Differentiation:

Timeline flexibility, independent art activities, instruction using a variety of modalities.

Teacher Notes: Projects created to accomplish unit goals may vary

Primary interdisciplinary connections: Math, Science, Social Studies, Language Arts

21st century themes: creativity and innovation critical thinking and problem solving

Evidence of Learning

Summative Assessment: Multi-Media Native American Portraits

- ♦ Dia de Los Muertos lessons referencing Mexico
- ♦ American Christmas traditions with holiday stockings
- ♦ Portrait drawing-Freida Kahlo
- ♦ African American Art-Faith Ringgold-Storytelling thru Art
- ♦ Mola Drawings referencing Panama
- ♦ Origami Techniques referencing Japan
- ♦ Repousse techniques
- ♦ Clay bowls
- ♦ Drawing compositions reflecting various art history styles

Equipment needed: drawing and coloring papers and tools, repousse and tools, clay and tools

Teacher Instructional Resources: Study sheets reflecting information about project, sample finished projects, art books with art history references, fine arts prints

Formative Assessments

- ♦ Teacher observation
- ♦ Class Participation
- ♦ Self-Assessment

ACTIVITIES	MATERIALS
♦ Dia de los Muertos lecture	♦ Works sheets and fine arts posters referring to el día de los muertos
♦ Portrait Drawing	♦ Drawing and coloring materials
♦ Mandala Drawing	♦ Drawing and coloring materials
♦ Origami	♦ Finished project samples, step by step instructions
♦ African American Story Telling	♦ Drawing and coloring materials
♦ Clay Bowl	♦ Air dried terracota clay
♦ Repousse desgins	♦ Repousse tools and foil

Unit 2

Materials and Methods in Creating Art

Unit Overview	
Content Area: Visual Art	
Unit Title: Materials and Methods in Creating Art	Unit: 2
Target Course/Grade Level: 3	Timeline: ongoing
Unit Summary: Artists employ many different tools, techniques and materials in the creation of art. Building upon the 2D concepts of art explored in third grade, students will use various materials and tools to continue the exploration of creating 2 Dimensional artwork.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art..
1.3	Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating works of art
9.1	21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (1.1.5.D.1) • The elements of art and principles of design are universal (1.1.5.D.2) • 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) • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4) • Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1) • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.4.A.5) • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.4.B.1) • Ethical behaviors support human rights and dignity in all aspects of life (9.1.4.F.2, 9.1.4.F.3) 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design
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
1.3.5.D.4	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
1.4.5.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.
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).

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7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings
9.1.4.B.1	Use multiple points of view to create alternative solutions
9.1.4.F.2	Explain how rules, laws, and safety practices protect individual rights in the global workplace
9.1.4.F.3	Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior

Unit Essential Questions

- What different kinds of materials can be used to make art?
- What is 2D Art (Dimensional Art)
- What rules of art do artists use to make art? (Elements and Design Principles)
- Where is Mexico?
- Where is Europe?

Unit Understandings

- Artists use various techniques and materials to create 2Dimensional art forms.
- Art Vocabulary concerning the elements and design principles expand knowledge of the arts.
- Artist reference for Leonardo DaVinci (Italian) for portrait painting and skeleton studies
- Freida Kahlo for portraits (Mexico).
- Artists reference Georgia O'Keefe (American) for skeleton and skull painting
- Dia de los Muertos in Mexico references

Unit Learning Targets (Outcomes) –

Students will ...

- Explore a variety of methods and materials to create 2Dimensional original works of art.
- Identify art elements and principals of design in artworks and environment.
- Apply art elements and principals of design to their own art work.
- Utilize a variety of art tools materials and techniques responsibly to create art.
- Use art terminology as appropriate, especially within the 2 Dimensional experience.

Integration of Technology: Instructional DVDs, Computer, TV

Technology Resources: www.getty.edu/education, incredibleart.org

Opportunities for Differentiation:

- Timeline flexibility
- independent art activities
- instruction using a variety of modalities.

