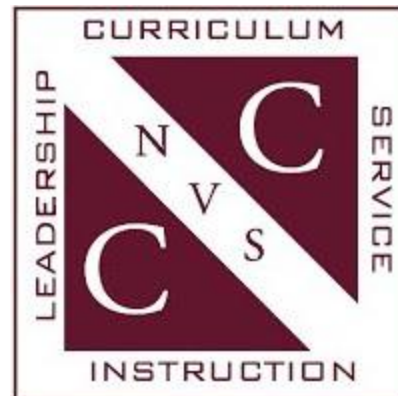


**NORTHERN VALLEY SCHOOLS CONSORTIUM  
OFFICE OF CURRICULUM AND INSTRUCTION**

**VISUAL ARTS CURRICULUM GUIDE**

**K – 8**



Born On: July, 2016  
Readopted: August, 2021

# **NORTHERN VALLEY SCHOOLS CONSORTIUM**

## **Office of Curriculum and Instruction**

### **Member Districts**

**Closter**

**Demarest**

**Harrington Park**

**Haworth**

**Northvale**

**Norwood**

**Old Tappan**

**Northern Valley Regional**

**Bergen County, NJ**

**Northern Valley Schools  
Visual Arts Curriculum Guide**

**K-8**

**Office Of Curriculum And Instruction  
Northern Valley Schools  
Curriculum Center  
Demarest, New Jersey 07627**

**Ms. Kathleen O'Flynn, Director  
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Director of Curriculum and Instruction, Northern Valley Schools Consortium

## **Preface And Acknowledgements**

Continuing a long tradition, the Northern Valley Schools have collaboratively worked to revise curriculum based on NJDOE approved standards. Teams of teachers and other school leaders have come together to look at the needed changes and supporting resources. This process has been the connection that brings educators from throughout the Valley to a common understanding of what students need to learn.

In each writing cycle it has been recognized that the process of curriculum writing must be collaborative and continuous. Change is constantly affecting the areas of professional learning for teachers, technology use and resources in education, and shifts in mandates from state and federal departments of education. The districts of the Northern Valley Schools are to be commended for their commitment to high quality instruction and their determination to devote resources to teacher learning and collaboration.

The NVCC looks forward to continuing the comprehensive collaborative review and revision of curriculum to meet the needs of all students. The office is confident that the work of educators and the documents produced, contribute to the goal of improving student achievement throughout the Northern Valley Schools.

### **Acknowledgments**

A special expression of gratitude is extended to our administrative assistants and secretaries in the office of Curriculum and Instruction for their efforts in the preparation of this guide for publication. The numerous hours working on the collation of information and their attention to detail and technology skills are most evident in the final product.

A handwritten signature in cursive script that reads "Kathleen O'Flynn".

Kathleen O'Flynn  
Director of Curriculum and Instruction

## **Introduction, Philosophy, Purpose, And Technology Integration**

### **Introduction**

The *Visual Arts Curriculum Guide* represents the combined efforts of art educators, the high school supervisor of the Related Arts Department, and the Director of Curriculum and Instruction from the Northern Valley Schools. The committee conducted research, discussed issues, and wrote the guide. The guide is based on national standards and trends in visual arts education and the curriculum is aligned to the New Jersey Student Learning Standards (NJSLs). The activities and references in the guide are suggestions to enable students to achieve the content standards; they are not mandatory or exclusive strategies. The authors of the guide respect Northern Valley art educators as professionals in the arts and art education. Therefore, it is intended that each educator will integrate his or her unique teaching style and art expertise into the implementation of the concepts outlined in this document.

### **Philosophy**

From the cave paintings at Lascaux, France to the present, people have used the visual arts to explore and represent the culture of their time. The arts offer students a unique opportunity to express their own personal interpretations of the world in an educational environment that safely empowers them to express these ideas. By educating students in the various disciplines of art, such as history, criticism, aesthetics, and production, the visual arts serve as a connection to other content areas. This helps in developing a global, deeper educational experience. Individuality in the arts is celebrated, thereby building students' positive perception of self, helping to reach even the alienated and disadvantaged student. While requiring self-discipline, art accommodates different learning styles and encourages creativity in thinking, problem solving, decision-making, and the use of technology.

### **Purpose**

The purpose of the *Visual Arts Curriculum Guide* is to provide a framework for the implementation of an articulated, visual arts education program for the schools of the Northern Valley region. In addition, in keeping with the collegial approach taken in writing the guide, the authors have contributed suggested teacher resources, a glossary, and sample lessons.

### **Technology in the Visual Arts**

"Changing with the times" is an undeniable force that has embraced the visual arts throughout the rich archives of history. With the present rapid expansion of technology in education, the art classroom has become an exciting extension to the world of eclectic approaches of human expression. Technological tools are now available to all students that this has brought new opportunities and thinking to art education. It is not our intention to replace a traditional method of producing art. Technology should be welcomed as the opening of new frontiers where an artist may roam in order to explore new possibilities and learning experiences. With so many possible ways of enhancing a well-rounded art classroom experience, technology has a major role in all of the standards presented in this guide.

The importance of the new technologies as a fine and applied arts tool has been validated in dramatically increasing numbers throughout art classrooms nationwide. As an art medium, technology tools have become a necessity in a number of industries and careers, especially the publishing, advertising, and entertainment arenas. Technology's role as a production tool is certainly not exclusive – computers have been proven to enhance awareness in the areas of aesthetics, critique, and historical, social, and cultural applications



## **Northern Valley Curriculum Guide Accommodations and Modifications for Students**

### **New Teacher Academy and Professional Learning Opportunities:**

All teachers new to the Northern Valley participate in the New Teacher Academy. This comprehensive sequence of workshops is designed to support Northern Valley educators with the resources to meet the needs of all learners including English language learners, students receiving special education services, students at risk of failing and students identified for gifted and talented services. In year one of employment educators attend “Getting off to a Great Start and Instructional Skills Seminar,” which is a five-day learning experience with the intent of meeting the instructional needs of all learners. First year teachers also attend “Classroom Leadership” which is a one-day professional development offering designed to teach classroom management skills.

During year two of employment Northern Valley educators attend “Assessment: Strategies for Design” with the goal of honing assessment practices for effective differentiation of learning. This group also attends “Student Collaboration: Supporting Success with NJ Student Learning Standards.” Educators in their second year also select a workshop from our instructional strategies, curriculum connections, social and emotional, or technology strands that best suits their pedagogical needs.

During year three of employment Northern Valley educators attend “Meeting Students Where They Are & Strategies for Growth” which is a full day learning experience that examines instructional strategies to ensure all learners can access skills designated in the New Jersey Student Learning Standards. Third year teachers also engage in one full day elective from the instructional strategies, curriculum connections, social and emotional, or technology strands and engage in an action research activity tailored to the needs of student learning and engagement.

