

Curriculum Overview

Visual Art Grades K-2 Curriculum

A. Introduction

The Golden Door Charter School Art Curriculum will develop student's basic skills through the process of art making. Focus will be placed on identifying what Visual Art is, how to use and respect art materials, how art is to be displayed and how to discuss or critique finished works of art. An introduction to terminology and recognition of art terms will also be discussed. Students will also use terms in art class that will assist them in other content areas such as language arts and math. Students will review and gain knowledge of primary and secondary colors, basic geometric shapes, and learn art terms such as composition, symmetrical, vertical, horizontal, diagonal, patterns, textures, two-dimensional and three dimensional forms. Emphasis will be placed on fine motor skills and care of all art materials introduced.

Art classes will be conducted several times a week throughout the year depending on marking period and each class will be about 40 minutes in length. All activities will correlate with New Jersey Core Content Curriculum Standards and will be reflected in the instructor's lesson plans.

Upon completion of Grade 2 students will be able to:

B. Content Outline:

Elements and types of Visual Art

- | | |
|----------------------|---|
| 1. COLORS | Primary colors, secondary color mixing, pattern, warm/cool colors, neutral, texture, imagination, painting, |
| 2. DRAWING | Lines, People, self-portrait, animals |
| 3. COLLAGE | Forms, Trees, House, Flower Vase, Thanksgiving Turkey |
| 4. DESIGN | Caterpillar (Shapes) introduction to patterns in art and nature |
| 5. MASKS | Cat mask (discuss and create a 3-D mask, go over different Cultures that create and wear masks) |
| 6. PAINTING | Mixing Colors, tempera paint, pictures, pumpkins |
| 7. PRINTING | Leaf rubbing, texture |
| 8. PUPPETS | Bag, love bug (a wide variety of puppets) |
| 9. SCULPTURE | Introduce clay have students create shapes |
| 10. WEAVING/PATTERNS | Introducing patterns repetition |

C. Knowledge and Skills

Upon successful completion of the requirements of this course, students will be able to demonstrate proficiency in the knowledge and skills below.

1. Identify primary and secondary colors
2. Understand the use of pattern and repetition in art
3. Explore and distinguish between three-dimensional and two-dimensional work
4. Develop fine motor skills to refine artwork
5. Gain knowledge of various art media and proper use of art materials
6. Learn to use all space in artwork and difference between positive and negative
7. Be introduced to art terms and techniques that will be explored in greater depth in higher grades .
8. Develop skills, knowledge and aesthetics that compromise a good artwork
9. Learn and combine a variety of materials in one artwork
10. Be able to discuss their artwork as well as other artwork with instructor and classmates

D. Time and Sequence

Approximately 2 weeks is spent on each skill that will continue to be repeated throughout course of the school year.

E. Instructional Activities

1. Teacher Demonstration
2. Students hands on Demonstration
3. Explanation
4. Lecture
5. Cooperative learning
6. Drills and Practice

F. Resources and Materials

1. 300 art lessons for k-2 textbook
2. www.crayola.com
3. www.artlessons.com
4. Into to artist series textbook
5. Various children's books example Tommy Depaulo "The Art Lesson"

G. Assessment

1. Class Participation
 - a. Cooperation
 - b. Willingness to try in class
2. Skills
 - a. Practice of skills taught
 - b. Improvement of skills taught
 - c. Recognition of visual art vocabulary
3. Grading Scales

Class Participation	50%
Teacher Assessment	50%

H. Core Content Standards

1. Standard 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to visual art.
2. Standard 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to visual art in the creation and presentation of visual art.
3. Standard 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of visual art.
4. Standard 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique

