

# ART

## NORTH WARREN CLUSTER VISUAL ART CURRICULUM

### GRADE K – 6

**Revised 2012-2013**

NORTH WARREN CLUSTER:  
FRELINGHUYSEN, AND KNOWLTON  
ELEMENTARY SCHOOLS  
NORTH WARREN REGIONAL MIDDLE SCHOOL

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Curriculum Coordinator: Kevin T. Morley

The curriculum for the Visual Art program was constructed with an eye towards past curriculum, current standards, and future expectations. With that as an anchor, the development grew to encompass many and varied content and their interconnectedness to the NJCCCS. It also encompasses the new version of the CCSS as a National commitment to both English and Mathematics. As such, curricular references to these new standards will read differently than they have in the past for both Mathematics and English.

CCSS.ELA-Literacy.CCRA.R will be the lead phrase in referencing the Common Core English Standards. The CCRA represents the College and Career Readiness Anchor standard. The particular standard of Reading (R), Writing (W) and so on will follow to help narrow the focus. This follows for Mathematics as well, using CCSS.Math.Content.CC to represent the math curricula within the subset of Counting and Cardinality. Individual grade based disclaimers were intentionally left out, as were specific strand identifiers, to allow freedom at the teacher level to focus on the roots of instruction without overly burdening the instructor with specific detail. Further, reading the second grade curricula would indicate the grade based standard as grade 2. Additionally, for the layperson and first year teacher, the full standard itself can be overly burdensome and create more problems and confusion than it resolves. This format facilitates an introduction of the curriculum and allows for a more open and seamless transition into classroom instruction and overall use.

The entire list of standards from the latest state adaptation and the new common core are included at the end of this document. Enclosed also are the respective links to these documents on-line.

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<b>Kindergarten</b>	<b>1<sup>st</sup> grade</b>
Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space	Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space
<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space	Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space
Unit: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern	Unit: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern
<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space	Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space
Unit: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern	Unit: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern
<b>6<sup>th</sup> Grade</b>	
Unit: Elements of art: Color, Value, Line, Shape, Form, Texture, Space	
Unit: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern	

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade K**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.2.D.1</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.4</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.2.A.3</li> <li>• 1.4.2.A.4</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Using elements of design helps to create an original artwork	<ol style="list-style-type: none"> <li>1. What are the elements of art?</li> <li>2. How do you use the elements in your art?</li> <li>3. After observing various artworks and identify elements, how can you create a story that conveys the emotion or feeling you receive from one of these pieces?</li> </ol>
<b>Knowledge and Skills: (Focus of Instruction)</b>	
Students will become familiarized and explore techniques in each element of design...	
<p><b>Color</b></p> <p><b>Value</b></p> <p><b>Line</b></p> <p><b>Shape</b></p> <p><b>Form</b></p> <p><b>Texture</b></p> <p><b>Space</b></p>	
Students will also familiarize and explore...	

<b>Aesthetics</b>	
<b>Critique</b>	
<b>Learning Expectations/Objectives</b>	
<b>Integration of 21<sup>st</sup> Century Theme(s)</b> -Make students aware of how art surrounds us in everyday life. -Art is a part of history and how it has changed in modern day. -Students should be aware of the art technology around them. -Students should be able to relate what they have learned in other disciplinary.	<b>Integration of Digital Tools</b> -Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.
<b>Stage 2: Evidence of Understanding</b>	
<b>North Warren Cluster Benchmarks: (Do or Say)</b> Students will be able to: <b>Color – Recognize primary and secondary colors.</b> <b>Value – Understand how to mix the correct amount of each color to achieve different values. (CCSS.Math.Content.RP.K)</b> <b>Line – Illustrate different kinds of lines.</b> <b>Shape – Identify different kinds of shapes. (CCSS.Math.Content.G.K)</b> <b>Form – Construct a 3D piece of art.</b> <b>Texture – Use and apply texture.</b> <b>Space – Understand 3D vs. 2D and spatial relationships. (CCSS.Math.Content.G.K)</b> <b>Aesthetics – Observe various works of art and develop an opinion. (CCSS.ELA-Literacy.CCR.RI)</b> <b>Critique – Express your opinion. (CCSS.ELA-Literacy.CCR.SL)</b>	
<b>Assessment Methods:</b> <b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards	
<b>Other Evidence:</b> Student Self-Assessment Project Based Learning Interdisciplinary	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i>In this unit consider how you will</i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions,

	inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Reading a book by Eric Carle as inspiration for students to think about different ways to create art.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered by using critique methods: Use subject matter questioning to review and activate prior learning. Students will provide positive comments on each other's work and express their opinions. For example: Students learning about texture (element) would take a few minutes to describe the feel of different textures used on their pieces of artwork and what they like about it.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p><u>Color</u> – Place fruits and vegetables where they fit on a color wheel. Use paint to produce secondary colors.</p> <p><u>Value</u> – Understand how to mix the correct amount of each color to achieve correct value. (<i>Science 5.2</i>)</p> <p><u>Line</u> – Draw lines that are straight, curvy, fat, thin, angled.....Use these lines to create simple drawings and shapes. (Van Gogh )</p> <p><u>Shape</u> – Use geometric shapes to create everyday objects. (<i>CCSS.Math.Content.G.K</i> ) Model how shapes create forms.</p> <p><u>Form</u> – Use pinch technique to create a Model Magic turkey. Create the form with paper mache.</p> <p><u>Texture</u> – Use various media to create texture – paint with a paper towel, toothbrush..... Do a leaf rubbing. (<i>Science 5.5</i>)</p> <p><u>Space</u> – Make a mixed media collage. Create a self-portrait that emphasizes the placement of facial features; explain how Picasso “broke the rules.” (<i>Social Studies 6.2</i>)</p> <p><u>Aesthetics</u> – Students tell a story about a work of art they created. (<i>CCSS.ELA-Literacy.CCR.RF</i>) Look for the elements of art in everyday life.</p> <p><u>Critique</u> – Critique one another's work. (<i>CCSS.ELA-Literacy.CCR.RI, CCSS.ELA-Literacy.CCR.RF</i>)</p> <p><u>Creating</u>– Display works of art in the classroom and hallways.</p>
<b>E</b>	Incorporating literature helps to support visual art concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.

**Resources:**

[www.nea.org](http://www.nea.org)  
[www.bears.co.nz](http://www.bears.co.nz)  
[www.haringkids.com](http://www.haringkids.com)  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.FamilyFun.com](http://www.FamilyFun.com)  
[www.Kinderart.com](http://www.Kinderart.com)  
[www.mycraftbook.com](http://www.mycraftbook.com)  
[www.artmuseums.com](http://www.artmuseums.com)  
[www.moma.org](http://www.moma.org)  
[www.metmuseum.org](http://www.metmuseum.org)  
[www.crayola.com](http://www.crayola.com)  
[www.princetonol.com](http://www.princetonol.com)  
[www.artencyclopedia.com](http://www.artencyclopedia.com)

Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement

<http://artsedge.kennedy-center.org/educators/standards.aspx>  
<http://www.calder.org/>  
<http://www.crayola.com/for-educators.aspx>  
[http://www.amaco.com/amaco-lesson-plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)  
<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt  
*The Usborne Complete Book of Drawing* – Nigel Reeve  
*Art for Kids* – Kathryn Temple  
*Drawing with Children* – G.P.Putnam’s Sons  
*Elements and Principles of Design Posters* - Crystal Productions Co.  
*Katie and the Sunflower* – James Mayhew  
*Vincent Van Gogh* – Ernest Raboff  
*Tangrams ABC Kit* – Susan Johnston

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 1**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.2.D.1</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.4</li> <li>• 1.3.2.D.2</li> <li>• 1.3.2.D.2</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.2.A.2</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Using elements of design helps to create an original artwork	<ol style="list-style-type: none"> <li>1.How can you use the elements of art in different ways?</li> <li>2.How can you use the elements in creating symbols to tell a story?</li> <li>3.How can societal values from the past artworks suggest emotion and cultural meaning using the elements of design?</li> </ol>
<b>Knowledge and Skills: (Focus of Instruction)</b>	
Students will become familiarized and explore techniques in each element of design...	
<p style="padding-left: 40px;"><b>Color</b></p> <p style="padding-left: 40px;"><b>Value</b></p> <p style="padding-left: 40px;"><b>Line</b></p> <p style="padding-left: 40px;"><b>Shape</b></p> <p style="padding-left: 40px;"><b>Form</b></p> <p style="padding-left: 40px;"><b>Texture</b></p>	