Northern Valley also provides an award winning professional learning program. We offer over 80 full day workshops that take place during the school year. Our workshops allow for varied experiences in the areas of Instructional Strategies, Content Specific, Technology and Social-Emotional Wellbeing. All teachers in Northern Valley are offered a minimum of two full day learning experiences that align with their own professional goals.

### **Benchmark Assessments:**

Teachers of the Northern Valley create grade level and department level assessments - several are utilized for Student Growth Objective target assessments. These assessments are rigorous and include multiple measures from Webb's Depth of Knowledge chart. Assessments may include portfolios, rubrics, journal assignments, literacy evaluations (i.e. Fountas & Pinnell, Independent Reading Level Assessment), projects, unit tests, or end of course exams. The Northern Valley is also committed to Criterion Reference Tests across schools and in multiple grades.

### **Special Education:**

Throughout the Northern Valley Region special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an iPad or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.

In addition to the programs within the mainstream and/or resource room setting, throughout Northern Valley, districts utilize Region III Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Self-Contained Programs include; Little Tots/Slice, for Pre-School age students, Valley, for primary and upper students on the autistic spectrum, TIP, for students who require social emotional and academic support, ACCESS Program— NVD, Bridge— NVD, and STEP – NVOT. Each school district in Northern Valley is encouraged to support the Regional Program model to ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by Region III specialists certified in their respective fields.

For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out- of-District Programs, or "Private Schools". For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

## English Language Learners

All English Language learners receive instruction in accordance to the state adopted WIDA standards which are as follows:

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
- English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

<https://wida.wisc.edu/resources>

Growth for these standards are measured annually using the state mandated ACCESS for ELLs assessment.

In general, ELL and ESL students have the following accommodations:

- Use of a paper bilingual dictionary during class and during assessments
- Extended time for all assessments
- Word banks for tests and quizzes,
- Access to teacher-created PowerPoints and notes
- Simplification of requirements (for example, accepting a 2-page paper rather than 5, or Accepting a PowerPoint vs. paper)

In High School, ELL students take their midterms and final exams in the ESL room, where they can get extra time, access to dictionaries and clarification of directions and questions. Alternate assessment locations are also made available as appropriate at the elementary and middle school levels. Finally, the ESL teacher will work out accommodations, in collaboration with the classroom teacher, on a case-by-case basis, depending on the level of the student. For example, for students in need of greater supports, teachers may allow those students to use their notes during an assessment, or to take their tests with the ESL teacher in the ESL room so instructions and the expectation for particular questions can be explained. In the case of students with more intensive literacy supports, the ESL teacher may actually read the questions and answer choices out loud to students.

The accommodations for NJSLA are much more complex and are spelled out in detail in the NJSLA manual: <https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf>

### **Gifted and Talented:**

The Northern Valley differentiates learning for our high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented Programming services through the Northern Valley Screening/Identification Process.

In addition to in-district specialized programming, each district also provides out-of-district specialized settings through Outreach or multi-district convocation experiences. For example, all 7th, 8th and 9th grade Northern Valley Gifted and Talented students have the opportunity to participate in the Valley Interdisciplinary Approach Program: Explorations in Team Problem Solving. Other examples may include “Invengineering Expo”, Bergen Brain Busters, Evolution Earth/World Game, Blokus Event, Dare to Fly, etc.

Each district supports their own schedule of Outreach Programming, which may include districts within the Northern Valley, County, or State. Northern Valley administrators and the Northern Valley Curriculum Center provide opportunities for Gifted and Talented staff to work together to develop and implement these curricula.

During the development process, appropriate standards are referenced from the New Jersey Student Learning Standards and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.

Gifted opportunities are also a part of the AP and Honors programs, as well as coursework that comes with awarding of college credits and CapStone Projects. Independent study projects are created for the gifted in need of specialized academic opportunities. Specialized co- curricular activities such as Math League, Science Team and Debate Club also allow for extensions of the gifted program.

### **Students in Danger of Failing**

The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The Principal is the chair and primary faculty contact for the I&RS team.

The I&RS committee provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem. The I&RS committee consists of a standing membership panel including the Principal, Assistant Principal, classroom teacher(s), Guidance Counselor, School Nurse, Child Study Team member(s) or any other professional assigned to the building who may have pertinent information regarding a specific student. Parent(s) and/or the student may be asked to participate where it is determined advisable.

When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, may submit a student referral form to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. Some or all of the following factors will be considered:

#### 1. Mental Capacity

- a) Ability
- b) Expectancy

#### 2. Academic

- a) Strengths and weaknesses
- b) Test results
- c) Functional levels
- d) Class work and participation
- e) Homework
- f) Learning style
- g) Rate and degree of learning
- h) Abstract thinking
- i) Recall ability

#### 3. Emotional

- a) Personality
- b) Needs
- c) Motivation
- d) Overt behavior
- e) Cognition as influenced by affective factors

#### 4. Social

- a) Interpersonal relationships
- b) Participation
- c) General behavior in school, home and community

#### 5. Physical

- a) Visual and auditory acuity
- b) General medical history

## 6. Work and Study

- |                            |                                 |
|----------------------------|---------------------------------|
| a) Classroom behavior      | b) Task orientation/ completion |
| c) Independent functioning | d) Attending behavior           |
| e) Class participation     | f) Quality of work              |
| g) Following directions    | h) Organizing work              |

### **Intervention and Referral Service Procedure**

1. The teacher identifies a student with academic or behavioral difficulties. The teacher communicates concerns to the parents. After informal interventions in the classroom do not appear to be successful, the teacher refers the child to the I&RS Committee.
2. The Principal schedules the first I&RS Committee meeting and notifies attendees: Committee members, parents/guardians, teacher(s), and designated staff.
3. The Principal gathers information from teachers/staff who have information relevant to the identified problem, including the prior year's teacher where relevant.
4. The teacher collects work samples and anecdotal notes to bring to the meeting to illustrate the problem. (Textbooks may also be brought). The teacher will be asked to discuss all interventions/accommodations attempted to date and their results/outcomes.
5. The Principal chairs the scheduled meeting and outlines its purpose: to develop strategies, interventions, and/or accommodations to assist the student in the classroom and/or at home. A time frame to monitor and evaluate student progress with the interventions, strategies, and accommodation is designated. Staff responsible for implementing the intervention, strategies, and accommodations is determined and documented.
6. The Principal will notify the parents/guardians of the meeting outcomes. The teacher and responsible staff will notify/update the Principal within the designated time period about the progress of the interventions. Updates will be shared with Committee members at a follow-up meeting. Parents/guardians may be invited to attend.

