

**Art  
K-5  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

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**The Linden Board of Education adopted the Curriculum Guide on:**

August 25, 2022

Education Item 10

**Date**

**Agenda Item**

**Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

## **Fine & Performing Arts Department Philosophy**

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

### **Fine & Performing Arts Department Goals**

It is the goal of the art department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in art open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of art. They will develop an appreciation of art and enrich the quality of their lives now and in the future. This revised K-5 art curriculum includes the seven elements of art: line, shape, color, space, form, texture and value. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in art.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through art production.
2. Present the art program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore art in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of art, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of art with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school art program via students' art displays and art shows as both a reflection of student achievement and a vehicle to communicate the value of art education to the community.

## I. Course Description

The art program is a discipline-based program that moves sequentially through art appreciation/history, aesthetics, criticism and production. Each class contains interrelated elements of each discipline. Students are assessed based on the New Jersey Student Learning Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the Fine Arts Curriculum. The Kindergarten students are introduced to the technical skills necessary for personal expression in drawing, painting, illustration and design using a variety of media in "two-" and "three-dimensional" applications. Grade 1 students continue to develop previously introduced skills. They are introduced to the use of negative space, portrait and environmental drawing, ceramics and graphic illustration. Grade 2 students continue to develop previously introduced skills. They are introduced to difference between opaque and transparent, hard-line drawing, relief design and construction materials. Third Grade students continue to develop and master previously introduced skills. They are introduced to the understanding of proportion, personal perceptions, color theory and composition. Grade 4 students continue to develop and master previously introduced skills. They are introduced to the concepts of tone and distance to illustrate depth and the elements/principal of design in painting. Grade 5 students continue to develop and master previously introduced skills. They are introduced to the concepts of visual texture, analogous and tertiary colors and the combining media techniques to develop illustrations.

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

### B. 21<sup>st</sup> Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:  
<http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:  
<https://www.nj.gov/education/holocaust/>

### E. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

### III. General Interdisciplinary Connections

In elementary school art classes, students use visual aids or read about various artists which associates to language arts classes. Students use math to solve problems as well as rulers for measuring and drawing straight lines. Math concepts and ideas also aid in artistic development and understanding of spatial relationships and 2-D and 3-Dimensions. Additionally, classes relate to social studies through the connection of art to various regions of the world and time periods/genres from which they derive. Finally art classes connect to science through the exploration of color including color mixing and experimentation of various art materials.

#### IV. Pacing Guide

11 Weeks	Drawing
11 Weeks	Painting
11 Weeks	Mixed Media
7 Weeks	Technology

#### V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill level: N-Novice, I- Intermediate, P- Proficient

<b>Drawing</b>	K	1	2	3	4	5
Understand the use of line drawing with many media.	N	N	I	I	I	P
Understand line as an expression of emotion or mood.	N	N	I	I	I	P
Understand the use of line in rhythm, repetition and movement.	N	N	N	I	I	P
Understand the use of tones, in relation to showing distance.					N	N
Understand drawing in one-point perspective.						N
Understand proportion in relation to a realistic visual artwork.				N	N	I
Train the eye to draw what it sees through contour drawing.					N	N
Understand personal perception of the individual artist(distortions, each artist as an individual).				N	N	I
Blend colors to achieve volume in drawing.				N	N	I
Know hard line.			N	N	I	I
Understand positive and negative space.			N	N	I	I
Draw a portrait from life.			N	N	I	I
Draw what is part of his/her environment.	N	N	N	I	I	P
Understand drawing the figure in proportion.			N	N	I	I
Understand composition.				N	N	I
Understand that drawing may be accomplished in many media.	N	N	N	I	I	P
Understand concepts of mathematical art (division of space-geometric design, etc.)	N	N	N	I	I	P
Understand the concepts of cross-hatching, dotting, and combination of line.						N
Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).	N	N	N	I	I	P
Understand the concept of enlarging and the concept of scale.	N	N	N	I	I	P
<b>Painting</b>						
Understand the qualities of painting media through	N	N	N	I	I	P