<p><b>Space</b></p> <p>Students will also familiarize and explore...</p> <p><b>Aesthetics</b></p> <p><b>Critique</b></p>	
<p><b>Learning Expectations/Objectives</b></p>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b></p> <ul style="list-style-type: none"> <li>-Make students aware of how art surrounds us in everyday life.</li> <li>-Art is a part of history and how it has changed in modern day.</li> <li>-Students should be aware of the art technology around them.</li> <li>-Students should be able to relate what they have learned in another disciplinary.</li> </ul>	<p><b>Integration of Digital Tools</b></p> <ul style="list-style-type: none"> <li>-Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.</li> </ul>
<p><b>Stage 2: Evidence of Understanding</b></p>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b></p> <p><u>Color</u> – Label primary and secondary colors. (<i>CCSS.ELA-Literacy.CCR.RI</i>)</p> <p><u>Value</u> – Differentiate between warm and cool colors. (<i>CCSS.ELA-Literacy.CCR.RL</i>)</p> <p><u>Line</u> – Identify lines in the work of an artist. (<i>CCSS.ELA-Literacy.CCR.RL</i>)</p> <p><u>Shape</u> – Connect lines to create shapes.</p> <p><u>Form</u> – Connect shapes to produce form.</p> <p><u>Texture</u> – Be aware of varying degrees of texture.</p> <p><u>Space</u> – Cut shapes; understand positive and negative spaces.</p> <p><u>Aesthetics</u> – Observe various works of art. Express an opinion about a work of art. (<i>CCSS.ELA-Literacy.CCR.RF</i>)</p> <p><u>Critique</u> – Consider the opinions of others about works of art. (<i>CCSS.ELA-Literacy.CCR.RF</i>)</p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks</p> <p><b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<p><b>Other Evidence:</b></p> <p>Student Self-Assessment</p> <p>Project Based Learning</p>	

Interdisciplinary	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i><b>In this unit consider how you will</b></i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Using the color wheel poster, students will discuss how various colors are made and apply what they have learned using the primary colors to mix the secondary ones.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Students will provide positive comments on each other's work and identify elements of art used. Considers other's opinion about works of art. Students learning about abstract expressionism may take a few minutes at the end of class to talk about line, color, how they feel and what they like about each other's artwork.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p><u>Color</u> – Fill in the names of the colors on a color wheel (in English or Spanish) and appropriately color each segment. (<i>CCSS.ELA-Literacy.CCR.RI and World Language 7.1</i>)</p> <p><u>Value</u> – Do a color wash using warm and cool colors: Paint a fish with half warm colors, half cool colors/Fill in the sky in a Halloween scene with warm or cool colors. (<i>CCSS.ELA-Literacy.CCR.RI</i>)</p> <p><u>Line</u> – Paint fat lines and skinny lines with varying amounts of paint. Use works of art by Kandinsky to discuss line; then recreate similar works of art. (<i>HPE 2.5</i>)</p> <p><u>Shape</u> – Use rulers to create geometric shapes; then use the shapes to create objects. (<i>CCSS.Math.Content.G</i>) Use a circle as a major element in a work of art; then write an “I Spy” story. (<i>CCSS.ELA-Literacy.CCR.RI</i>)</p> <p><u>Form</u> – Assemble forms with geometric shapes (<i>CCSS.Math.Content.G</i>) Use wire to create the shape of a tree. Use rectangular-shaped paper to form a 3D circle to create a snake chain.</p>

	<p><u>Texture</u> – Use Van Gogh paintings to discuss texture; paint fat and skinny lines with varying amounts of texture. (<i>Social Studies 6.2</i>) Add various materials to paint to create different textures.</p> <p><u>Space</u> – Arrange shapes to see how positive and negative space changes.</p> <p><u>Aesthetics</u> – Observe and recreate the work of a famous artist. (<i>Social Studies 6.1,2</i>) Express an emotional response to a work of art. (<i>CCSS.ELA-Literacy.CCR.RI, RF</i>)</p> <p><u>Critique</u> – Discuss multiple opinions about a famous work of art. (<i>CCSS.ELA-Literacy.CCR.RI, RF</i>)</p> <p><u>Creating</u> – Display works of art in the classroom and hallways.</p>
E	<p>Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.</p>

**Resources:**

- [www.nea.org](http://www.nea.org)
- [www.native-languages.org](http://www.native-languages.org)
- [www.chromaonline.com](http://www.chromaonline.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.FamilyFun.com](http://www.FamilyFun.com)
- [www.Kinderart.com](http://www.Kinderart.com)
- [www.mycraftbook.com](http://www.mycraftbook.com)
- [www.artmuseums.com](http://www.artmuseums.com)
- [www.moma.org](http://www.moma.org)
- [www.metmuseum.org](http://www.metmuseum.org)
- [www.crayola.com](http://www.crayola.com)
- [www.princetonol.com](http://www.princetonol.com)
- [www.artencyclopedia.com](http://www.artencyclopedia.com)
- [www.members.aol.com](http://www.members.aol.com)

Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement

- <http://artsedge.kennedy-center.org/educators/standards.aspx>
- <http://www.calder.org/>
- <http://www.crayola.com/for-educators.aspx>
- [http://www.amaco.com/amaco-lesson-plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)
- <http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>
- <http://www.kinderart.com/>
- <http://carlos.emory.edu/ODYSSEY/>
- <http://www.incredibleart.org/links/toolbox/rubrics.html>
- <http://www.incredibleart.org/links/toolbox.html>
- <http://www.getty.edu/education/>

<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt

*The Usborne Complete Book of Drawing* – Nigel Reeve

*Art for Kids* – Kathryn Temple

*Drawing with Children* – G.P.Putnam's Sons

*Elements and Principles of Design Posters* - Crystal Productions Co.

*Native American* - Anne D'Alleva

*Art Forms* 7<sup>th</sup> edition – Duane Preble, Sarah Preble, and Patrick Frank

*Drawing a Tree* – Bruno Munari

*Handbook of Arts and Crafts* – Willard Wankelman and Philip Wigg

*The Grandma Moses Storybook* – Otto Kallir

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 2**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.2.A.2</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.2.D.1</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.4</li> <li>• 1.3.2.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.2.A.1</li> <li>• 1.4.2.B.2</li> <li>• 1.4.2.B.1</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using elements of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. How have artists used the elements of art in their work?</li> <li>2. How can you use the elements of art in different ways?</li> <li>3. How can you develop theme based artworks using the elements of design from various historical periods and world cultures?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each element of design...</p> <p style="padding-left: 40px;"><b>Color</b></p> <p style="padding-left: 40px;"><b>Value</b></p> <p style="padding-left: 40px;"><b>Line</b></p> <p style="padding-left: 40px;"><b>Shape</b></p>	

**Form**

**Texture**

**Space**

Students will also familiarize and explore...

**Aesthetics**

**Critique**

**Learning Expectations/Objectives**

**Integration of 21<sup>st</sup> Century Theme(s)**

- Make students are aware of how art surrounds us in everyday life.
- Art is a part of history. Students should be aware of how artists and specific artworks have impacted cultures of the past to the present.
- Students should be aware of the art technology around them.
- Students should be able to relate what they have learned in another disciplinary.

**Integration of Digital Tools**

- Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.

**Stage 2: Evidence of Understanding**

**North Warren Cluster Benchmarks: (Do or Say)**

Color – Identify the placement of complementary and split complimentary colors on the color wheel.

Value – Examine differences in value using gray scale.

Line – Demonstrate the use of line through perspective.

Shape – Use simple shapes to create illustrations. (*CCSS.Math.Content.G*)

Form – Construct a project using various techniques in clay.

Texture – Add texture to create a tactile work of art.

Space – Demonstrate how objects closer to you are bigger and ones farther away are smaller. (*CCSS.Math.Content.RP*)

Aesthetics – Observe various works of art in exhibition.

Identify all the elements of art.

Express an opinion about a work of art.

- Students will have an idea of what makes an artwork aesthetically pleasing to them and become aware of the qualities of the artist producing it (Example: Grandma Moses was a folk artist, no formal training, didn't sell her paintings until later in life). (*Social Studies 6.1 – 3*)

<u>Critique</u> – Respect other students’ opinions about artwork.	
<b>Assessment Methods:</b>	
<b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards	
<b>Other Evidence:</b> Student Self-Assessment Project Based Learning Interdisciplinary	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i><b>In this unit consider how you will</b></i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Students working on clay projects will be inspired by demoed techniques (drape, coil, pinch, and slab) and examples of finished projects as well as pictures of pieces from various artists.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual’s needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered Use subject matter questioning to review and activate prior learning. Express your opinion. Respect other students’ opinions about artwork. Compare similar subject matters in artwork from various cultures. For example: When working on a project, it is important that students are aware that everyone’s art is different. You can have students describe the differences and how it makes each piece of artwork unique.
<b>D</b>	The following suggested learning experiences will help students explore the big ideas and essential questions: <u>Color</u> – Create a flower using complementary colors. ( <i>Science 5.3</i> )  <u>Value</u> – Paint an object using a monochromatic color scheme. ( <i>Science 5.2</i> )  <u>Line</u> – Draw a desk in perspective. Create a landscape; then add appropriate objects in perspective (desert – add cacti, Arctic – add penguins.....). ( <i>Science 5.5</i> ) Paint with line using quick brushstrokes.  <u>Shape</u> – Create self portraits and discuss the various shapes of faces. ( <i>Social Studies 6.1</i> ) Create family portraits. ( <i>HPE 2.4</i> ) Create hex signs using shapes that symbolize meanings in folk art. ( <i>Social Studies 6.1</i> )