Visual Art Grades 3rd-5th Curriculum

A. Introduction

The Golden Door Charter School Art Curriculum will develop student's basic skills through the process of art making. Focus will be placed on identifying what Visual Art is, how to use and discussed. Students will also use terms in art class that will assist them in other content areas such as language arts and math. Emphasis will be placed on fine motor skills and care of all art materials introduced. In Grade 3 art, students will build on skills and concepts taught in the lower grade levels. Various media will be explored in greater depth. Projects will become more involved with time spent on developing techniques. Students will be introduced to critique of artwork. In Grade 4 art, students will incorporate the developing skills learned in lower grades, while broadening their knowledge, techniques and expertise. Students will analyze and interpret skills necessary for thinking creatively. Various mediums will be experimented with as they relate to ongoing lessons. Different areas of the world will be discovered through historical artwork. In Grade 5 art, students will build on self-esteem and self management skills, as they discover continuous improvement in various cultures and techniques. Students will develop their personal vision through techniques of various artist and cultures, as they prepare for middle school.

Art classes will be conducted several times a week throughout the year depending on marking period and each class will be about 40 minutes in length. All activities will correlate with New Jersey Core Content Curriculum Standards and will be reflected in the instructor's lesson plans, with respect to art materials, how art is to be displayed and how to discuss or critique finished works of art. An introduction to terminology and recognition of art terms will also be recognized.

Upon Completion of Grade 5 students will be able to:

B. Content Outline

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|----------------|---|
| 1. ART HISTORY | Pablo Picasso, Diego Rivera, Frida Kahlo, George Serat, Jacob Lawrence, Maria Martinez, William Johnson |
| 2. COLLAGE | Cityscapes, Landscapes, Seascapes, Universe |
| 3. DESIGN | Introduce patterns in life and art, warm and cool |
| 4. DRAWING | Self-portrait, symmetry, still-life |
| 5. MASKS | Students will create masks based on introduction to Caribbean celebration of emancipation |
| 6. PAINTING | Watercolors, acrylic paints of self-portraits, landscapes |
| 7. PRINTING | Scratch art and transfer prints |
| 8. SCULPTURE | Paper Mache, clay, 3-Dimensional concepts |

C. Knowledge and Skills

1. Students will be involved with a variety of hands-on art materials
2. Students will be exposed to a wide variety of art materials
3. Various art techniques will be explored in each grade level
4. Through art, students will gain a knowledge and understanding of various cultures and art from around the world
5. Students will refine skills on each level by practice
6. The differences between two-dimensional and three dimensional will be explored
7. Values will be added to student artwork
8. Students will gain a historical background on various artists and art periods and their effects on society
9. Students will be involved in group-cooperative learning, problem solving and class discussions
10. Self-esteem and confidence will be gained through finished art
11. Students will learn through art history
12. Students will gain the knowledge of many countries, learn their culture's and how their art work reflects their cultures
13. Students will be exposed to many different techniques that mimic many cultures that they have learned about
14. Students will work cooperatively and individually on assignments, learning social skills and follow-through skills. This will build self-esteem and self-confidence
15. Various styles and techniques will be learned or acquired. They will develop and appreciation for different types of artwork and learn how the aesthetics in art changes in such a short period of time
16. Students will refine skills on each level as various art media will be used to enhance each time period discovered

D. Time and Sequence- Approximately 2 weeks is spent on each skill that will be repeated through the course of the school year

E. Instructional Activities

1. Teacher Demonstration
2. Student hands on demonstration
3. Explanation
4. Critique
5. Lecture
6. Cooperative Learning
7. Implementation and Practice

F. Resources and Materials

1. www.princetonol.com
2. www.socialstudieshelp.com
3. www.geocities.com/theartkids
4. www.exploringart.com
5. The Great Migration Author Jacob Lawrence
6. Artists Video Series
7. The Masters- Short Stories of Famous Artist/Textbook
8. Various Prints and Posters of Specific artist and Styles

G. Assessment:

1. Class Participation

- a. Cooperation and Participation
- b. Willingness to try in class

2. Skills

- a. Practice of new skills
- b. Improvement in basic skills taught
- c. Recognition of basic visual art vocabulary