I&RS meetings follow a specific format: First, the student's background is reviewed and a main problem is identified. Discussion and analysis of the problem follows its identification. Subsequently, the members of the I&RS Committee list strategies to remedy or alleviate the problem(s). If the parents do not attend the meeting, the intervention plan is subsequently discussed with them.

## **Problem Solving Model**

- 1) Problem Identification
  - a) Teacher tentatively identifies the problem
  - b) Observation by CST member or Guidance Counselor where appropriate
- 2) Data is collected
  - a) Samples of work depicting problem areas
  - b) Discussion
  - c) Problem is clarified
- 3) Intervention
  - a) Brainstorming of interventions
  - b) Development of an intervention plan
  - c) Implementation of the plan
- 4) Teacher evaluation of plan
  - a) Decision regarding further meetings/intervention

After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

If the intended action is a referral to the Child Study Team, Parents are notified and are provided with Notice of Referral, Parental Rights in Special Education and a copy of the strategies already attempted. All information gathered by the I&RS is included in the referral packet.

All questions regarding the I&RS process may be directed to the Principal and/or Committee Chairperson.

## **Assessments to Support and Monitor the Northern Valley Curriculum**

To support the implementation of the curriculum and the monitoring of student learning across each grade level, districts will develop and collect appropriate assessments aligned to state standards.

Locally created formative and summative benchmark assessments are used at all grade levels.

To support this curriculum guide, assessments may include the use of the following but are not limited to this list:

- District level classroom assessments aligned to specific standards.
- Reading Benchmark assessment tools (ie: Fountas & Pinnell, TCRWP reading level assessments, Reading A-Z, Scholastic Independent Reading Assessment)
- Criterion Referenced Tests available to district schools through the Northern Valley Curriculum Center.
- Formative assessments from the NJ DOE support materials (i.e. Model Curriculum)
- Performance assessments from the Teachers College Reading and Writing Project
- (Northwest Evaluation Association) and the related MAP assessments
- Renaissance Learning and Assessment

Districts are encouraged to collect assessment items that support standards and utilize these [educator assessment resources](#).



**Northern Valley School Consortium  
Visual Arts  
Curriculum Guide  
Grades K - 8**

**Kindergarten – Gr. 2: Curriculum Connections**

<p><b>Interdisciplinary Connections (others listed in units)</b></p>	<p><b>ELA:</b> NJSLs / ELA: Literacy (RI.K.1 - RI.K.10) (SL.K.1 - SL.K.6)</p>	<p><b>Math:</b> Addition, Subtraction, Counting Objects, Identifying Shapes (K.CC.B4-5, K.OA1-5, K.G.A)</p>	<p><b>Social Studies:</b> Major Holidays, Environmental Issues, George Washington and the Presidency (6.1.4.B.5, 6.1.4.D.17, 6.1.4.A.7)</p>
<p><b>Integration of 21st Century Standards NJSLs 9:</b></p>	<p><b>9.1.4.A.1:</b> Explain the difference between a career and a job, and identify various jobs in the community and the related earning.  <b>9.1.4.A.3:</b> Identify potential sources of income.  <b>9.1.4.A.3:</b> Explain how income affects spending and take-home pay.  <b>9.2.4.A.1:</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals  <b>9.2.4.A.4:</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>		
<p><b>Pacing Guide</b></p>	<p><b>Unit 1:</b> The Creative Process (weeks 1-8)  <b>Unit 2:</b> History of Arts &amp; Culture (weeks 9-16)  <b>Unit 3:</b> Performing (weeks 17-25)  <b>Unit 4:</b> Aesthetics/Critique (weeks 26-32)                      *Each unit should be implemented in accordance with the local district’s pacing chart*</p>		
<p><b>Integration of Technology Standards NJSLs 8:</b></p>	<p><b>8.1.2.A.1:</b> Identify the basic features of a digital device and explain its purpose.  <b>8.1.2.A.4:</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games).  <b>8.1.2.C.1:</b> Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>		
<p><b>Career Ready Practices:</b></p>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP4:</b> Communicate clearly and effectively within reason.  <b>CRP11:</b> Use technology to enhance productivity.</p>		
<p><b>Benchmark Assessments</b></p>	<p>Locally created formative and summative benchmark assessments. (See attached exemplars)</p>		
<p><b>Core Instructional Materials</b></p>	<p>See “Suggested Strategies and Resources” and/or “Teacher Resources” list for each unit.</p>		
<p><b>Accommodations and Modifications:</b></p>	<p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Design instruction and materials so that all students can fully interact with the content.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>		

*Students at risk of school failure:* Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the visual arts learning. This may include challenging students to learn, not only how to create a particular art form, but the history, techniques and people behind the art.

### Grades 3 - 5: Curriculum Connections

<b>Interdisciplinary Connections (others listed in units)</b>	<b>ELA:</b> <b>NJSLS: Literacy</b> RI.3.1 through RI.3.10 RI 4.1 through RI 4.10 RI 5.1 through RI 5.10	<b>Math:</b> Patterns, Fractions, Geometric Measurement, Lines, Angles (3.NF.A, 3MD.C, 3.MD.D, 4.NF.A,4MD.C,4G.A, 5.NF.A,5MD.C,5G.A)	<b>Social Studies:</b> Geography, Earth changes affect civilization (6.1.4.B.1-9) US History of written and unwritten language (6.2.8.D.1.b)
<b>Integration of 21st Century Standards NJSLS 9:</b>	<p><b>9.1.4.A.1:</b> Explain the difference between a career and a job, and identify various jobs in the community and the related earning.</p> <p><b>9.1.4.A.3:</b> Identify potential sources of income.</p> <p><b>9.1.4.A.3:</b> Explain how income affects spending and take-home pay.</p> <p><b>9.2.4.A.1:</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p><b>9.2.4.A.4:</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>9.2.8.B.3:</b> Evaluate communication, collaboration and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.</p> <p><b>9.2.8.B.4:</b> Evaluate how traditional and non traditional careers have evolved regionally, nationally and globally.</p>		
<b>Pacing Guide</b>	<p><b>Unit 1:</b> The Creative Process (weeks 1-8)</p> <p><b>Unit 2:</b> History of Arts &amp; Culture (weeks 9-16)</p> <p><b>Unit 3:</b> Performing (weeks 17-25)</p> <p><b>Unit 4:</b> Aesthetics/Critique (weeks 26-32)</p> <p>*Each unit should be implemented in accordance with the local district's pacing chart*</p>		
<b>Integration of Technology Standards NJSLS 8:</b>	<p><b>8.1.8.C.1:</b> Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p><b>8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>8.1.8.D.5:</b> Understand appropriate uses for social media and the negative consequences of misuse.</p>		
<b>Career Ready Practices:</b>	<p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4:</b> Communicate clearly and effectively within reason.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p>		
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*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the visual arts learning. This may include challenging students to learn, not only how to create a particular art form, but the history, techniques and people behind the art.