	<p><u>Form</u> – Use pinch, coil, and modeling techniques. (<i>Science 5.2</i>)</p> <p><u>Texture</u> – Create sand leaves. (<i>Science 5.8</i>) Add tissue paper/pencil shavings/rice/sawdust...to a shape to add texture.</p> <p><u>Space</u> – Create a landscape by defining space as foreground, middle ground and back ground</p> <p><u>Aesthetics</u> – View and discuss famous artworks from various cultures. (<i>Social Studies 6.1, 6.2</i>)</p> <p><u>Critique</u> – Have a discussion about different viewpoints of artwork. (<i>CCSS.ELA-Literacy.CCR.SL</i>)</p> <p><u>Creating</u> – Display works of art in the classroom and hallways. (<i>CCSS.ELA-Literacy.CCR.SL</i>)</p>
<b>E</b>	<p>Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b></p> <p><a href="http://www.urbanext.uiuc.edu">www.urbanext.uiuc.edu</a>  <a href="http://www.ecke.com">www.ecke.com</a>  <a href="http://www.thestorefinder.com">www.thestorefinder.com</a>  <a href="http://www.amishnews.com">www.amishnews.com</a>  <a href="http://www.cqsb.gc.ca">www.cqsb.gc.ca</a>  <a href="http://www.geocities.com">www.geocities.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.FamilyFun.com">www.FamilyFun.com</a>  <a href="http://www.Kinderart.com">www.Kinderart.com</a>  <a href="http://www.mycraftbook.com">www.mycraftbook.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.crayola.com">www.crayola.com</a>  <a href="http://www.princetonol.com">www.princetonol.com</a>  <a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement</p> <p><a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a>  <a href="http://www.calder.org/">http://www.calder.org/</a>  <a href="http://www.crayola.com/for-educators.aspx">http://www.crayola.com/for-educators.aspx</a>  <a href="http://www.amaco.com/amaco-lesson-">http://www.amaco.com/amaco-lesson-</a></p>	



[plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](#)  
<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt  
*The Usborne Complete Book of Drawing* – Nigel Reeve  
*Art for Kids* – Kathryn Temple  
*Drawing with Children* – G.P.Putnam's Sons  
*Elements and Principles of Design Posters* - Crystal Productions Co.  
*NW News – Hannukah, Ramadan, Kwanza* - Issue 2006 #25  
*Stained Glass, A Brief History*  
*Pablo Picasso*– Ernest Raboff  
*Your Guide to Pennsylvania Amish Country*  
*History of Art* – Kristen Bradbury

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 2**

<b>Stage 1: Desired Results</b>	
<b>Topic: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern</b>	
<i>Core Content Curriculum, , ,</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.2.A.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.2.D.1</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.3</li> <li>• 1.3.2.D.4</li> <li>• 1.3.2.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.2.A.4</li> <li>• 1.4.2.A.1</li> <li>• 1.4.2.B.3</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using Principles of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the principles of art?</li> <li>2. How are they used in a specific artwork?</li> <li>3. How can you develop theme based artworks using the principles of design from various historical periods and world cultures?</li> <li>4. How can patterns replicate systems in nature and be transferred to visual arts?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b>            Students will become familiarized and explore techniques in each principle of design...            Principles of art: balance, unity, harmony, emphasis, rhythm, movement, contrast, and pattern.            Students will develop an appreciation for Aesthetics, apply critique and develop knowledge of art history and culture.            -Students will have an idea of what makes an artwork aesthetically pleasing and become aware</p>	

of the qualities of the artist producing it (Example: Grandma Moses was a folk artist, no formal training, didn't sell her painting until later in life).	
<b>Learning Expectations/Objectives</b>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b>          Make students aware of how art surrounds us in everyday life.          -Art is a part of history. Students should be aware of how artists and specific artworks have impacted cultures of the past and present.          -Students should be aware of the art technology around them.          -Students should be able to relate what they have learned in another disciplinary.</p>	<p><b>Integration of Digital Tools</b>          - Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.</p>
<b>Stage 2: Evidence of Understanding</b>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b> Combine various elements of art to illustrate principles of art.</p> <p>Balance-Not too much and not too little          Unity and Harmony-How your artwork flows together          Emphasis-Stressing a piece of your artwork by using various elements (line, shape, color, etc.)          Rhythm and Movement-Using the elements to create the illusion that your work moves or has a beat to it          Contrast-Light against Dark          Pattern-Repetition</p>	
<b>Assessment Methods:</b>	
<p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks  <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<b>Other Evidence:</b>	
Student Self-Assessment Project and Student Based Learning Interdisciplinary	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i><b>In this unit consider how you will</b></i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Students working on clay projects will be inspired by demoed techniques (drape, coil, pinch, and slab) and examples of finished projects as well as pictures of pieces from various artists.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for

	special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered Use subject matter questioning to review and activate prior learning. Express your opinion. Respect other students' opinions about artwork. Compare similar subject matters in artwork from various cultures. For example: When working on a project, it is important that students are aware that everyone's art is different. You can have students describe the differences and how it makes each piece of artwork unique.
<b>D</b>	The following suggested learning experiences will help students explore the big ideas and essential questions:  Positive and Negative Space faces. Define parts of a face. Use parts of a face to draw half of your face in two different colors of construction paper for contrast. Use artworks around the room to describe good balance when drawing your face.  Opposite color hand prints: Create handprints with paint using opposites which creates contrast as well as adding a black and white background.  Using popsicle sticks paint like an impressionist-This creates texture and line which also creates movement.  Using examples of the works of Picasso, demo to students how to create a cubism piece of artwork. Incorporate how pattern can be used.
<b>E</b>	Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.
<p><b>Resources:</b>  <a href="http://www.geocities.com">www.geocities.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.FamilyFun.com">www.FamilyFun.com</a>  <a href="http://www.Kinderart.com">www.Kinderart.com</a>  <a href="http://www.mycraftbook.com">www.mycraftbook.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.crayola.com">www.crayola.com</a>  <a href="http://www.princetonol.com">www.princetonol.com</a>  <a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement  <a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a>  <a href="http://www.calder.org/">http://www.calder.org/</a>  <a href="http://www.crayola.com/for-educators.aspx">http://www.crayola.com/for-educators.aspx</a>  <a href="http://www.amaco.com/amaco-lesson-">http://www.amaco.com/amaco-lesson-</a></p>	

[plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](#)  
<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art*  
*Ideas* – Fiona Watt  
*The Usborne Complete Book of*  
*Drawing* – Nigel Reeve  
*Art for Kids* – Kathryn Temple  
*Drawing with Children* – G.P.Putnam  
*Elements and Principles of Design*  
Posters - Crystal Productions Co.  
*Art from Many Hands* - J. M. Schuman  
*Art and Man – M.C.Escher: Optical*  
*Art* – Scholastic Art Dec. '91/Jan. '92  
*Alexander Calder – Working with*  
*Volume* – Scholastic Art Dec. '99

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 3**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.1</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using elements of design helps to create an original artwork</li> </ul>	<p>1. How can different elements of art be combined to create a work of art?</p>
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each element of design...</p> <p><b>Color</b></p> <p><b>Value</b></p> <p><b>Line</b></p> <p><b>Shape</b></p> <p><b>Form</b></p> <p><b>Texture</b></p> <p><b>Space</b></p> <p>Students will also familiarize and explore...</p> <p><b>Aesthetics</b></p> <p><b>Critique</b></p>	

<b>Learning Expectations/Objectives</b>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b>            Make students aware of how art surrounds us in everyday life.            --Art is a part of history. Students should be aware of how artists and specific artworks have impacted cultures of the past and present.            -Students should be aware of the art technology around them.            -Students should be able to relate what they have learned in another disciplinary.</p>	<p><b>Integration of Digital Tools</b>            -Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.</p>
<b>Stage 2: Evidence of Understanding</b>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b></p> <p><u>Color</u> – Mix primary colors to match an object.</p> <p><u>Value</u> – Blend media to create value.</p> <p><u>Line</u> – Understand that line can be taken away as well as applied.</p> <p><u>Shape</u> – Understand that depth is created by overlapping and positioning shapes.</p> <p><u>Form</u> – Create 3D art by changing a 2D shape into a 3D form.</p> <p><u>Texture</u> – Understand the difference between visual and tactile texture.</p> <p><u>Space</u> – Create 3D art.</p> <p><u>Aesthetics</u> – Identify similarities and differences in two famous works of art.  <i>(CCSS.ELA-Literacy.CCR.W)</i></p> <p><u>Critique</u> – Compare similar subject matters in artwork from various cultures. Categorized work that is functional vs. aesthetically pleasing, genre, themes, and mediums. <i>(CCSS.ELA-Literacy.CCR.SL)</i></p> <p><u>Other</u> – Understand that being an artist is a career. <i>(Career Ed. 9.1)</i></p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks  <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<p><b>Other Evidence:</b>            Student Self-Assessment            Project and Student Based Learning            Interdisciplinary</p>	
<b>Stage 3: Learning Plan</b>	
<p><b>Number of Days: 180</b></p>	

<b><i>In this unit consider how you will</i></b>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Set a still life up in the middle of the room and have students practice drawing it from different perspectives.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Compare similar subject matters in artwork from various cultures. Categorized work that is functional vs. aesthetically pleasing, genre, themes, same types of mediums. For example: Native American Jewelry versus African Jewelry-What are the differences and similarities. Use this information to describe modern day jewelry.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p><u>Color</u> – Choose an object from nature and try to match the color/hue.</p> <p><u>Value</u> – Shine a light source on a still life to show highlights, midtones, and shadow. Use pastels, crayons, pencils, markers, or charcoal to create a still life and shade it.</p> <p><u>Line</u> – Scratch out a design on a student-made scratchboard.</p> <p><u>Shape</u> – Use leaves to overlap and create a design. (<i>Science 5.5</i>)  Cut out fruit shapes and overlap to create a fruit bowl.  Use a repeated shape and overlap it to create an optical illusion.  (<i>CCSS.Math.Content.RP</i>)</p> <p><u>Form</u> – Create 3D “amusement parks” using 2D strips of paper.  Design a building using measurements and then construct the 3D form.  (<i>CCSS.Math.Content.G</i>)</p> <p><u>Texture</u> – Discuss the composition of a building. Draw lines and shapes to create the visual texture of brick, stone, wood.....</p> <p><u>Space</u> – Use clay to make: pencil toppers, a sun, a moon landscape with craters, a “man on the moon...” (<i>Social Studies 6.4</i>)</p> <p><u>Aesthetics</u> – Compare and contrast two famous works of art.  Discuss the lives of famous artists. (<i>Science 5.1</i>)</p> <p><u>Critique</u> – Display the work of several artists who have addressed the same subject matter in their work of art. Discuss and critique.  (<i>CCSS.ELA-Literacy.CCR.SL</i>)</p> <p><u>Creating</u> – Display works of art in the classroom and hallways.</p>