3. Grading Scales

- Class Participation 50%
- Teacher Assessment 50%

4. Student Assessment

After establishing the time period of a given work of art:

1. Students will learn the history of the artist and the artwork, experience demonstrations of style and medium and develop methodologies
2. Class participation fosters continuous learning, as open-ended questions are asked. Included are also whole group discussions and decision making processes

3. Weekly and extended assignments will be given.
4. Formal evaluations will be done. Grades and comments with teacher's observations will reflect students progress and ability
5. End of unit test will be administered to test retention of knowledge

H. Core Content Standards

By the end of Grade 5, Students will:

1. Refine skills and techniques to create artwork on a higher level (1.1, 1.2, 1.3)
2. Understand and respect historical and cultural differences that have influenced art (1.1, 1.2, 1.3, 1.5)
3. Develop knowledge to begin critique fellow students (1.1, 1.2, 1.4)
4. Expand, refine, and progress on creative skills to problem solving and higher order thinking skills (1.1, 1.2, 1.3, 1.4, 1.5)
5. Use elements of design in all artwork (1.1, 1.2, 1.3)
6. Understand proper use of a large variety of art tools and media (1.1, 1.2, 1.3)
7. Apply use of space in all media (1.1, 1.2, 1.3)
8. Learn to appreciate all variety of art and artwork of fellow students (1.1, 1.2, 1.3, 1.4, 1.5)
9. Develop critical thinking skills by observing, analyzing and evaluating (1.1, 1.2, 1.3, 1.4)

**Standard 1.1 (Aesthetics), Standard 1.2 (Creation and Performance)
Standard 1.3 (Elements and Principles), Standard 1.4 (Critique), Standard 1.5
(History and Culture)**

Visual Art Grades 6-8 Curriculum

A. Introduction

The Golden Door Charter School Art Curriculum will develop student's basic skills through the process of art making. Focus will be placed on identifying what Visual Art is, how to use and discussed. Students will also use terms in art class that will assist them in other content areas such as language arts and math. Emphasis will be placed on fine motor skills and care of all art materials introduced. In Grade 6th and 7th students will study various contemporary artists as well as begin extensive projects on world cultures such as Africa, China, and India. Sixth grade will refocus on terms learned in previous grades with primary objective on developing perspective. Seventh grade will also refocus on terms and techniques learned in previous grades with primary objective on decision making in developing critical thinking skills crucial for eighth grade preparation. Eighth grade students will study intensely various cultures developing all skills previously introduced in lower grades. Students will begin to develop critical thinking skills making individual decisions from multiple ideologies of world cultures and contemporary artists. Students will prepare for high school history, social studies, geography and math in becoming international thinkers.

Art classes will be conducted several times a week throughout the year depending on marking period and each class will be about 40 minutes in length. All activities will correlate with New Jersey Core Content Curriculum Standards and will be reflected in the instructor's lesson plans, with respect to art materials, how art is to be displayed and how to discuss or critique finished works of art. An introduction to terminology and recognition of art terms will also be reinforced.

Upon completion of Grade 8 students will be able to: IDENTIFY

B. Content Outline

- | | |
|----------------|---|
| 1. ART HISTORY | Elizabeth Catlett, Picasso, Wilfredo Lam, Arts of Africa, China, Arts of India, Arts of Egypt, Architecture, Art of Greece, Native American Art, Art of Mexico, Kerry James Marshal, Kara Walker, Kay Walking Stick |
| 2. ELEMENTS | Lines, space, composition, perspective, dimensions |
| 3. COLLAGE | Magazine images of popular culture creating |
| 4. DESIGN | Optical Illusions (pattern and color theory), Pop art food posters, Complementary color portraits |
| 5. DRAWING | Landscape (tree near and far), Pointillism |
| 6. PAINTING | Painted self- portrait, Abstract Watercolor |
| 7. SCULPTURE | Clay face vessels, emphasis on Roman and African 3 dimensional sculptures |