### Grades 6 - 8: Curriculum Connections

<b>Interdisciplinary Connections (others listed in units)</b>	<b>ELA:</b> <b>NJSLS: Literacy</b> RI.6.1 through RI.6.10 RI.7.1 through RI.7.10 RI.8.1 through RI.8.10	<b>Math:</b> Geometric Figures, Angle Measure, Area, Surface Area, Volume (7.G.A, 7.G.B, 8.G.A, 8.G.B)	<b>Social Studies:</b> US History, written and unwritten language development (6.2.8.D.1.b)
<b>Integration of 21st Century Standards NJSLS 9:</b>	<b>9.1.8.A.2:</b> Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. <b>9.2.8.B.3:</b> Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. <b>9.2.8.B.4:</b> Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. <b>9.2.8.B.7:</b> Evaluate the impact of online activities and social media on employer decisions.		
<b>Pacing Guide</b>	<b>Unit 1:</b> The Creative Process (weeks 1-8) <b>Unit 2:</b> History of Arts & Culture (weeks 9-16) <b>Unit 3:</b> Performing (weeks 17-25) <b>Unit 4:</b> Aesthetics/Critique (weeks 26-32) *Each unit should be implemented in accordance with the local district's pacing chart*		
<b>Integration of Technology Standards NJSLS 8:</b>	<b>8.1.8.C.1:</b> Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. <b>8.1.8.D.1:</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. <b>8.1.8.D.5:</b> Understand appropriate uses for social media and the negative consequences of misuse.		
<b>Career Ready Practices:</b>	<b>CRP1:</b> Act as a responsible and contributing citizen and employee. <b>CRP2:</b> Apply appropriate academic and technical skills. <b>CRP4:</b> Communicate clearly and effectively within reason. <b>CRP11:</b> Use technology to enhance productivity.		
<b>Benchmark Assessments</b>	Locally created formative and summative benchmark assessments. (See attached exemplars)		
<b>Core Instructional Materials</b>	See "Suggested Strategies and Resources" and/or "Teacher Resources" list for each unit.		
<b>Accommodations and Modifications:</b>	<p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Design instruction and materials so that all students can fully interact with the content.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>		

*Students at risk of school failure:* Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the visual arts learning. This may include challenging students to learn, not only how to create a particular art form, but the history, techniques and people behind the art.

## Standard 1.1: Kindergarten Grades 1, 2

**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.

- 1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2: Identify elements of art and principles of design in specific works of art and explain how they are used.

<b>Essential Question</b>
How do artists use the elements of art and principles of design to convey their ideas to the viewer?

Interdisciplinary Connections	Suggested Artists/References	Key Vocabulary
<p><b>Science:</b> Seasonal Color Changes, rainbow, prism, senses, warm, cool, found objects/nature  <b>Literature:</b> see below  <b>Math:</b> shapes  <b>Phys. Ed:</b> dance, movement, rhythm  <b>Social Studies:</b> artifacts, cultural references</p> <hr style="width: 80%; margin-left: 0;"/> <p><b>Suggested Literature:</b>  <b>(K):</b> <i>Mouse Paint</i> by Ellen Stoll Walsh  <i>The Dot</i> by Peter Reynolds  <i>A Day With No Crayons</i> by Elizabeth Rusch            &amp;                    Chad Cameron  <i>Harold and the Purple Crayon</i> by Crockett Johnson  <b>(1):</b> <i>Blue Dog Books</i> by George Rodrigue  <i>A Rainbow of My Own</i> by Don Freeman  <i>What Makes a Rainbow</i> by Betty Ann Schwartz  <b>(2):</b> <i>My Many Colored Days</i> by Dr. Seuss</p>	<p><b>Color:</b> Matisse, Picasso, Mondrian, Kandinsky, Rothko, Klee, stained glass - Medieval, Matisse, Chagall, Tiffany  <b>Line &amp; Texture:</b> Braque, Ernst, Picasso, Van Gogh, Nevelson, Matisse, Eric Carle, Beardon, Degas, Andrew Wyeth, JMW Turner  <b>Shape, Form, Space:</b> Miro, Beardon, Picasso, Arp, Mondrian, Mayan Pottery, Pollack, Escher, Henry Moore, Durer</p>	<p><b>Color: (K)</b>mixing, primary, secondary, color wheel; <b>(1)</b> Warm colors, cool colors, tertiary, color families; <b>(2)</b> Opaque, Translucent, Transparent, Value  <b>Line: (K)</b>straight, curved, thick, thin, zig-zag, dotted; <b>(1)</b> pattern, motion, symmetry, horizontal, vertical, diagonal; <b>(2)</b> gestural line, contour line, silhouette  <b>Texture: (K)</b> bumpy, smooth rough; <b>(1)</b> texture  <b>Shape, Form, Space: (K)</b> circle, square, triangle, rectangle, oval; <b>(1)</b> organic, geometric, horizon line, 2D, 3D; <b>(2)</b> positive/negative space, impression, overlap</p>



	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<b>Color &amp; Value</b>	<ul style="list-style-type: none"> <li>Identify Primary Colors</li> <li>Mix primary colors to create secondary colors</li> </ul>	<ul style="list-style-type: none"> <li>Identify warm and cool color families</li> <li>Continue to experiment with color mixing to form tertiary colors</li> <li>Experiment with expressing emotion through color</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and apply opaque, translucent and transparent</li> <li>Review color theory</li> <li>Identify and apply tertiary colors</li> </ul>
<b>Line &amp; Texture</b>	<ul style="list-style-type: none"> <li>Identify a variety of line types and apply them in artwork.</li> <li>Observe the textures in a student's surroundings</li> <li>Compare and contrast various textures within a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate line to portray motion and rhythm</li> <li>Create art that incorporates texture</li> <li>Introduce the concept of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Recognize techniques used within contour drawings</li> <li>Create a contour composition</li> <li>Recognize and express movement and rhythm in art</li> </ul>
<b>Shape, Form, Space</b>	<ul style="list-style-type: none"> <li>Identify and recognize basic geometric shapes</li> <li>Recognize shapes within a work of art and demonstrate understanding</li> <li>Learn and demonstrate the concept of overlapping</li> </ul>	<ul style="list-style-type: none"> <li>Identify and differentiate organic and geometric shapes.</li> <li>Incorporate horizon line to create illusion of space.</li> <li>Differentiate 2D shapes and 3D forms</li> </ul>	<ul style="list-style-type: none"> <li>Identify and differentiate between positive and negative space in both 2D and 3D art.</li> </ul>
<b>Suggested Strategies</b>	<p><b>Color &amp; Value:</b> Color mixing, Color Wheel Identity, Color Collage, Color Dipping/Mixing</p> <p><b>Line &amp; Texture:</b> Crayon rubbings, Found Object collage, Oil Pastel Landscapes to create implied texture</p> <p><b>Shape, Form, Space:</b> Use basic Shapes to create a composition, Observe shapes found within a classroom, Create overlapping compositions</p>	<p><b>Color &amp; Value:</b> A composition using warm and cool colors; a portrait inspired by Klee's colorful portraits; an "emotional" painting using color</p> <p><b>Line &amp; Texture:</b> Contour line silhouettes; mixed media collage</p> <p><b>Shape, Form, Space:</b> Landscape using a horizon line; Geometric and Organic Shape collage</p>	<p><b>Color &amp; Value:</b> Collage on wax, acetate, or contact paper, Explore value through water based art materials</p> <p><b>Line &amp; Texture:</b> Contour drawing of a shoe, draw simple figures in motion</p> <p><b>Shape, Form, Space:</b> Create a 2D drawing then turn it into a 3D sculpture, draw the negative space of a still life</p>

