

HILLSDALE PUBLIC SCHOOLS
HILLSDALE, NEW JERSEY

VISUAL ART EDUCATION CURRICULUM
KINDERGARTEN- EIGHTH GRADE

2012-13

Note: This version of the Hillsdale Public School Art Curriculum has been aligned to the most recent, 2009, New Jersey Core Curriculum Content Standards.

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INTRODUCTORY STATEMENT

Our Philosophy

The Hillsdale Kindergarten through Eighth Grade Art Program reflects a philosophy which supports the idea that art education is a necessary and valuable component in the lives of all students. This notion of art experiences is not limited only to studio activities, but includes aspects of art history, art criticism and aesthetics as well. This perception allows for and encourages student development in both cognitive and aesthetic domains. The education of our students in visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual, which benefits the community as a whole. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary education, is key to maximizing the benefits of the arts in education by fostering creativity and providing opportunities for expression beyond the limits of language.

When considering the total child and his or her experience in the Hillsdale art program, Art teachers will encourage integration of all subject areas with their curriculum. Cross-referencing information helps students understand that all knowledge is related and new skills can be reinforced with prior knowledge. Art activities can enhance and strengthen abstract concepts, sequencing abilities and problem solving strategies. An examination of Art from a particular period of history can provide students the opportunity to see how the artist of the time recorded significant events and how people lived. Art criticism can provide a vehicle for talking and writing about the visual world that confronts us, helping students organize their thoughts and assist in language development. As technological advancement continues to permeate the classroom, Art students will find their computer skills an endless source of inspiration and an occupational necessity. Integrating interdisciplinary lessons in the Art curriculum will intensify the child's full education experience.

Program Descriptions

Ann Blanche Smith School (Mrs. Jennifer Harris)

K-4th grade: Students meet once a week (40 minute periods) for 40 weeks.

Meadowbrook School (Mrs. Nina DiLonardo)

Pre K-4th grade: Students meet once a week (40 min. periods) for 40 weeks.

George G. White School (Mrs. Elisa Sweeny)

5th grade: Students meet once a week (45 minute periods) for 40 weeks.

6TH-8TH grade: Students meet 6 periods a week (45 minute periods) for approximately four and a half weeks (about 23 classes).

NJCCCS Standards

- 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture:** All students will understand the role, development, and influences of the arts throughout history and across cultures.
- 1.3 Performance:** All Students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/ or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NJCCCS VISION FOR THE ARTS

An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Has the essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment

Our Goals & Objectives

An education in the Arts will help to provide and develop....

- The ability to be creative and inventive decision-makers.
- Varied and powerful ways of communicating ideas, thoughts, and feelings.
- An enhanced sense of poise and self-esteem.
- The confidence to undertake new tasks.
- An increased ability to achieve across the curriculum.
- A framework that encourages teamwork and fosters leadership skills.
- Increased potential for life success.
- An enriched quality of life.
- The opportunity to explore the historic significance of art from different time periods.
- Awareness to other cultures through exploration of various art mediums and methods.
- An awareness of the diverse art related careers.

STRUCTURE OF THE CURRICULUM

CONTENT AREA: VISUAL ARTS

In the K-8th grade visual art curriculum, lessons are structured in terms of Concepts, Knowledge and Skills.

Concepts refer to major understandings which the students will achieve and apply through the activities and experiences facilitated in the art class. These general concepts, while common to grades K-8, increase in sophistication with each grade level, and center on the subjects of artist, art production, art history, art criticism and aesthetics.

Knowledge refers to students' developing abilities to use and apply the vocabulary and language of the visual arts in an appropriate fashion, based upon their degree of cognitive attainment and levels of understanding.

Skills refer to students' developing abilities acquired by familiarity, application and mastery of various materials, techniques and processes representative of the visual arts. The actual activities that provide the basis for skill-attainment are age-based and are determined by the developmental level of the students.

Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain basic literacy* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate competency* in the content knowledge and skills delineated for the selected arts discipline.

Concept: The Creative Process (1.1)

Grade Level: K-2

Knowledge: Students will recognize and identify ...

- The basic elements of art and principles of design that govern art creation and composition.
- The elements of art and principles of design in artworks of known and emerging artists, as well as peers, as an initial step toward visual literacy.

Skills: Students will ...

- Distinguish the basic elements of art and principles of design in diverse types of artwork.
- Determine the elements of art and principles of design in specific works of art and explain how they are used.

Concept: History of the Arts and Culture (1.2)

Grade Level: K-2

Knowledge: Students will recognize and identify ...

- Artwork from diverse cultures and historical eras that have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
- The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

Skills: Students will ...

- Discover characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- Examine how artists and specific works of visual art reflect, and are affected by, past and present cultures.

Concept: Performance of Visual Art (1.3)

Grade Level: K-2

Knowledge: Students will recognize and identify how...

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems
- Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
- Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
- Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.

Skills: Students will ...

- Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Performance of Visual Art; Grade Level: K-2, Skills Continued

- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Concept: Aesthetic Responses (1.4. A)

Grade Level: K-2

Knowledge: Students will recognize and identify ...

- Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Skills: Students will be able to...