Teacher Notes: Projects accomplishing unit may vary

Primary interdisciplinary connections:

- Math, (2-D Shape recognition and naming, positive and negative space)
- Science-Color and Light references, Shadow and Highlight, skeleton studies.
- World Languages/Spanish
- Geography referencing countries included in cultural references

21st century themes: 9.1.4.A.1; 9.1.4.A.5

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Evidence of Learning

Summative Assessment: Seasonal Still life drawing -oil pastels- 4 classes

- ♦ Seasonal Still life drawing - oil pastels – 4 classes
- ♦ Figure drawing – 2 classes
- ♦ Scratchpaper drawing- 2 classes
- ♦ Skeleton Studies- 2 classes
- ♦ Seasonal tempera painting/ color wheel -3 classes
- ♦ Drawing everyday objects in a variety of Art History Styles (Surrealism, Cubism, Realism, etc.) – 3 classes

Equipment needed: Drawing and painting papers, construction papers, drawing and coloring materials such as pencils, color pencils, crayons, markers, scratchboards, oil pastels, tempera paint and tempera brushes.

Teacher Instructional Resources: Fine Art Prints illustrating still life, portraits, life size science skeleton, various study sheets reflecting class theme, drawing manikins, color wheel posters

Formative Assessments

- ♦ Teacher Observation
- ♦ Class Participation
- ♦ Self-Assessment

ACTIVITIES	MATERIALS
♦ Drawing from still life display	♦ Oil pastels, construction papers, still life display
♦ Scratchboard drawing	♦ Various scratchboard styles
♦ Drawing 2D compositions	♦ Drawing supplies
♦ Drawing the skeleton	♦ Lifesize science skeleton for reference, white pencils on dark paper
♦ Still life/seasonal painting/color wheels	♦ Tempera paints, painting papers, still life
♦ Cartoon drawing	♦ Drawing DVDs for reference, drawing materials
♦ Figure drawing	♦ Drawing manikin models, drawing supplies
♦ Drawing everyday object in various art styles (such as realism, cubism, surrealism, etc.)	♦ Drawing and coloring materials, fine art prints to reference styles.

Unit 2: Part 2

Materials and Methods

Unit Overview	
Content Area: Visual Art	
Unit Title: Materials and Methods in Creating Art – Part 2	Unit:
Target Course/Grade Level: 4	Timeline: ongoing
Unit Summary: Artists utilize different tools, techniques and materials in the creation of art. Building upon the elements of art and principles of 3Ddesign, students will use various materials and tools to create 3 Dimensional artwork.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art..
1.3	Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating works of art
9.1	21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. (1.1.5.D.1) • The elements of art and principles of design are universal (1.1.5.D.2) • 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) • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. (1.3.5.D.4) • Identifying criteria for evaluating performances results in deeper understanding of art and art-making. (1.4.5.B.1) • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and non-traditional job and careers. (9.3.4.A.3, 9.3.4.A.4, 9.3.4.A.6) 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

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7.1.NM.B.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking		
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes		
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations		
9.3.4.A.6	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success		
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Explore a variety of methods and materials to create original works of art. ♦ Identify art elements and principals of design in artworks and environment. ♦ Apply art elements and principals of design to their own art work. ♦ Utilize a variety of art tools materials and techniques to create more complex 3-D art forms. ♦ Use art terminology as appropriate, especially within the 2 Dimensional experience. ♦ Be aware of geographical locations of countries references in artwork resources. 			
Integration of Technology: Instructional DVDs, Computer, TV			
Technology Resources: www.getty.edu/education , incredibleart.org			
Opportunities for Differentiation:			
<ul style="list-style-type: none"> ♦ Timeline flexibility ♦ independent art activities ♦ instruction using a variety of modalities. 			
Teacher Notes: Projects accomplishing unit may vary			
Primary interdisciplinary connections:			
<ul style="list-style-type: none"> ♦ Math = (shape recognition, positive and negative space) ♦ Science-Color and Light references, Shadow and Highlight ♦ Social Studies- Art references to Oriental Arts 			
21st Century Themes:			
<ul style="list-style-type: none"> ♦ creativity and innovation ♦ critical thinking and problem-solving 			

Evidence of Learning
<p>Summative Assessment Paper folding techniques including Origami and Card design</p>
<ul style="list-style-type: none"> ♦ Repousse processs ♦ Wooden shape relief designs
<p>Equipment needed: Origami papers, tag paper for cards, paper for envelope templates, Repousse craft foil and stylus, mosaic/wooden relief shapes, craft glues</p>
<p>Teacher Instructional Resources: sample projects, instructional DVDs</p>
<p>Formative Assessments</p>
<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Discussion ♦ Questioning

ACTIVITIES	MATERIALS
♦ Origami	♦ Various folding papers
♦ Creating Repousse designs	♦ Craft foils, stylus
♦ Designing wood relief designs	♦ Wooden relief shapes, craft glues