### Standard 1.1: Grades 3, 4, 5

**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.

- 1.1.5.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.

<b>Essential Question</b>
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How do artists use the elements of art and principles of design to convey their ideas to the viewer?
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<b>Interdisciplinary Connections</b>	<b>Suggested Artists/References</b>	<b>Key Vocabulary</b>
Science: color and light Social Studies Math	Vincent Van Gogh Franz Marc Robert Rauschenberg Henry Moore Ansel Adams Claes Oldenberg Frank Lloyd Wright Aubrey Beardsley MC Escher	Line Contour Line Gesture Line Blind Contour Analogous Colors Complementary Colors Neutral Colors Monochromatic Collage Relief Implied Texture Actual Texture

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Color &amp; Value</b>	<ul style="list-style-type: none"> <li>Recognize neutral, complementary, and analogous color schemes and apply these color families to an original work of art</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints in color and grayscale</li> </ul>	<ul style="list-style-type: none"> <li>Color Wheel and Color Theory</li> </ul>
<b>Line &amp; Texture</b>	<ul style="list-style-type: none"> <li>Identify actual and implied texture.</li> <li>Identify and produce art that exemplifies symmetry and asymmetry</li> </ul>	<ul style="list-style-type: none"> <li>Identify contrast in famous works of art and in their environment.</li> <li>Experiment with techniques that produce a high contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a variety of line texture and quality</li> </ul>
<b>Shape, Form, Space</b>	<ul style="list-style-type: none"> <li>Identify and differentiate between 2D and 3D work.</li> <li>Observe relief techniques from various cultures.</li> <li>Create a 3D object from a 2D design.</li> </ul>	<ul style="list-style-type: none"> <li>Experience the process of creating the illusion of 3D forms on a 2D plane.</li> <li>Recognize the use of unity and emphasis within a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>Review and expand upon K-4 shape, form and space concepts.</li> </ul>
<b>Elements</b>	<ul style="list-style-type: none"> <li>Identify and apply elements of art throughout all art work.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and apply elements of art throughout all artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Review and Identify Elements of Art: Line, Shape, Texture, Color, Value, Space and Form</li> </ul>
<b>Suggested Strategies</b>	<p><b>Color &amp; Value:</b> paper weaving with selected color families, magazine collage based on a specific color family</p> <p><b>Line &amp; Texture:</b> Foil Relief, foam printing</p> <p><b>Shape, Form &amp; Space:</b> Molas, relief printing, clay relief</p>	<p><b>Color &amp; Value:</b> monochromatic painting,</p> <p><b>Line &amp; Texture:</b> patterned checkerboard with line design, pen and ink drawings</p> <p><b>Shape, Form &amp; Space:</b> design a building using simple architectural components, create a basic two-point perspective composition.</p>	<p><b>Color &amp; Value:</b> create a color wheel using objects, create a painting using color mixing</p> <p><b>Line &amp; Texture:</b> Pre-Columbian stitchery, New Zealand Koru painting</p> <p><b>Shape, Form &amp; Space:</b> recycled material sculptures, white on white paper mask sculpture</p>

### Standard 1.1: Grades 6, 7, 8

**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.

- 1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures and identify elements of the works that relate to specific cultural heritages.

<b>Essential Question</b>
How have the elements of art been used by the artist/s to strengthen their work?

Interdisciplinary Connections	Suggested Artists/References	Key Vocabulary
Math Social Studies	<p><b>Color &amp; Value:</b> Picasso, Chagall, Franz, Albers, Rothko, Klee, Warhol, O'Keefe, Vasarely</p> <p><b>Line &amp; Texture:</b> Rauschenberg, Andrew Wyeth, Dana Gibson, Schwitters, Matisse, William Morris</p> <p><b>Shape, Form &amp; Space:</b> DaVinci, Matisse, Escher, Brunelleschi, Caravaggio, Moore, Hepworth, Calder, Christo, Oldenburg</p>	Perspective Monochromatic Analagous Complementary Colors Abstract Assemblage Collage Elements of Art Principles of Design

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Color &amp; Value</b>	<ul style="list-style-type: none"> <li>Identify Monochromatic/complementary/ analogous colors</li> </ul>	<ul style="list-style-type: none"> <li>Value scales</li> <li>Demonstrate ability to create 10 point value scale</li> </ul>	<ul style="list-style-type: none"> <li>Identify intensity/saturation of hue</li> </ul>
<b>Line &amp; Texture</b>	<ul style="list-style-type: none"> <li>Identify and create actual and implied texture</li> </ul>	<ul style="list-style-type: none"> <li>Identify values and line quality in texture</li> </ul>	<ul style="list-style-type: none"> <li>Develop patterns using texture</li> </ul>
<b>Shape, Form, Space</b>	<ul style="list-style-type: none"> <li>Two-point perspective</li> <li>positive/negative space</li> </ul>	<ul style="list-style-type: none"> <li>Shading for illusion of depth</li> </ul>	<ul style="list-style-type: none"> <li>Create a 3-dimensional object in space</li> </ul>
<b>Principles</b>	<ul style="list-style-type: none"> <li>Introduce and reinforce principles of design in all art projects</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and reinforce principles of design on all art projects</li> </ul>	<ul style="list-style-type: none"> <li>Review and identify Principles of Design: Unity, Variety, Balance, Emphasis, Rhythm and Movement, Pattern, Proportion and Composition</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>Pen and Ink ½ face line drawing</li> <li>Cardboard loom weaving</li> <li>Names in Perspective</li> <li>Monochromatic Japanese Bamboo Painting</li> </ul>	<ul style="list-style-type: none"> <li>Op-Art designs</li> <li>Still life pencil/charcoal drawing</li> <li>Comics</li> <li>Printmaking (mono-printing, linoleum block, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Mask Making</li> <li>Sculpture (additive, subtractive, assemblage)</li> <li>Abstract painting emphasizing contrast</li> </ul>
<b>Suggested Artists</b>	<p><b>Color &amp; Value:</b> Picasso, Chagall, Franz,</p> <p><b>Line &amp; Texture:</b> Rausenberg, Andrew Wyeth</p> <p><b>Shape, Form &amp; Space:</b> DaVinci, Matisse</p>	<p><b>Color &amp; Value:</b> Warhol, O'Keefe, Vasarely</p> <p><b>Line &amp; Texture:</b> Dana Gibson</p> <p><b>Shape, Form &amp; Space:</b> Escher, Brunelleschi, Caravaggio</p>	<p><b>Color &amp; Value:</b> Albers, Rothko, Klee</p> <p><b>Line &amp; Texture:</b> Schwitters, Matisse, William Morris</p> <p><b>Shape, Form &amp; Space:</b> Moore, Hepworth, Calder, Christo, Oldenburg</p>