<b>E</b>	Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.
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**Resources:**

[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.FamilyFun.com](http://www.FamilyFun.com)  
[www.Kinderart.com](http://www.Kinderart.com)  
[www.mycraftbook.com](http://www.mycraftbook.com)  
[www.artmuseums.com](http://www.artmuseums.com)  
[www.moma.org](http://www.moma.org)  
[www.metmuseum.org](http://www.metmuseum.org)  
[www.crayola.com](http://www.crayola.com)  
[www.princetonol.com](http://www.princetonol.com)  
[www.artencyclopedia.com](http://www.artencyclopedia.com)

Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement

<http://artsedge.kennedy-center.org/educators/standards.aspx>  
<http://www.calder.org/>  
<http://www.crayola.com/for-educators.aspx>  
[http://www.amaco.com/amaco-lesson-plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)  
<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt  
*The Usborne Complete Book of Drawing* – Nigel Reeve  
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*Drawing with Children* – G.P.Putnam’s Sons  
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*Art from Many Hands* - Jo Miles Schuman  
*Art and Man – M.C.Escher: Optical Art* – Scholastic Art Dec. ‘91/Jan. ‘92  
*Alexander Calder – Working with Volume* – Scholastic Art Dec. ‘99/Jan. ‘00

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 3**

<b>Stage 1: Desired Results</b>	
<b>Topic: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.1</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using Principles of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the principles of art?</li> <li>2. How can combining different elements of art create a principle of art?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each principle of design... Principles of art: balance, unity, harmony, emphasis, rhythm, movement, contrast, and pattern. Students will develop an appreciation for Aesthetics, apply critique and develop a knowledge of art history and culture.</p>	
<b>Learning Expectations/Objectives</b>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b> Make students aware of how art surrounds us in everyday life. -Art is a part of history. Students should be aware of how artists and specific artworks have impacted cultures of the past and present. -Students should be aware of the art technology around them. -Students should be able to relate what they have</p>	<p><b>Integration of Digital Tools</b> -Students will become aware of the use of digital tools such as websites and learning apps to promote the understanding of art.</p>

learned in another disciplinary.	
<b>Stage 2: Evidence of Understanding</b>	
<b>North Warren Cluster Benchmarks: (Do or Say)</b> Combine various elements of art to illustrate principles of art.	
<p>Balance-Not too much and not too little</p> <p>Unity and Harmony-How your artwork flows together</p> <p>Emphasis-Stressing a piece of your artwork by using various elements (line, shape, color, etc.)</p> <p>Rhythm and Movement-Using the elements to create the illusion that your work moves or has a beat to it</p> <p>Contrast-Light against Dark</p> <p>Pattern-Repetition</p> <p>Illusion – compliment objects in a design</p>	
<b>Assessment Methods:</b>	
<p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks</p> <p><b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<b>Other Evidence:</b>	
<p>Student Self-Assessment</p> <p>Project and Student Based Learning</p> <p>Interdisciplinary</p>	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i>In this unit consider how you will</i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Set a still life up in the middle of the room and have students practice drawing it from different perspectives
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Compare similar subject matters in artwork from various cultures. Categorized work that is functional vs. aesthetically pleasing, genre, themes, same types of mediums. For example: Native American Jewelry versus African Jewelry-What are the differences and similarities. Use this information to describe modern day jewelry.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p>-Van Gogh-use of line to create movement</p>

	<p>-Positive and negative space faces to create balance as well as contrast Cut out a symmetrical face using 2 contrasting colors. Think about how much room you have in the background to initiate balance of space.</p> <p>Draw Georgia O’Keefe flowers; use markers, pastels, paint to color them. Think about which colors are harmonious together and which clash exploring value and complimentary.</p> <p>One point perspective - Draw your name; apply different colors to the top/bottom/sides to demonstrate emphasis. (using first person perspective)</p> <p>Aboriginal patterns - After discussing aboriginal art, create your own similar patterns. (<i>Social Studies 6.3</i>)</p> <p>Straw mobiles – Discuss how Calder used repetition and movement to create balance; create your own mobile or stabile</p>
<p><b>E</b></p>	<p>Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b>  <a href="http://www.geocities.com">www.geocities.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.FamilyFun.com">www.FamilyFun.com</a>  <a href="http://www.Kinderart.com">www.Kinderart.com</a>  <a href="http://www.mycraftbook.com">www.mycraftbook.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.crayola.com">www.crayola.com</a>  <a href="http://www.princetonol.com">www.princetonol.com</a>  <a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement  <a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a>  <a href="http://www.calder.org/">http://www.calder.org/</a>  <a href="http://www.crayola.com/for-educators.aspx">http://www.crayola.com/for-educators.aspx</a>  <a href="http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09">http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09</a>  <a href="http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1">http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1</a>  <a href="http://www.kinderart.com/">http://www.kinderart.com/</a>  <a href="http://carlos.emory.edu/ODYSSEY/">http://carlos.emory.edu/ODYSSEY/</a>  <a href="http://www.incredibleart.org/links/toolbox/rubrics.html">http://www.incredibleart.org/links/toolbox/rubrics.html</a>  <a href="http://www.incredibleart.org/links/toolbox.html">http://www.incredibleart.org/links/toolbox.html</a>  <a href="http://www.getty.edu/education/">http://www.getty.edu/education/</a></p>	

<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art  
Ideas – Fiona Watt*  
*The Usborne Complete Book of  
Drawing – Nigel Reeve*  
*Art for Kids – Kathryn Temple*  
*Drawing with Children – G.P.Putnam*  
*Elements and Principles of Design  
Posters - Crystal Productions Co.*  
*Art from Many Hands - J. M. Schuman*  
*Art and Man – M.C.Escher: Optical  
Art – Scholastic Art Dec. '91/Jan. '92*  
*Alexander Calder – Working with  
Volume – Scholastic Art Dec. '99*

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 4**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.5.A.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1,</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.1</li> <li>• 1.4.5.B.1</li> <li>• 1.4.5.B.3</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using elements of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. What is an artist's intent?</li> <li>2. How can you make creative decisions with intent using the elements of art?</li> <li>3. How does art display what is important to a culture and how they think?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each element of design...</p> <p style="padding-left: 40px;"><b>Color</b></p> <p style="padding-left: 40px;"><b>Value</b></p> <p style="padding-left: 40px;"><b>Line</b></p> <p style="padding-left: 40px;"><b>Shape</b></p> <p style="padding-left: 40px;"><b>Form</b></p>	

<p><b>Texture</b></p> <p><b>Space</b></p> <p>Students will also familiarize and explore...</p> <p><b>Aesthetics</b></p> <p><b>Critique</b></p>	
<p><b>Learning Expectations/Objectives</b></p>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use the elements and principles of design as a guide to everyday life whether it be identifying shape and line in art or other subject areas in school.</li> <li>-How art is a part of history and lends itself to modern day.</li> <li>-Using technology in an art related career such as interior design, animation, photography etc.</li> <li>-Applying art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.</li> </ul>	<p><b>Integration of Digital Tools</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use various digital resources to broaden their perspective of art such as websites, ThinkQuest, powerpoints, etc.</li> </ul>
<p><b>Stage 2: Evidence of Understanding</b></p>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b></p> <p><u>Color</u> – Repeat the same work of art using printmaking techniques and tools.</p> <p><u>Value</u> – Apply media to show light and dark values.</p> <p><u>Line</u> – Create lines of varying widths and dimension to add interest to a work of art.</p> <p><u>Shape</u> – Create an abstract collage of shapes using various media.</p> <p><u>Form</u> – Create 3D art.</p> <p><u>Texture</u> – Apply texture to mixed media.</p> <p><u>Space</u> – Demonstrate knowledge of layout design. (<i>Tech Literacy 8.1</i>)</p> <p><u>Aesthetics</u> – Analyze the subject matter of a work of art.</p> <p><u>Critique</u> – Recognize the value of critiquing one’s own work and the work of others and make informed responses based on structure, beliefs, and what you think that person’s individual thought process was. Use the Elements and principles as a guide. (<i>Tech Literacy 8.2</i>)</p> <p><u>Other</u> – Identify careers in the art field. (<i>Career Ed. 9.1</i>) Use the library, demonstrate examples, or use your own arts experiences as a resource.</p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks</p>	

<b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards	
<b>Other Evidence:</b> Student Self-Assessment Project and Student Based Learning Interdisciplinary	
<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<i>In this unit consider how you will</i>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Use your own shoe to learn about shapes, line, proportion, balance, contrast and texture in creating a shoe drawing.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Recognize the value of critiquing one's own work and the work of others and make informed responses based on structure, beliefs, and what you think that person's individual thought process was. For example: Using the example of your shoe mentioned in section "A", in mid progress students identify principles and elements used and what we did well and what we need to work on. This process helps students fix their own mistakes and also boosts self-confidence.
<b>D</b>	The following suggested learning experiences will help students explore the big ideas and essential questions: <u>Color</u> – Printmaking: Xerox multiple copies of a digital print and color them with magic markers to produce an Andy Warhol type of design. ( <i>Tech Literacy 8.1</i> )  <u>Value</u> – Paint Georgia O'Keefe style flowers by changing the value of the colors.  <u>Line</u> – Sketch a shoe. Create lines using Elmer's Glue, then paint them with metallic paint. Create tribal designs using symmetry. ( <i>CCSS.Math.Content.G, Social Studies 6.2</i> )  <u>Shape</u> – Create an abstract collage of shapes using various media ala Picasso and cubism.  <u>Form</u> – Use clay to make a coil pot, pinch pot, draped pot, and/or slab pot.