8. STAINED GLASS Scratch art, Focus on Christian and Islamic forms
9. TYPES Pop art, Political art, Expressionism, Impressionism, Caribbean art, Photography, Computer art

C. Knowledge and Skills

Upon successful completion of this course, students will be able to:

1. Refine skills and techniques to create artwork on a higher level (1.1, 1.2, 1.3)
2. Understand and respect historical and cultural difference that have influenced the history of art (1.1, 1.2, 1.3, 1.5)
3. Develop knowledge to begin critique fellow students (1.1, 1.2, 1.4)
4. Expand, refine, and progress on creative skills to problem solving and higher order thinking skills (1.1, 1.2, 1.3, 1.4, 1.5)
5. Use elements of design in all artwork (1.1, 1.2, 1.3)
6. Understand proper use of a large variety of art tools and media (1.1, 1.2, 1.3)
7. Apply use of space in all media (1.1, 1.2, 1.3)
8. Learn to appreciate all variety of art and artwork of fellow students (1.1, 1.2, 1.3, 1.4, 1.5)
9. Develop critical thinking skills by observing, analyzing and evaluating (1.1, 1.2, 1.3, 1.4)
10. Work on social skills in group projects with multiple group members
11. Complete plans, sketches, and reports with a time frame
12. Demonstrate knowledge of differences between 2-D and 3-D artwork
13. Exhibit knowledge of historical, social and cultural aspects of society in different countries
14. Understand Geographical locations of art forms being discussed
15. Evaluate and critique projects of self and others through open dialogue
16. Knowledge of research and reference materials

D. Time and Sequence- Approximately 2 weeks is spent on each skill that will be reinforced through the course of the school year

E. Instructional Activities-

1. Teacher Demonstration.
2. Student hands on demonstration
3. Explanation
4. Cooperative Learning
5. Implementation and Practice

F. Resources and Materials:

1. www.art-rageous.net
2. www.lessonplancentral.com
3. www.geocities.com
4. www.artedia.org/
5. www.getty.edu
6. www.learn4good.com
7. www.northalleggheny.org
8. Various textbooks related to art history
9. Multiple videos of contemporary artists
10. Art posters of varying art styles and movements
11. Scholastic Art Magazine
12. Various galleries and museums
13. Virtual computer tours of international museums

G. Assessment:

1. Class Participation

- a. Cooperation and Participation
- b. Willingness to try in class

2. Skills

- a. Practice of new skills
- b. Improvement in basic skills taught
- c. Recognition of basic visual art vocabulary

3. Grading Scales

- | | |
|---------------------|-----|
| Class Participation | 50% |
| Teacher Assessment | 50% |

H. Core Content Standards:

By the end of Grade 8, students will:

1. Refine skills and techniques to create artwork on a higher level (1.1, 1.2, 1.3)
2. Understand and respect historical and cultural differences that have influenced art (1.1, 1.2, 1.3, 1.5)
3. Develop knowledge to begin critique fellow students and various contemporary artists (1.1, 1.2, 1.4)
4. Expand, refine, and progress on creative skills to problem solving and higher order of critical thinking skills (1.1, 1.2, 1.3, 1.4, 1.5)
5. Use elements of design in all artwork space, dimensions(1.1, 1.2, 1.3)
6. Understand proper use of a large variety of art tools and media (1.1, 1.2, 1.3)
7. Understand the foundation to all art is Mathematics and Science and make the correlation(1.1, 1.2, 1.3)
8. Learn to appreciate all varieties of art and artwork of fellow students and world cultures (1.1, 1.2, 1.3, 1.4, 1.5)
9. Develop critical thinking skills by observing, analyzing and evaluating (1.1, 1.2, 1.3, 1.4)
10. Profound understanding of international cultures and the significance of their art forms and varying histories. (1.5)

**Standard 1.1 (Aesthetics), Standard 1.2 (Creation and Performance)
Standard 1.3 (Elements and Principles), Standard 1.4 (Critique), Standard 1.5
(History and Culture)**