## Standard 1.2: Kindergarten, Grades 1, 2

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

- 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.
- 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.

<b>Essential Question</b>
How does art reflect the culture and time it comes from?

<b>Interdisciplinary Connections</b>	<b>Suggested Artists/References</b>	<b>Key Vocabulary</b>
Social Studies: ~ Recognize cultures traditions around the world and at home ~ Community ~ Symbol	Faith Ringgold Romare Beardon Pacific Northwest Totem Poles Escobar Marisol Renoir John Ahearn	Portrait Self-Portrait Representation

	<b>Kindergarten</b>	<b>1<sup>st</sup> grade</b>	<b>2<sup>nd</sup> Grade</b>
<b>History</b>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>
<b>Cultural References</b>	<ul style="list-style-type: none"> <li>▪ Discuss the use of family and community within art</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare and contrast the similarities and differences of artwork from various cultures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore American Art throughout history</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>▪ Self/Family Portraits</li> <li>▪ Family Quilts</li> <li>▪ Community Collages</li> <li>▪ Cave Painting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Native American Art</li> <li>▪ Asian Art/Lunar New Year</li> <li>▪ African Art/masks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Folk Art</li> <li>▪ Design stamps using American symbols/figures/observances</li> <li>▪ Kuna Molas</li> </ul>

## Standard 1.2: Grades 3, 4, 5

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

- 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.

<b>Essential Question</b>
How does art reflect the culture and time it comes from?

<b>Interdisciplinary Connections</b>	<b>Suggested Artists/References</b>	<b>Key Vocabulary</b>
Social Studies: Egyptian history, Native American, Migration	Egyptian Art Jacob Lawrence Pacific Northwest/Native American Art	Symbolism Migration Immigration



	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>History</b>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>
<b>Cultural References</b>	<ul style="list-style-type: none"> <li>▪ Discuss influential individuals and/or artists that have shaped history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine differences in art forms/artists throughout the United States.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine differences in art forms/artists throughout Non-Western cultures</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>▪ Create a piece of art inspired by a specific artist.</li> <li>▪ Portraits of historical/heroic figures</li> <li>▪ Create a superhero based on a historical figure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dream Catchers</li> <li>▪ Design lighthouse sculptures based on the Coastal U.S.</li> <li>▪ Sand Painting</li> <li>▪ Pacific Northwest Totem Poles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Egyptian portraits</li> <li>▪ African Textile Art</li> <li>▪ Middle Eastern patterns</li> </ul>

## Standard 1.2: Grades 6, 7, 8

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

- 1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

<b>Essential Question</b>
How does art reflect the culture and time it comes from?

<b>Suggested Artists/References</b>	<b>Interdisciplinary Connections</b>	<b>Key Vocabulary</b>
Greek and Roman sculptors Medieval Artisans Grandma Moses Native American Crafters Ancient Egyptian Artisans	Social Studies	Culture Innovation Artisans

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>History</b>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and analyze artwork of various historical eras</li> <li>▪ Discuss the cultural impact artwork had during a specific time</li> </ul>
<b>Cultural References</b>	<ul style="list-style-type: none"> <li>▪ Ancient Greece and Rome</li> <li>▪ Egypt/Mesopotamia</li> <li>▪ Prehistory and Civilizations</li> <li>▪ Medieval</li> </ul>	<ul style="list-style-type: none"> <li>▪ Native Americans</li> <li>▪ Colonization/ Early America</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20th Century Art</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>▪ Greek Vases</li> <li>▪ Cave Painting</li> <li>▪ Illuminated Letters</li> <li>▪ Egyptian Tree of Life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parfleches (Native American rawhide bags)</li> <li>▪ Animal Paintings</li> <li>▪ Folk Art</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pop-Art</li> <li>▪ Op-Art</li> <li>▪ Surrealism</li> <li>▪ Drawing/painting inspired by various 20th century artists</li> </ul>

### Standard 1.3: Kindergarten, Grades 1, 2

**Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
- 1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4: Explore the use of a wide array of [art mediums](#) and select tools that are appropriate to the production of works of art in a variety of [art media](#)
- 1.3.2.D.5: Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of [art mediums](#) and [art media](#).

<b>Essential Question</b>
How do artists use various technologies, skills and methods to create artwork?

Interdisciplinary Connections	Suggested Artists/References	Key Vocabulary
Science: Seasonal Changes Literature: <i>Harold and the Purple Crayon</i> by Crockett Johnson Eric Carle books	Klee Picasso Carle	Two-Dimensional Three-Dimensional Medium/Media Observation/observational

	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Create 2D and 3D works of art employing the basic concepts of color, line, shape, form, texture and space.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create 2D and 3D works of art employing the basic concepts of color, line, shape, form, texture and space.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create 2D and 3D works of art employing the basic concepts of color, line, shape, form, texture and space.</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>▪ Create works of art that are based on observations of the physical world and illustrate how art is part of everyday life using a variety of methods and mediums.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create works of art that are based on observations of the physical world and illustrate how art is part of everyday life using a variety of methods and mediums.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create works of art that are based on observations of the physical world and illustrate how art is part of everyday life using a variety of methods and mediums.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>▪ Employ basic visual art vocabulary to demonstrate knowledge of tools, materials and methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ basic visual art vocabulary to demonstrate knowledge of tools, materials and methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ basic visual art vocabulary to demonstrate knowledge of tools, materials and methodologies.</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>

### Standard 1.3: Grades 3, 4, 5

**Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 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.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
- 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.
- 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

<b>Essential Question</b>
How do artists use various technologies, skills and methods to create artwork?