	<p><u>Texture</u> – Use clay to create a fish, then add texture. Create Egyptian motifs using various media and textures. Discuss why these motifs were important to Egyptians. (<i>Social Studies 6.2</i>)</p> <p><u>Space</u> – Research a career in art on the Internet; write three facts about the career and add an illustration to create a poster. (<i>Technology 8.2, CCSS.ELA-Literacy.CCR.RL, RI, RF, Career Ed. 9.1</i>)</p> <p><u>Aesthetics</u> – Learn appropriate art vocabulary. (<i>CCSS.ELA-Literacy.CCR.L</i>)</p> <p><u>Critique</u> – Recognize the value of critiquing one’s own work and the work of others.</p> <p><u>Creating</u> – Display works of art in the classroom and hallways.</p>
E	<p>Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b>  <a href="http://www.geocities.com">www.geocities.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.FamilyFun.com">www.FamilyFun.com</a>  <a href="http://www.Kinderart.com">www.Kinderart.com</a>  <a href="http://www.mycraftbook.com">www.mycraftbook.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.crayola.com">www.crayola.com</a>  <a href="http://www.princetonol.com">www.princetonol.com</a>  <a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement  <a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a>  <a href="http://www.calder.org/">http://www.calder.org/</a>  <a href="http://www.crayola.com/for-educators.aspx">http://www.crayola.com/for-educators.aspx</a>  <a href="http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09">http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09</a>  <a href="http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1">http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1</a>  <a href="http://www.kinderart.com/">http://www.kinderart.com/</a>  <a href="http://carlos.emory.edu/ODYSSEY/">http://carlos.emory.edu/ODYSSEY/</a>  <a href="http://www.incredibleart.org/links/toolbox/rubrics.html">http://www.incredibleart.org/links/toolbox/rubrics.html</a>  <a href="http://www.incredibleart.org/links/toolbox.html">http://www.incredibleart.org/links/toolbox.html</a>  <a href="http://www.getty.edu/education/">http://www.getty.edu/education/</a>  <a href="http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#">http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#</a></p>	

[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)

<http://www.dickblick.com/lesson-plans/grade-level/k-4/>

<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>

[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)

<http://www.sculpey.com/>

<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt

*The Usborne Complete Book of Drawing* – Nigel Reeve

*Art for Kids* – Kathryn Temple

*Drawing with Children* – G.P.Putnam's Sons

*Elements and Principles of Design Posters* - Crystal Productions Co.

*Michelangelo: Painter, Sculptor, and Architect* – Antonio Paolucci

*Native American* – Anne D'Alleva

*Symbols of Native America* – Heike Owusu

*Famous Indian Tribes* – William Moyers and David C. Cooke

*The Kids' Multicultural Art Book* – Alexandra Terzian

*Art Treasures from the Ice Age* – Jean Phillipe Rigaud

*Famous Artists – Leonardo DaVinci* – Anthony Mason

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 4**

<b>Stage 1: Desired Results</b>	
<b>Topic: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.5.A.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.2</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"> <li>1. What is an artist's intent?</li> <li>2. How can you make creative decisions with intent using the elements of art?</li> <li>3. How does art display what is important to a culture and how they think?</li> </ol>	Using Principles of design helps to create an original artwork
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each principle of design... Principles of art: balance, unity, harmony, emphasis, rhythm, movement, contrast, and pattern. Students will develop an appreciation for Aesthetics, apply critique and develop an knowledge of art history and culture</p>	
<b>Learning Expectations/Objectives</b>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b> -Students should be able to use the elements and principles of design as a guide to</p>	<p><b>Integration of Digital Tools</b> -Students should be able to use various digital resources to broaden their</p>

<p>everyday life whether it be identifying shape and line in art or other subject areas in school.</p> <ul style="list-style-type: none"> <li>-How art is a part of history and lends itself to modern day.</li> <li>-Using technology in an art related career such as interior design, animation, photography etc.</li> <li>-Apply art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.</li> </ul>	<p>perspective of art such as websites, ThinkQuest, powerpoints, etc.</p>
<p><b>Stage 2: Evidence of Understanding</b></p>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b> Combine various elements of art to illustrate principles of art.</p> <p>Balance-Not too much and not too little          Unity and Harmony-How your artwork flows together          Emphasis-Stressing a piece of your artwork by using various elements (line, shape, color, etc.)          Rhythm and Movement-Using the elements to create the illusion that your work moves or has a beat to it          Contrast-Light against Dark          Pattern-Repetition</p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks  <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<p><b>Other Evidence:</b>          Student Self-Assessment          Project and Student Based Learning          Interdisciplinary</p>	
<p><b>Stage 3: Learning Plan</b></p>	
<p><b>Number of Days: 180</b></p>	
<p><i>In this unit consider how you will</i></p>	
<p><b>A</b></p>	<p>Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Use your own shoe to learn about shapes, line, proportion, balance, contrast and texture in creating a shoe drawing.</p>
<p><b>B</b></p>	<p>Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.</p>
<p><b>C</b></p>	<p>Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Recognize the value</p>

	<p>of critiquing one’s own work and the work of others and make informed responses based on structure, beliefs, and what you think that person’s individual thought process was. For example: Using the example of your shoe mentioned in section “A”, in mid progress students identify principles and elements used and what we did well and what we need to work on. This process helps students fix their own mistakes and also boosts self-confidence.</p>
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:  Redesign the American flag. (<i>Social Studies 6.1</i>)</p> <p>Create Native American weaving patterns using yarn, string, and cardboard looms. Discuss why certain patterns were important to these people. (<i>Social Studies 6.1</i>)</p> <p>Perspective Drawings-Using line to create an illusion of 3Dimensions. Use shading to create contrast.</p> <p>Create cave art using appropriate symbols. (<i>Social Studies 6.2</i>)</p> <p>Create examples of Pop Art; use symbolic form with color. (<i>Social Studies 6.2</i>)</p>
<b>E</b>	<p>Incorporating literature helps to support visual arts concepts:  Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b></p> <p><a href="http://www.drawinglab.evansville.edu">www.drawinglab.evansville.edu</a>  <a href="http://www.jhpottery.com">www.jhpottery.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a>  <a href="http://www.princetonol.com">www.princetonol.com</a>  <a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement  <a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a>  <a href="http://www.calder.org/">http://www.calder.org/</a>  <a href="http://www.crayola.com/for-educators.aspx">http://www.crayola.com/for-educators.aspx</a>  <a href="http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09">http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&amp;utm_medium=Email&amp;utm_campaign=Apr-09</a>  <a href="http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1">http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1</a>  <a href="http://www.kinderart.com/">http://www.kinderart.com/</a>  <a href="http://carlos.emory.edu/ODYSSEY/">http://carlos.emory.edu/ODYSSEY/</a>  <a href="http://www.incredibleart.org/links/toolbox/rubrics.html">http://www.incredibleart.org/links/toolbox/rubrics.html</a></p>	

<http://www.incredibleart.org/links/toolbox.html>

<http://www.getty.edu/education/>

<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>

[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)

<http://www.dickblick.com/lesson-plans/grade-level/k-4/>

<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>

[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)

<http://www.sculpey.com/>

<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art*

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*The Usborne Complete Book of*

*Drawing – Nigel Reeve*

*Art for Kids – Kathryn Temple*

*Drawing with Children – G.P.Putnam*

*Elements and Principles of Design*

*Posters - Crystal Productions Co.*

*Michelangelo: Painter, Sculptor, and*

*Architect – Antonio Paolucci*

*Native American – Anne D’Alleva*

*Symbols of Native America – H.Owusu*

*Famous Indian Tribes – William*

*Moyers and David C. Cooke*

*The Kids’ Multicultural Art Book –*

*Alexandra Terzian*

*Art Treasures from the Ice Age –*

*Jean Phillippe Riguard*

*Famous Artists – Leonardo DaVinci –*

*Anthony Mason*

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 5**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum, , ,</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> <li>• 1.1.5.D.2</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.5.A.2</li> <li>• 1.2.5.A.3</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.3</li> <li>• 1.4.5.B.2</li> <li>• 1.4.5.B.3</li> <li>• 1.4.5.B.4</li> <li>• 1.4.5.B.5</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using elements of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you know which elements of art should be used to create the desired effect in your art work using examples of various artists?</li> <li>2. How do the elements of design compare to different works of art using various mediums?</li> <li>3. How can the elements help you categorize various genres in art?</li> <li>4. What is the drive behind a famous</li> </ol>

	artist's work in comparison to how you create art?
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**Knowledge and Skills: (Focus of Instruction)**  
 Students will become familiarized and explore techniques in each element of design...

