

## Pine Hill Public Schools Curriculum

Content Area:		<b>Art</b>	
Course Title/ Grade Level:		Art – Grade 5	
Unit 1:	<b>Environmental/recycled art</b>	Month:	<b>September/October</b>
Unit 2:	<b>Multicultural Masks</b>	Month:	<b>November / December</b>
Unit 3:	<b>Op art</b>	Month:	<b>January / February</b>
Unit 4:	<b>Value</b>	Month:	<b>March / April</b>
Unit 5:	<b>Seascapes</b>	Month:	<b>May / June</b>
Date Created or Revised:		12/10/12 updated	
BOE Approval Date:		12/18/12	

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Environmental/recycled art		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Art – Grade 5		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-14-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Is one man’s trash another man’s treasure?</li> <li>• In what ways can we reuse objects we’d normally throw away to create something else?</li> <li>• How does an artist come up with an idea?</li> <li>• Where does an artist get inspiration from?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Environment</li> <li>• Recycling</li> <li>• Science</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Cutting</li> <li>• Gluing</li> <li>• Painting</li> <li>• Assembling 2-D and 3-D works of art</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Science connections</li> <li>• Literature related activities</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**2009 NJCCCS**

**Standard:**

- 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 influence of the arts throughout history and across cultures.
- 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, 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.

**Strand(s):**

- D. Visual Art**  
**A. History of the Arts and Culture**  
**A. Aesthetic Responses**  
**B. Critique Methodologies**

**Content Statement(s):**

Understanding the function and purpose of the

**CPI # / CPI(s):**

1.1.5.D.1

<a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
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?).	1.4.5.B.5

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Multicultural masks		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Art – Grade 5		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-18-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	Can you create a multicultural mask? Do artists still make artwork in traditional ways? What role do masks play in different cultures? How does art reflect as well as shape culture?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Multicultural studies</li> <li>• Patterns</li> <li>• Symmetry</li> <li>• Art History</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• 3-d assemblage</li> <li>• Learning mask making techniques</li> <li>• Proper use of Paper Mache/ plaster gauze</li> <li>• Painting</li> <li>• Drawing</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Social Studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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**Strand(s):**

- D. Visual Art**  
**A. History of the Arts and Culture**

<b>A. Aesthetic Responses</b>	
<b>B. Critique Methodologies</b>	
<b>Content Statement(s):</b> Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	<b>CPI # / CPI(s):</b> 1.1.5.D.1
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Art and culture reflect and affect each other.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
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	1.4.5.B.5

purpose does the artwork serve? Who is the intended audience?).	
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**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Op Art		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> Art – Grade 5		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-18-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	How does an artist create an Op Art design while incorporating the Elements & Principles of Design?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Lines</li> <li>• Shapes</li> <li>• Balance</li> <li>• Pattern</li> <li>• Movement</li> <li>• Perspective</li> <li>• color</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• measuring</li> <li>• drawing</li> <li>• using rulers</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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- 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.

**Strand(s):**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<b>Content Statement(s):</b> Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	1.1.5.D.1
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2

Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
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While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
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?).	1.4.5.B.5



**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Architecture		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Art – Grade 5		<b>Length of Time:</b> March / April
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	Can you label various architectural elements? What does the design say about the functionality?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History of architecture</li> <li>• Common elements in particular styles of architecture</li> <li>• Focal point</li> <li>• Balance</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use of rulers</li> <li>• Adding texture</li> <li>• Perspective</li> <li>• Color balance</li> <li>• Emphasis</li> <li>• Proportional elements</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> <li>• Social studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>2009 NJCCCS</b>		

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<b>Strand(s):</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<b>Content Statement(s):</b> Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	1.1.5.D.1
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Seascapes		<b>Unit #: 5</b>
<b>Course or Grade Level:</b> Art – Grade 5		<b>Length of Time:</b> May / June
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	What is a horizon line? How many tonal changes can you make with one color?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Foreground, middle ground, background</li> <li>• Characteristics of ships</li> <li>• Critiquing various seascape paintings</li> <li>• Warm and cool colors</li> <li>• Creating contrast</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proper use of paint</li> <li>• Drawing from imagination</li> <li>• Drawing in perspective</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
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<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature based activity</li> <li>• Social studies connections</li> <li>• Science connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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**Strand(s):**

**Content Statement(s):**

**CPI # / CPI(s):**

**Content Statement(s):**  
Understanding the function and purpose of the [elements of art](#) and [principles of design](#) assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

1.1.5.D.1

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