Interdisciplinary Connections	Suggested Artists/References	Key Vocabulary
Geography Social Studies: Art of Native Americans, Egypt, Asia, Australia, South America	Picasso Native American Art Egyptian Art Asian Art Australian Art South American Art Escher Dali	Cubism Surrealism Op-Art Impressionism Art Styles Stylistic

	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identify common and distinctive characteristics of artwork from diverse cultural and historical eras and genres of visual art.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common and distinctive characteristics of artwork from diverse cultural and historical eras and genres of visual art.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common and distinctive characteristics of artwork from diverse cultural and historical eras and genres of visual art.</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>Work individually and collaboratively to create 2D and 3D works of art that make cohesive visual statements.</li> </ul>	<ul style="list-style-type: none"> <li>Work individually and collaboratively to create 2D and 3D works of art that make cohesive visual statements.</li> </ul>	<ul style="list-style-type: none"> <li>Work individually and collaboratively to create 2D and 3D works of art that make cohesive visual statements.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>Collaborate in the creation of works of art using multiple art technologies which may include but is not limited to internet research and technology programs</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate in the creation of works of art using multiple art technologies which may include but is not limited to internet research and technology programs</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate in the creation of works of art using multiple art technologies which may include but is not limited to internet research and technology programs</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>

### Standard 1.3: Grades 6, 7, 8

**Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 1.3.8.D.1: Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 1.3.8.D.2: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- 1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- 1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- 1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
- 1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

<b>Essential Question</b>
How do artists use various technologies, skills and methods to create artwork?

<b>Interdisciplinary Connections</b>	<b>Suggested Artists/References</b>	<b>Key Vocabulary</b>
Social Studies: Greek Art, Roman Art	Pollack Vermeer Caulder Magritte Greek and Roman artisans	Principles of Design Genre Medium Synthesize Digital Art Inspiration



	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Incorporate the elements of art and principles of design to create a broad array of artwork and be able to identify various art genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate the elements of art and principles of design to create a broad array of artwork and be able to identify various art genres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate the elements of art and principles of design to create a broad array of artwork and be able to identify various art genres.</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of art mediums and demonstrate the ability to use the proper tools related to the medium chosen.</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>▪ Examine diverse art forms and synthesize as inspiration to create original art.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine diverse art forms and synthesize as inspiration to create original art.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine diverse art forms and synthesize as inspiration to create original art.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>▪ Introduction to digital art as an applied technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to digital art as an applied technology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to digital art as an applied technology.</li> </ul>
<b>Suggested Strategies</b>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer to Suggested Strategies from <b>Standard 1.1: The Creative Process</b></li> </ul>

## Standard 1.4: Kindergarten, Gr. 1, 2

**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.

### A. Aesthetic Responses

- 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.

### B. Critique Methodologies

- 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.
- 1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3: Recognize the subject or theme in works of dance, music, theatre, and visual art.

<b>Essential Question</b>
How can artists/students strengthen their work through self-reflection and constructive critique?

<b>Interdisciplinary Connections</b>	<b>Suggested Artists/References</b>	<b>Key Vocabulary</b>
Language Arts: writing reflection pieces	Edvard Munch Jackson Pollack Claude Monet	Positive critique Constructive Criticism

	<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<b>Aesthetic</b>	<ul style="list-style-type: none"> <li>▪ Distinguish patterns found in nature and identify them in artwork.</li> <li>▪ Look at a piece of art and tell a story about it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at a piece of art and identify what they see within it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at two pieces of art and compare and contrast what they see within it.</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>▪ Recognize and identify the subject or theme in works of art.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe the basic elements in art and comment using age appropriate art terminology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to constructive criticism</li> </ul>

## Standard 1.4: Grades 3, 4, 5

**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.

### A. Aesthetic Responses

- 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.
- 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).

### B. Critique Methodologies

- 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.
- 1.4.5.B.2: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 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.
- 1.4.5.B.4: Define technical proficiency, using the elements of the arts and principles of design.
- 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.

<b>Essential Question</b>
How can artists/students strengthen their work through self-reflection and constructive critique?

Interdisciplinary Connections	Suggested Activities/References	Key Vocabulary
Science Math	Van Gogh - Sunflowers Kandinsky - Compositions	Describe Analyze Interpret Evaluate

	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Aesthetics</b>	<ul style="list-style-type: none"> <li>Use visual arts terminology to identify classifications of art (drawing, painting, photography, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how art communicates ideas (personal, social, cultural).</li> </ul>	<ul style="list-style-type: none"> <li>Make informed aesthetic responses to art.</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>Describe the elements of art used within a specific piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to self-reflection.</li> <li>Begin thinking about their artistic choices.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to discussing and evaluating artistic choices.</li> </ul>

### Standard 1.4: Grades 6, 7, 8

**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.

#### A. Aesthetic Responses

- 1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- 1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A. 3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A. 4: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A. 5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

<b>Essential Question</b>
How can artists/students strengthen their work through self-reflection and constructive critique?

Interdisciplinary Connections	Suggested Artists/References	Key Vocabulary
Social Studies	Dali Van Gogh O’Keefe	Utilitarian Non-Utilitarian Symbolism Metaphor Movement Style

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Aesthetics</b>	<ul style="list-style-type: none"> <li>▪ Identify art used for Utilitarian and Non-Utilitarian art.</li> <li>▪ Develop observational and emotional responses to art.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore symbolism and metaphor within artwork.</li> <li>▪ Distinguish artistic styles and trends</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze form, function, craftsmanship and originality.</li> <li>▪ Introduce and explore how meaning in art can change over time.</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>▪ Differentiate the ways in which the basic elements and principles are used by different artists.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore how to develop informed interpretations of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to creating written responses to a piece of art.</li> </ul>