- Identify aesthetic qualities of exemplary works of art in visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works visual art that evoke emotion and that communicate cultural meaning.
- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through visual art.
- Distinguish patterns in nature found in works of visual art.

Concept: Critique Methodologies (1.4. B)

Grade Level: K-2

Knowledge: Students will recognize and identify ...

- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
- Contextual clues are embedded in works of art and provide insight into artistic intent.
- Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.

Skills: Students will be able to...

- Observe the basic arts elements in exhibitions and use them to formulate objective assessments of artworks in visual art.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the making subject or theme in works of visual art.

Concept: The Creative Process (1.1)

Grade Level: 3-5

Knowledge: Students will recognize and identify the function and purpose of...

- The Elements of Art (*Line, Shape, Form, Texture, Space & Color*).
- The Principles of Design (*Balance, Variety, Harmony, Emphasis, Proportion, Rhythm, Movement*).
- Forming an appreciation of how art and design enhance functionality and improve quality of living.
- The Elements of Art & The Principles of Design as universal concepts.

Skills: Students will be able to...

- Give examples of the elements of art and principles of design that are evident in everyday life.
- Create works of art that demonstrate the elements of art.
- Apply the principles of design to various types of artwork.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Concept: History of the Arts and Culture (1.2)

Grade Level: 3-5

Knowledge: Students will recognize and identify...

- How art & culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design.
- Different art genres of pertinent cultures & time periods.
- How the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Skills: Students will be able to...

- Discover works of visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in visual art.
- Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history.

Concept: Performance of Visual Art (1.3)

Grade Level: 3- 5

Knowledge: Students will recognize and identify that...

- The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
- Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- Each of the genres of visual art is associated with appropriate vocabulary and a stylistic approach to art-making.
- The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
- There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.

Skills: Students will be able to...

- Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- Detect common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

Performance of Visual Art; Grade Level: 3-5, Skills Continued

- Determine common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Concept: Aesthetic Responses (1.4. A)

Grade Level: 3-5

Knowledge: Students will recognize and identify that...

- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

Skills: Students will be able to...

- Employ basic, discipline-specific arts terminology to categorize works of visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Concept: Critique Methodologies (1.4. B)

Grade Level: 3- 5

Knowledge: Students will recognize and identify that...

- Identifying criteria for evaluating performances results in deeper understanding of art and art making.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
- Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Skills: Students will be able to...

- Assess the application of the elements of art and principles of design in visual artworks using observable, objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Critique Methodologies; Grade Level: 3-5, Skills Continued

- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of visual art.
- Define technical proficiency, using the elements of the arts and principles of design.
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of visual art.

Concept: The Creative Process (1.1)

Grade Level: 6- 8

Knowledge: Students will recognize and describe...

- The concept of Art as a universal language, and the idea that visual communication through Art crosses cultural and language barriers throughout time.
- Masterworks of art from diverse cultures and different historical eras, which assists in understanding specific cultures.

Skills: Students will be able to...

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

Concept: History of the Arts and Culture (1.2)

Grade Level: 6-8

Knowledge: Students will recognize and identify that...

- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Tracing the histories of visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural morays and personal aesthetics throughout the ages.

Skills: Students will be able to...

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

Concept: Performance of Visual Art (1.3)

Grade Level: 6-8

Knowledge: Students will recognize and identify that...

- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.
- The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
- Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art making.
- The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

Skills: Students will be able to...

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

Concept: Aesthetic Responses (1.4. A)

Grade Level: 6-8

Knowledge: Students will recognize and identify that...

- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in visual art varies according to historical era and genre.
- Abstract ideas may be expressed in visual art using a genre's stylistic traits.
- Symbolism and metaphor are characteristics of art and art making.
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Skills: Students will be able to...

- Generate observational and emotional responses to diverse culturally and historically specific works of visual art
- Identify works of visual art that are used for utilitarian and non-utilitarian purposes.

Aesthetic Response; Grade Level: 6-8, Skills Continued

- Distinguish among artistic styles, trends, and movements in visual art within diverse cultures and historical eras.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- Interpret symbolism and metaphors embedded in works of visual art.
- Differentiate between traditional works of art and those that do not use conventional elements of style to express new ideas.
- Analyze the form, function, craftsmanship, and originality of representative works of visual art.

Concept: Critique Methodologies (1.4. B)

Grade Level: 6-8

Knowledge:

- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Skills: Students will be able to...

- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- Differentiate among basic formal structures and technical proficiency of artists in works of visual art.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Assessments in Art

Based on our report cards and the NJCCC Standards, we instruct and assess using mostly Performance-based assessment (authentic assessment) as follows:

I. FORMATIVE ASSESSMENT (Process & Class work)

- A. Practice of the criteria to achieve the goals
- B. Perform & demonstrate tasks correctly
- C. Observations
- D. Effort
- E. Class participation
- F. Self & peer assessment
- G. Progress & development (portfolio reviews)
- H. Conduct
- I. Rubrics (self-assessment)

II. SUMMATIVE ASSESSMENT (Finished project)

- A. Evidence of understanding the concepts (NJCCCS)
- B. Evidence of tasks, criteria & goals met
- C. Effort & overall presentation
- D. Rubrics (teacher assessment)