- Color**
- Value**
- Line**
- Shape**
- Form**
- Texture**
- Space**

Students will also familiarize and explore...

- Aesthetics**
- Critique**

**Learning Expectations/Objectives**

**Integration of 21<sup>st</sup> Century Theme(s)**  
 -Students should be able to use the elements and principles of design as a guide to everyday life whether it be identifying shape and line in art or other subject areas in school.  
 -How art is a part of history and lends itself to modern day. Be aware of considerable influences in modern day from artists of the past.  
 -Using technology in an art related career such as interior design, animation, photography etc.  
 -Applying art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.

**Integration of Digital Tools**  
 -Students should be able to use various digital resources to broaden their perspective of art such as websites, ThinkQuest, powerpoints, etc.

**Stage 2: Evidence of Understanding**

**North Warren Cluster Benchmarks: (Do or Say)**

Color – Understand that you can use the color of paper as a background.

Value – Blend opposite colors.

Line – Follow the rules of perspective.

Shape – Apply shapes in various ways.

Form – Use mixed media to illustrate various forms of art from history and nature.



Texture – Use various tools to apply texture.

Space – Give depth to a 2D space.

Aesthetics – Understand the contributions made by artists from ancient times.

Critique - Compare and contrast modern art to art of the ancient world.

Use appropriate art vocabulary. Recognize the thought process behind a piece of artwork from various time periods. Students should be able to self critique on their own. Be aware of different cultures and backgrounds as students may disagree upon how an artwork was created.

*(CCSS.ELA-Literacy.CCR.RF, Social Studies 6., 6.2)*

**Assessment Methods:**

**Formative: (On-going)** Teacher observation, progress reports, performance tasks

**Summative: (Culminating)** Projects, performance tasks, benchmark assessments, report cards

**Other Evidence:**

Student Self-Assessment

Project and Student Based Learning

Interdisciplinary

**Stage 3: Learning Plan**

**Number of Days: 180**

***In this unit consider how you will***

- |          |  |
|----------|--|
| <b>A</b> | Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Using pictures and movie clips from the work of Tim Burton, students can build their own stylized funky creature out of various cloth/felt materials.  |
| <b>B</b> | Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.   |
| <b>C</b> | Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Compare similar subject matters in artwork from various cultures. Recognize the value of critiquing one's own work and the work of others. Recognize the thought process behind a piece of artwork from various time periods. Compare and contrast art to art of the ancient world. Use the appropriate vocabulary. For example: Students provided with examples of art from the ancient world such as pottery can identify similarities and differences of modern day pottery to create their own unique piece of artwork. |

<p><b>D</b></p>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p><u>Color</u> – Create a painting on a colored piece of paper.</p> <p><u>Value</u> – Students shade their name using opposite colors.  Draw a cartoon. Paint stripes over it following a rainbow pattern. Where the cartoon image intersects the stripe, change the value of the color.</p> <p><u>Line</u> – Draw a landscape in perspective. Draw your dream home or a city scape in 2 point perspective.</p> <p><u>Shape</u> – Use a ruler to create Greek columns with proper proportions. Discuss how ancient Greek architecture has influenced modern architecture.  <i>(CCSS.Math.Content.OA, .G, Social Studies 6.2)</i>  Create a “broken window” painting in the style of Paul Klee.  Apply masking tape to canvas to create an abstract shape; paint.</p> <p><u>Form</u> – Create leaf-shaped bowls out of clay.  Use clay to make Egyptian sarcophagi. <i>(Social Studies 6.2)</i>  Create medieval castles from wire. <i>(Social Studies 6.2)</i></p> <p><u>Texture</u> – Apply hieroglyphics to Egyptian sarcophagi. <i>(Social Studies 6.2)</i>  Use sticks, rocks, and leaves to replicate cave paintings.</p> <p><u>Space</u> – Create a watercolor landscape showing foreground, midground, and background.</p> <p><u>Aesthetics</u> – Understand the characteristics of Greek, Egyptian, and medieval art. <i>(Social Studies 6.2)</i>  Compare and contrast hieroglyphics to English. <i>(Social Studies 6.2)</i></p> <p><u>Critique</u> – Compare and contrast modern art to art of the ancient world.  <i>(Social Studies 6.2)</i></p> <p><u>Creating</u> – Display works of art in the classroom and hallways.</p>
<p><b>E</b></p>	<p>Incorporating literature helps to support visual arts concepts:  Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b>  <a href="http://www.olejarz.com">www.olejarz.com</a>  <a href="http://www.culture.gouv.fr">www.culture.gouv.fr</a>  <a href="http://www.greatscott.com">www.greatscott.com</a>  <a href="http://www.artmuseums.com">www.artmuseums.com</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.metmuseum.org">www.metmuseum.org</a></p>	

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

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

Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement

<http://artsedge.kennedy-center.org/educators/standards.aspx>

<http://www.calder.org/>

<http://www.crayola.com/for-educators.aspx>

[http://www.amaco.com/amaco-lesson-](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)

[plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)

<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>

<http://www.kinderart.com/>

<http://carlos.emory.edu/ODYSSEY/>

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*The Usborne Complete Book of Drawing – Nigel Reeve*

*Art for Kids – Kathryn Temple*

*Drawing with Children – G.P.Putnam’s Sons*

*Elements and Principles of Design Posters - Crystal Productions Co.*

*Art Smart – Susan Rodriguez*

*Art from Many Hands – Jo Miles Schuman*

*The Tumultuous Life of Salvador Dali – Meryle Seacrest*

*Brush and Color or Line and Wash – Paul Taggart*

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 5**

<b>Stage 1: Desired Results</b>	
<b>Topic: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern</b>	
<i>Core Content Curriculum, , ,</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> <li>• 1.1.5.D.2</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.5.A.2</li> <li>• 1.2.5.A.3</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.5.D.1</li> <li>• 1.3.5.D.2</li> <li>• 1.3.5.D.3</li> <li>• 1.3.5.D.4</li> <li>• 1.3.5.D.5</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.5.A.3</li> <li>• 1.4.5.B.4</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using Principles of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you know which elements of art should be used to create the desired effect in your art work using examples of various artists?</li> <li>2. How do the principles of art compare to different works of art using various mediums?</li> <li>3. How can the principles help you categorize various genres in art?</li> </ol>
<b>Knowledge and Skills: (Focus of Instruction)</b>	
Students will become familiarized and explore techniques in each principle of design...	

Principles of art: balance, unity, harmony, emphasis, rhythm, movement, contrast, and pattern. Students will develop an appreciation for Aesthetics, apply critique and develop an knowledge of art history and culture

**Learning Expectations/Objectives**

<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use the elements and principles of design as a guide to everyday life whether it be identifying shape and line in art or other subject areas in school.</li> <li>-How art is a part of history and lends itself to modern day. Be aware of considerable influences in modern day from artists of the past.</li> <li>-Using technology in an art related career such as interior design, animation, photography etc.</li> <li>-Apply art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.</li> </ul>	<p><b>Integration of Digital Tools</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use various digital resources to broaden their perspective of art such as websites, ThinkQuest, powerpoints, etc.</li> </ul>
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**Stage 2: Evidence of Understanding**

**North Warren Cluster Benchmarks: (Do or Say)** Combine various elements of art to illustrate principles of art.

Balance-Not too much and not too little  
 Unity and Harmony-How your artwork flows together  
 Emphasis-Stressing a piece of your artwork by using various elements (line, shape, color, etc.)  
 Rhythm and Movement-Using the elements to create the illusion that your work moves or has a beat to it  
 Contrast-Light against Dark  
 Pattern-Repetition

**Assessment Methods:**

**Formative: (On-going)** Teacher observation, progress reports, performance tasks  
**Summative: (Culminating)** Projects, performance tasks, benchmark assessments, report cards

**Other Evidence:**  
 Student Self-Assessment  
 Project and Student Based Learning  
 Interdisciplinary

**Stage 3: Learning Plan**

**Number of Days: 180**

*In this unit consider how you will*

<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology,
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	using literature and introducing different art techniques. For example: Using pictures and movie clips from the work of Tim Burton, students can build their own stylized funky creature out of various cloth/felt materials.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Compare similar subject matters in artwork from various cultures. Recognize the value of critiquing one's own work and the work of others. Recognize the thought process behind a piece of artwork from various time periods. Compare and contrast art to art of the ancient world. Use the appropriate vocabulary. For example: Students provided with examples of art from the ancient world such as pottery can identify similarities and differences of modern day pottery to create their own unique piece of artwork.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p>Create a food package in the Pop Art style.</p> <p>Shade your name using opposite colors on the color wheel.</p> <p>Create and abstract piece of artwork that expresses how you feel using color. Describe it using harmony and unity if it is used.</p> <p>Drawing Endangered Species-Identify 4 different art styles: Realism, Surrealism, Impressionism, Cubism. Use examples of art styles from famous artists to identify Principles and how they are used. Students choose what how they would like to create their Endangered Species using the information learned.</p> <p>Create a black and white sketch of a cat; use color only for the eyes.</p> <p>Create an abstract sculpture using various materials. Discuss balance and how to create it.</p>
<b>E</b>	<p>Incorporating literature helps to support visual arts concepts:</p> <p>Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b></p> <p><a href="http://www.olejarz.com">www.olejarz.com</a></p> <p><a href="http://www.culture.gouv.fr">www.culture.gouv.fr</a></p> <p><a href="http://www.greatscott.com">www.greatscott.com</a></p> <p><a href="http://www.artmuseums.com">www.artmuseums.com</a></p> <p><a href="http://www.moma.org">www.moma.org</a></p>	