## Teacher Resources

<b>Lesson Plans</b>	<b>Teacher Websites</b>	<b>Fun Activities</b>
<p>Artsonia <a href="http://www.artsonia.com">www.artsonia.com</a></p> <p>Incredible Art Department <a href="http://www.incredibleart.org">www.incredibleart.org</a></p> <p>Kinderart <a href="http://www.kinderart.com">www.kinderart.com</a></p> <p>Crayola <a href="http://www.crayola.com">www.crayola.com</a></p> <p>Discovery Education <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></p> <p>National Gallery of Art <a href="http://www.nga.gov/education/classroom/">www.nga.gov/education/classroom/</a></p> <p>Tesselations <a href="http://www.taospaint.com/Tessellation.html">www.taospaint.com/Tessellation.html</a></p> <p>Elmers <a href="http://www.elmers.com">www.elmers.com</a></p> <p>Scholastic <a href="http://www.scholastic.com/teachers/">www.scholastic.com/teachers/</a></p> <p>Powerpoints and more <a href="http://www.art.pppst.com/">www.art.pppst.com/</a></p>	<p>Incredible Art Department Art Teacher List <a href="http://www.princetonol.com/groups/iad/artroom/elementary/elementary2.html#NJ">http://www.princetonol.com/groups/iad/artroom/elementary/elementary2.html#NJ</a></p> <p>Bunki Kramer <a href="http://lc-art-gallery.lcms.srvusd.net/KramerMain.html">http://lc-art-gallery.lcms.srvusd.net/KramerMain.html</a></p> <p>Mrs. Brown <a href="http://mrsbrownart.com/index.htm">http://mrsbrownart.com/index.htm</a></p> <p>Patty Palmer <a href="http://www.deepspacesparkle.com/">http://www.deepspacesparkle.com/</a></p> <p>Ms. Smith <a href="http://www.bluemoonpalette.blogspot.com/">www.bluemoonpalette.blogspot.com/</a></p> <p>Mrs. Julie <a href="http://msjuliesartschool.blogspot.com">http://msjuliesartschool.blogspot.com</a></p> <p>Miss Aly <a href="http://www.artisandesarts.blogspot.com/">www.artisandesarts.blogspot.com/</a></p> <p>Sandra Corson <a href="http://www.wasd.org/5134201412444927/site/default.asp">http://www.wasd.org/5134201412444927/site/default.asp</a></p> <p>Mrs. Picasso <a href="http://www.mrspicassosartroom.blogspot.com">www.mrspicassosartroom.blogspot.com</a></p> <p>Jenn Shepherd <a href="http://p12.bvsd.org/whittier/artsite/index.html">http://p12.bvsd.org/whittier/artsite/index.html</a></p> <p>Carolyn Holm <a href="http://www.everydayart.com/curriculum.html">http://www.everydayart.com/curriculum.html</a></p>	<p>One Point Perspective <a href="http://www.olejarz.com/arted/perspective">www.olejarz.com/arted/perspective</a></p> <p>Picasso Head <a href="http://www.picassohead.com">www.picassohead.com</a></p> <p>National Gallery of Art - Kids Zone <a href="http://www.nga.gov/kids/zone/zone.htm">http://www.nga.gov/kids/zone/zone.htm</a></p> <p>The Artist's Toolkit <a href="http://www.artsconnected.org/toolkit/">http://www.artsconnected.org/toolkit/</a></p> <p>SmartKids <a href="http://smartmuseum.uchicago.edu/smartkids/">http://smartmuseum.uchicago.edu/smartkids/</a></p> <p>Quoteland <a href="http://www.quoteland.com">www.quoteland.com</a></p>



## Teacher Resources

<p><b>Art History</b>  <a href="http://www.ilpi.com/artsource/welcome.html">www.ilpi.com/artsource/welcome.html</a>  <a href="http://www.art.net/thegallery/art.net">www.art.net/thegallery/art.net</a>  <a href="http://www.arthistory.net/index.html">www.arthistory.net/index.html</a>  <a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.artresources.com">http://www.artresources.com</a></p>	<p><b>General Education</b>  <a href="http://www.school.discovery.com">www.school.discovery.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.learner.org">www.learner.org</a></p> <p>Channel 13  <a href="http://www.thirteen.org">www.thirteen.org</a></p> <p>Math Art  <a href="http://www.mathactivities.net/">www.mathactivities.net/</a></p> <p>Cool Math for Kids  <a href="http://www.coolmath4kids.net">www.coolmath4kids.net</a></p> <p>Math Art  <a href="http://www.bugman123.com/Math/index.html">www.bugman123.com/Math/index.html</a></p> <p>Mr. Donn Curriculum  <a href="http://www.mrdonn.org/index.html">http://www.mrdonn.org/index.html</a></p>	<p><b>Art Careers</b>  <a href="http://www.arthire.com">www.arthire.com</a>  <a href="http://wwar.com/employment">http://wwar.com/employment</a>  <a href="http://www.nd.edu/~crosenbe/jobs.html">www.nd.edu/~crosenbe/jobs.html</a>  <a href="http://www.princetonol.com/groups/iad/lessons/middle/careers.htm">www.princetonol.com/groups/iad/lessons/middle/careers.htm</a>  <a href="http://www.quintcareers.com/networking.html">www.quintcareers.com/networking.html</a>  <a href="http://www.cln.org/themes/careers_art.html">http://www.cln.org/themes/careers_art.html</a></p>
<p><b>Museums</b>  Metropolitan Museum of Art  <a href="http://www.metmuseum.org">http://www.metmuseum.org</a>  The Museum of Modern Art  <a href="http://www.moma.org">http://www.moma.org</a>  Philadelphia Museum of Art  <a href="http://www.philamuseum.org">http://www.philamuseum.org</a>  The Smithsonian Institute  <a href="http://www.si.edu">http://www.si.edu</a>  <b>The Newark Museum</b>  <a href="http://www.newarkmuseum.org">http://www.newarkmuseum.org</a>  <b>The Cleveland Museum</b>  <a href="http://www.clevelandart.org">www.clevelandart.org</a></p>	<p><b>Museums</b>  Montclair Art Museum  <a href="http://www.montclairartmuseum.org">http://www.montclairartmuseum.org</a>  The Guggenheim Museum  <a href="http://www.guggenheim.org">www.guggenheim.org</a>  The Whitney Museum  <a href="http://www.whitney.org">www.whitney.org</a>  The Museum of the City of New York  <a href="http://www.mcnyc.org">www.mcnyc.org</a>  The American Folk Art Museum  <a href="http://www.folkartmuseum.org">www.folkartmuseum.org</a></p>	<p><b>Organizations</b>  <a href="http://www.aenj.org">www.aenj.org</a>  <a href="http://www.naea-reston.org">www.naea-reston.org</a>  <a href="http://www.getty.edu">www.getty.edu</a>  <a href="http://pzweb.harvard.edu/">http://pzweb.harvard.edu/</a></p>

## Teacher Resources

### PERIODICALS

Arts and Activities

[www.artsandactivities.com](http://www.artsandactivities.com)

Scholastic Arts

[www.scholastic.com](http://www.scholastic.com)

School Arts [www.davisart.com/portal/schoolarts/SAdefault.aspx](http://www.davisart.com/portal/schoolarts/SAdefault.aspx)

Art News

[www.artnewsonline.com/index.cfm](http://www.artnewsonline.com/index.cfm)

### CATALOGS

Nasco

[www.eNasco.com](http://www.eNasco.com)

Sax

[www.saxarts.com](http://www.saxarts.com)

Dick Blick

[www.dickblick.com](http://www.dickblick.com)

Triarco

[www.triarcoarts.com](http://www.triarcoarts.com)

S & S

[www.swww.com](http://www.swww.com)

Utrecht

[www.utrechtart.com/](http://www.utrechtart.com/)

United Art and Education

[www.unitednow.com](http://www.unitednow.com)