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<http://www.incredibleart.org/links/toolbox.html>  
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<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
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<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
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Drawing – Nigel Reeve  
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*Drawing with Children* – G.P.Putnam  
*Elements and Principles of Design*  
Posters - Crystal Productions Co.  
*Art Smart* – Susan Rodrigue  
*Art from Many Hands* – J.M. Schuman  
*The Tumultuous Life of Salvador Dali*  
Meryle Seacrest  
*Brush and Color or Line and Wash*  
Paul Taggart

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 6**

<b>Stage 1: Desired Results</b>	
<b>Topic: Elements of art: Color, Value, Line, Shape, Form, Texture, Space</b>	
<i>Core Content Curriculum</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> <li>• 1.1.5.D.2</li> </ul> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.8.A.1</li> </ul> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.8.D.1</li> <li>• 1.3.8.D.3</li> </ul> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.8.A.1</li> <li>• 1.4.8.B.3</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Using elements of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. How does art of the past influence modern day art including various mediums used and technology?</li> <li>2. How can some elements of art found in art of the past be implemented in your own artwork?</li> <li>3. How do the elements of design apply to all historical cultures and eras?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b> Students will become familiarized and explore techniques in each element of design...</p> <p style="padding-left: 40px;"><b>Color</b></p> <p style="padding-left: 40px;"><b>Value</b></p> <p style="padding-left: 40px;"><b>Line</b></p> <p style="padding-left: 40px;"><b>Shape</b></p> <p style="padding-left: 40px;"><b>Form</b></p>	



<p><b>Texture</b></p> <p><b>Space</b></p> <p>Students will also familiarize and explore...</p> <p><b>Aesthetics</b></p> <p><b>Critique</b></p>	
<p><b>Learning Expectations/Objectives</b></p>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use the elements and principles of design as a guide to everyday life whether it be identifying shape and line in art or other subject areas in school.</li> <li>-How art is a part of history and lends itself to modern day.</li> <li>-Using technology in an art related career such as interior design, animation, photography etc.</li> <li>-Applying art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.</li> </ul>	<p><b>Integration of Digital Tools</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use various digital resources to broaden their perspective of art such as websites, ThinkQuest, powerpoints, etc.</li> </ul>
<p><b>Stage 2: Evidence of Understanding</b></p>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b></p> <p><u>Color</u> – Understand the dramatic impact of color.</p> <p><u>Value</u> – Apply value techniques using mixed media.</p> <p><u>Line</u> – Use lines differently to achieve desired effects.</p> <p><u>Shape</u> – Analyze the use of shapes on 2D and 3D surfaces.</p> <p><u>Form</u> – Assemble forms using correct proportions and materials.</p> <p><u>Texture</u> – Make appropriate choices when applying visual or tactile texture.</p> <p><u>Space</u> – Use two point perspective to re-create a 3D object on a 2D surface.</p> <p><u>Aesthetics</u> – Appreciate what producing art means to you.</p> <p><u>Critique</u> – Observe the intentions of specific artworks. Generate an emotional response based on culture and history.</p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks</p> <p><b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<p><b>Other Evidence:</b></p> <p>Student Self-Assessment</p> <p>Project and Student Based Learning</p> <p>Interdisciplinary</p>	

<b>Stage 3: Learning Plan</b>	
<b>Number of Days: 180</b>	
<b><i>In this unit consider how you will</i></b>	
<b>A</b>	Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Teach students various techniques on Adobe Photo Shop on how to alter photographs. Give students to various examples of different artists and let them choose their own art style and medium.
<b>B</b>	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Observe the intentions of specific artworks. Generate an emotional response based on culture and history. Example: Periodically hold critiques to see and discuss what other students are trying to do in the creation of their artwork in comparison to works of art from famous artists.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p>Create artwork by combining various elements of art:</p> <ul style="list-style-type: none"> <li>Wire sculptures</li> <li>3-D clay sculpture</li> <li>Woodburning projects</li> <li>Mixed media</li> <li>Recreate paintings using your own ideas</li> <li>Graffiti projects</li> <li>Write your name in two point perspective and illustrate it with your interests and hobbies.</li> <li>Egyptian scratchboards</li> <li>Paul Klee ink and watercolor</li> <li>Chinese fans and cutouts</li> <li>Abstract painting</li> <li>Pop Art comics (Lichtenstein)</li> </ul> <p><u>Aesthetics</u> – Write an essay telling about a preferred art career. What would you like to see done with your art ( displayed in a museum, kept for yourself.....)? (CCSS.ELA-Literacy.CCR.RI)</p> <p><u>Critique</u> – Discuss intentions of famous artists and/or classmates when creating art.</p> <p><u>Creating</u> – Display works of art in the classroom and hallways.</p>

<b>E</b>	Incorporating literature helps to support visual arts concepts: Using books based on subject matter such as story books and textbooks will enhance student learning.
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**Resources:**

[www.olejarz.com](http://www.olejarz.com)  
[www.culture.gouv.fr](http://www.culture.gouv.fr)  
[www.greatscott.com](http://www.greatscott.com)  
[www.artmuseums.com](http://www.artmuseums.com)  
[www.moma.org](http://www.moma.org)  
[www.metmuseum.org](http://www.metmuseum.org)  
[www.princetonol.com](http://www.princetonol.com)  
[www.artencyclopedia.com](http://www.artencyclopedia.com)

Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement

<http://artsedge.kennedy-center.org/educators/standards.aspx>  
<http://www.calder.org/>  
<http://www.crayola.com/for-educators.aspx>  
[http://www.amaco.com/amaco-lesson-plans/?utm\\_source=TeacherMail&utm\\_medium=Email&utm\\_campaign=Apr-09](http://www.amaco.com/amaco-lesson-plans/?utm_source=TeacherMail&utm_medium=Email&utm_campaign=Apr-09)  
<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

*The Usborne Complete Book of Art Ideas* – Fiona Watt  
*The Usborne Complete Book of Drawing* – Nigel Reeve  
*Art for Kids* – Kathryn Temple  
*Drawing with Children* – G.P.Putnam’s Sons  
*Elements and Principles of Design Posters* - Crystal Productions Co.  
*Art Smart* – Susan Rodriguez  
*Art from Many Hands* – Jo Miles Schuman  
*Street Style and Art-Graffiti LA* – Steve Gody

**North Warren Cluster  
Subject  
UBD Curriculum Template  
Grade 6**

<b>Stage 1: Desired Results</b>	
<b>Topic: Principles of Art: Balance, Unity and Harmony, Emphasis, Rhythm and Movement, Contrast, and Pattern</b>	
<i>Core Content Curriculum, , ,</i>	
<p><b>1.1 The Creative Process</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.1.2.D.1</li> <li>• 1.1.2.D.2</li> <li>• 1.1.5.D.1</li> <li>• 1.1.5.D.2</li> </ul>	
<p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <ul style="list-style-type: none"> <li>• 1.2.8.A.1</li> </ul>	
<p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• 1.3.8.D.1</li> <li>• 1.3.8.D.3</li> </ul>	
<p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> 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.</p> <ul style="list-style-type: none"> <li>• 1.4.8.A.1</li> <li>• 1.4.8.B.3</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Using Principles of design helps to create an original artwork</li> </ul>	<ol style="list-style-type: none"> <li>1. How does art of the past influence modern day art including various mediums and technology?</li> <li>2. How can some principles of art found in art of the past be implemented in your own artwork?</li> <li>3. How do the principles of art apply to all historical cultures and eras?</li> </ol>
<p><b>Knowledge and Skills: (Focus of Instruction)</b>            Students will become familiarized and explore techniques in each principle of design...            Principles of art: balance, unity, harmony, emphasis, rhythm, movement, contrast, and pattern            Students will develop an appreciation for Aesthetics, apply critique and develop a knowledge of art history and culture.</p>	

<b>Learning Expectations/Objectives</b>	
<p><b>Integration of 21<sup>st</sup> Century Theme(s)</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use the elements and principles of design as a guide to everyday life whether it be identifying shape and line in art or other subject areas in school.</li> <li>-How art is a part of history and lends itself to modern day.</li> <li>-Using technology in an art related career such as interior design, animation, photography etc.</li> <li>-Apply art to everyday life such as how you pick out an outfit or how you choose to set up a room in your home.</li> </ul>	<p><b>Integration of Digital Tools</b></p> <ul style="list-style-type: none"> <li>-Students should be able to use various digital resources to broaden their perspective of art such as websites, ThinkQuest, powerpoints, etc.</li> </ul>
<b>Stage 2: Evidence of Understanding</b>	
<p><b>North Warren Cluster Benchmarks: (Do or Say)</b> Combine various elements of art to illustrate principles of art.</p> <p>Balance-Not too much and not too little  Unity and Harmony-How your artwork flows together  Emphasis-Stressing a piece of your artwork by using various elements (line, shape, color, etc.)  Rhythm and Movement-Using the elements to create the illusion that your work moves or has a beat to it  Contrast-Light against Dark  Pattern-Repetition</p>	
<p><b>Assessment Methods:</b></p> <p><b>Formative: (On-going)</b> Teacher observation, progress reports, performance tasks  <b>Summative: (Culminating)</b> Projects, performance tasks, benchmark assessments, report cards</p>	
<p><b>Other Evidence:</b></p> <p>Student Self-Assessment  Project and Student Based Learning  Interdisciplinary</p>	
<b>Stage 3: Learning Plan</b>	
<p><b>Number of Days: 180</b></p>	
<p><i><b>In this unit consider how you will</b></i></p>	
<b>A</b>	<p>Engage Students: Providing interesting and fun lessons, video introductions, inspirational posters, various materials, working in groups, incorporating technology, using literature and introducing different art techniques. For example: Teach students various techniques on Adobe Photo Shop on how to alter photographs. Give students to various examples of different artists and let them choose their own art style and medium</p>
<b>B</b>	<p>Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on activities to meet all learning styles. Modify art activities to an individual's needs, use leveled support materials, peer tutoring and individualize instruction for</p>

	special needs and accelerated students.
<b>C</b>	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Observe the intentions of specific artworks. Generate an emotional response based on culture and history. Example: Periodically hold critiques to see and discuss what other students are trying to do in the creation of their artwork in comparison to works of art from famous artists.
<b>D</b>	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <p>Cave art – Paint with sticks, rocks, leaves...Use black paint for most of the symbols; add red for emphasis. (<i>Social Studies 6.2</i>)</p> <p>Chinese cutouts – Put tissue behind the cutouts to show emphasis.</p> <p>Create Chinese dragons using various materials.</p> <p>Free Choice Projects: This give the teacher and student the opportunity to work together based on student inspired project through categories: Black and White; Color; Computer; 3D and Pottery project. Student and teacher can discuss art styles, Use of mixed media, how to apply principles and elements etc. Great for differentiated instruction.</p> <p>Create Jackson Pollack spatter paintings.</p> <p>Create an enlarged cartoon page (as if it were being magnified). Use dots inside the images (Lichtenstein).</p> <p>Choose an image from the Internet. Use computer applications to change it in some way. (<i>Technological Literacy 8.2</i>)</p>
<b>E</b>	<p>Incorporating literature helps to support visual arts concepts:</p> <p>Using books based on subject matter such as story books and textbooks will enhance student learning.</p>
<p><b>Resources:</b></p> <p><a href="http://www.olejarz.com">www.olejarz.com</a></p> <p><a href="http://www.culture.gouv.fr">www.culture.gouv.fr</a></p> <p><a href="http://www.greatscott.com">www.greatscott.com</a></p> <p><a href="http://www.artmuseums.com">www.artmuseums.com</a></p> <p><a href="http://www.moma.org">www.moma.org</a></p> <p><a href="http://www.metmuseum.org">www.metmuseum.org</a></p> <p><a href="http://www.princetonol.com">www.princetonol.com</a></p> <p><a href="http://www.artencyclopedia.com">www.artencyclopedia.com</a></p> <p>Additional on-line resources that may be useful in enhancing both delivery of curricula and student engagement</p> <p><a href="http://artsedge.kennedy-center.org/educators/standards.aspx">http://artsedge.kennedy-center.org/educators/standards.aspx</a></p>	

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<http://pottery.about.com/od/glazesurfaces/ig/Ancient-Greek-Pottery-Images/?nl=1>  
<http://www.kinderart.com/>  
<http://carlos.emory.edu/ODYSSEY/>  
<http://www.incredibleart.org/links/toolbox/rubrics.html>  
<http://www.incredibleart.org/links/toolbox.html>  
<http://www.getty.edu/education/>  
<http://www.liverpoolmuseums.org.uk/kids/games-quizzes/portraits/tour2.html#>  
[http://www.artsusa.org/get\\_involved/advocacy/funding\\_resources/default\\_005.asp](http://www.artsusa.org/get_involved/advocacy/funding_resources/default_005.asp)  
<http://www.dickblick.com/lesson-plans/grade-level/k-4/>  
<http://www.pbs.org/wnet/americanmasters/category/for-educators/eduby-artist/>  
[http://nlvm.usu.edu/en/nav/topic\\_t\\_3.html](http://nlvm.usu.edu/en/nav/topic_t_3.html)  
<http://www.sculpey.com/>  
<http://www.webexhibits.org/about/exhibits.html>

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*Drawing with Children – G.P.Putnam*  
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*Street Style and Art-Graffiti LA*  
Steve Gody

# Overview of the 2009 New Jersey Core Curriculum Content Standards and Common Core State Standards

## Visual and Performing Arts

(<http://www.state.nj.us/education/cccs/standards/1/>)

- 1.1 The Creative Process (Dance/Music/Theatre/ Visual Art)
- 1.2 History of the Arts and Culture
- 1.3 Performance (Dance/Music/Theatre/ Visual Art)
- 1.4 Aesthetic Responses & Critique Methodologies (Aesthetic Responses/Critique Methodologies)

## Health and Physical Education

(<http://www.state.nj.us/education/cccs/standards/2/>)

- 2.1 Wellness (Personal Growth and Development/ Nutrition/ Diseases and Health Conditions/ Safety/ Social and Emotional Health)
- 2.2 Integrated Skills (Interpersonal Communication/ Decision-Making and Goal Setting/ Character Development/ Advocacy and Service/ Health Services and Information)
- 2.3 Drugs and Medicines (Medicines/ Alcohol, Tobacco, and other Drugs)
- 2.4 Human Relationships and Sexuality (Relationships/ Sexuality/ Pregnancy and Parenting)
- 2.5 Motor Skill Development (Movement Skills and Concepts/ Strategy/ Sportsmanship, Rules, and Safety)
- 2.6 Fitness (Fitness and Physical Activity)

## CCSS-ELA

([http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

### College and Career Readiness Anchor Standard for Reading

Literature (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

Informational Text (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

Foundational Skills (k-5 only) (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

### College and Career Readiness Anchor Standard for Writing (Text types and

Purposes/ Production and Distribution of Writing/ Research to Build and Present Knowledge/ Range of Writing)



College and Career Readiness Anchor Standard for Speaking and Listening  
(Comprehension and Collaboration/ Presentation of knowledge and Ideas)

College and Career Readiness Anchor Standard for Language (Conventions of  
Standard English/ Knowledge of Language/ Vocabulary Acquisition and Use)

## **CCSS-Mathematics**

[http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

Counting and Cardinality (K)

Operations and Algebraic Thinking (K – 5)

Number and Operations in Base Ten (K – 5)

Number and Operations – Fractions (3 – 5)

Measurement and Data (K – 5)

Geometry (K – 12)

Ratios and Proportional Relationships (6 – 7)

The Number System (6 – 8)

Expressions and Equations (6 – 8)

Statistics and Probability (6 – 12)

Functions (8 – 12)

Number and Quantity (9-12)

Algebra (9-12)

Modeling (9-12)

## **Science**

<http://www.state.nj.us/education/cccs/standards/5/>

- 5.1 Science Practices (Understand Scientific Explanations/ Generate Scientific Evidence Through Active Investigations/ Reflect on Scientific Knowledge/ Participate Productively in Science)
- 5.2 Physical Science (Properties of Matter/ Changes in Matter/ Forms of Energy/ Energy Transfer and Conservation/ Forces and Motion)
- 5.3 Life Science (Organization and Development/ Matter and Energy Transformations/ Interdependence/ Heredity and Reproduction/ Evolution and Diversity)
- 5.4 Earth Systems Science (Objects in the Universe/ History of Earth/ Properties of Earth Materials/ Tectonics/ Energy in Earth Systems/ Climate and Weather/ Biogeochemical Cycles)

## **Social Studies**

<http://www.state.nj.us/education/cccs/standards/6/>

- 6.1 U.S. History: America in the World ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)

- 6.2 World History/Global Studies ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)
- 6.3 Active Citizenship in the 21<sup>st</sup> Century ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)

## **World Languages**

(<http://www.state.nj.us/education/cccs/standards/7/index.html>)

- 7.1 World Languages (Interpretive Mode/ Interpersonal Mode/ Presentational Mode)

## **Technology**

(<http://www.state.nj.us/education/cccs/standards/8/index.html>)

- 8.1 Educational Technology (Technology operations and Concepts/ Creativity and Innovation/ Communication and Collaboration/ Digital Citizenship/ Research and Information Literacy/ Critical Thinking, Problem Solving, and Decision Making)
- 8.2 Technology Education, Engineering and Design (Nature of Technology: Creativity and Innovation/ Design: Critical Thinking, Problem Solving, and Decision Making/ Technological Citizenship, Ethics and Society/ research and Information Fluency/ Communication and Collaboration/ Resources for a Technological World/ The Design World)

## **21<sup>st</sup> Century Life and Careers Standards**

(<http://www.state.nj.us/education/cccs/progressions/9/>)

- 9.1 21st Century Life Skills (Critical Thinking & Problem Solving/ Creativity and Innovation/ Collaboration, Teamwork and Leadership/ Cross-Cultural Understanding and Interpersonal Communications/ Communication and Media Fluency/ Accountability, Productivity and Ethics)
- 9.2 Personal Financial Literacy (Income and Careers/ Money Management/ Credit and Debt Management/ Planning, Saving, and Investing/ Becoming a Critical Consumer/ Civic Financial Responsibility/ Risk Management and Insurance)
- 9.3 21st Career Awareness, Exploration & Preparation (Career Awareness/ Career Exploration/ Career Preparation)