mixing colors.						
Better understanding of the principles of color theory: mixing primaries to create a secondary color.	N	N	N	I	I	P
Better understanding of the principles of color theory: Tints, shades and values				N	N	I
Better understanding of the principles of color theory: Complementary colors.				N	N	I
Better understanding of the principles of color theory: Analogous colors.						N
Better understanding of the principles of color theory: Cool colors, warm colors.	N	N	N	I	I	P
Better understanding of the principles of color theory: Tertiary colors.						N
Understand the concept of a horizon line in painting the world around us.	N	N	N	I	I	P
Understand large and small to show distance (perspective).	N	N	N	I	I	P
Understand the difference between opaque and transparent.			N	N	I	I
Understand the concept of hard line painting (with tape, etc.).			N	N	I	I
Develop the use of the painting media to illustrate depth or form.					N	N
Create visual texture through the use of values (brush manipulation, sponges, found objects, palette knife).						N
Create spontaneous design using the painting media.	N	N	N	I	I	P
Utilize various types of painting tools such as : sponge, brush, etc.	N	N	N	I	I	P
To utilize the theory of oriental brush strokes to create controlled painting (dry brush).						
To understand how to control a wet medium to achieve desired results.				N	N	I
Develop a painting from beginning to completion with the use of paint for solid areas as well as line.	N	N	N	I	I	P
Understand how to layer paint both with transparent pigment wash and opaque pigment.						
Utilize the elements of design in painting.					N	N
Understand the principles of design in creating a painting.					N	N
Understand the concept of foreground, middle ground and background by using color.	N	N	N	I	I	P
Understand the technique of blending colors to create shapes and forms.						N
Understand the difference in painting media: tempera, acrylics, watercolor.				N	N	I
<b>Mixed Media</b>						
Create a print from a variety of materials.	N	N	N	I	I	P
Use the elements of design to create a good graphic print.	N	N	N	I	I	P
Know the various printing processes: rubbing, monoprints, Styrofoam and found objects.	N	N	N	I	I	P
Understand the methods and materials used to create each type of print.	N	N	N	I	I	P
Learn basic relief printing techniques.				N	N	I

Learn the stenciling process.			N	N	I	I
Learn the monoprint process.		N	N	I	I	P
Understand repeat pattern.	N	N	N	I	I	P
Understand repeat pattern in rotation.		N	N	I	I	P
Print a yarn relief design.			N	N	I	I
Understand the idea of job opportunities in the work force.					N	N
Understand all the media (ie; drawing, painting, etc.), techniques in creating an illustration.						N
Understanding basic lettering and lettering styles.					N	N
Understanding how styles of lettering enhance an image.					N	N
Designing the illustration to include lettering to create a more powerful composition.						N
Creating a piece of commercial art from a story, movie, book or idea.						N
Be familiar with famous/known illustrators (ie; Hildebrandt, Maxfield Parrish, NC Wyeth.) and their work.						N
Utilize the concepts of thumbnail and preliminary sketches prior to final production of illustration.						N
Under the concept of sequencing in creating a story cartoon or comic.				N	N	I
<b>Technology</b>						
Know skills and techniques of using the computer and apply them to graphic design.					N	N
Understand the function of different computer platforms and graphic software.				N	N	I
Develop an awareness of different styles of lettering (fonts).						N
Use technology to understand movement.				N	N	I
Use technology as reference or 2D and 3D art work					N	N
Using elements of art in manipulating pixels to create art work.			N	N	I	I
Understand the tools in several paint & drawing programs.			N	N	I	I
Understand basic use of the computer (mouse clicking, etc.)			N	N	I	I
Use the computer to create 2D and 3D images				N	N	I
Use the computer to enhance art materials or art projects.					N	N
Use the internet for research in art history and as a motivational tool.					N	N

## VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> <li>• Teacher Presentation</li> <li>• Student Presentation</li> <li>• Class Discussion</li> <li>• Socratic Discussion</li> <li>• Reading for Meaning</li> <li>• Inquiry Design Model</li> <li>• Interactive Lecture</li> <li>• Interactive Notetaking</li> <li>• Compare and Contrast</li> <li>• Research Based</li> <li>• Problem Based</li> <li>• Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>• walk, breathe, eat, or sleep</li> <li>• communicate, see, hear, or speak</li> <li>• read, concentrate, think, or learn</li> <li>• stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>• preferential seating</li> <li>• extended time on tests and assignments</li> <li>• reduced homework or classwork</li> <li>• verbal, visual, or technology aids</li> <li>• modified textbooks or audio-video materials</li> <li>• behavior management support</li> <li>• adjusted class schedules or grading</li> <li>• verbal testing</li> <li>• excused lateness, absence, or missed classwork</li> <li>• pre-approved nurse's office visits and accompaniment to visits</li> <li>• occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for further independent research on topics of interest related to the unit of study</li> <li>• Advanced leveled readers and sources</li> <li>• Increase the level of complexity</li> <li>• Decrease scaffolding</li> <li>• Variety of finished products</li> <li>• Allow for greater independence</li> <li>• Learning stations, interest groups</li> <li>• Varied texts and supplementary materials</li> <li>• Use of technology</li> <li>• Flexibility in assignments</li> <li>• Varied questioning strategies</li> <li>• Encourage research</li> <li>• Strategy and flexible groups based on formative assessment or student choice</li> <li>• Acceleration within a unit of study</li> <li>• Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>• Encourage students to move through content areas at their own pace</li> <li>• After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>• Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on concept not details</li> <li>• More visual prompts</li> <li>• Leveled readers and teacher annotated sources</li> <li>• Guided notes with highlighted words and concepts</li> <li>• Use of Merriam-Webster's ELL dictionary</li> <li>• Timelines and graphic organizers</li> <li>• Remove unnecessary material, words, etc., that can distract from the content</li> <li>• Use of off-grade level materials</li> <li>• Provide appropriate scaffolding</li> <li>• Limit the number of steps required for completion</li> <li>• Time allowed</li> <li>• Level of independence required</li> <li>• Tiered centers, assignments, lessons, or products</li> <li>• Provide appropriate leveled reading materials</li> <li>• Deliver the content in "chunks"</li> <li>• Varied texts and supplementary materials</li> <li>• Use technology, if available and appropriate</li> <li>• Varied homework and products</li> <li>• Varied questioning strategies</li> <li>• Provide background knowledge</li> <li>• Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>• Use audio and visual supports, if available and appropriate</li> <li>• Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>• Meet with small groups to reteach idea/skill</li> <li>• Provide cross-content application of concepts</li> <li>• Ability to work at their own pace</li> <li>• Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>• Provide graphic organizers and/or highlighted materials</li> <li>• Strategy and flexible groups based on formative assessment</li> <li>• Differentiated checklists and rubrics, if available and appropriate</li> </ul>

## VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

## VIII. Resources

- Various types of paper including white paper, watercolor paper, construction paper etc.
- Pencils
- Watercolor pencils Pens
- Crayons
- Markers
- Charcoal/pastels/chalk
- Oil pastels/paint sticks
- Scratch board/scratch tools Erasers
- Various types of paint including but not limited to watercolor, tempera and acrylic
- Paintbrushes
- Ink
- Acetate
- Computer/iPadFinger-paint
- Tempera/Acrylic/watercolor paints
- Water-based printing ink
- Paint Sticks String and yarn
- Styrofoam trays Erasers/pencils Brayers
- Spoons
- Plexiglass or inking trays Paint brushes
- Q-tips Marbles
- Heavy weight paper/watercolor paper
- Paper
- Glue
- Scissors
- Clay
- Yarn
- iPads
- Traditional art materialsStylus pens (optional)
- Art apps/programs (Adobe Draw, Adobe Paint, Camera, etc.)

## Unit #: 1

### Overview: Drawing

#### **Essential Questions:**

How can I use shapes to create a realistic portrayal of an object or person?  
How can I use lines and shapes to create a complete picture or design?  
What is the importance of the elements of art when creating a work of art?  
How can the principles of art enhance art understanding and production?

#### **Enduring Understanding:**

Students will learn the importance of breaking down objects; people etc. into simplified shapes to better understand relationships between them.

Students will learn that line and shape are important parts in the creation of any art project whether it is 2-D or 3-D pieces.

Students will understand that the elements of art are one of the most important parts of the art making process. Identifying the elements in a piece of art enables the artist to show feeling and emotion and the viewer to better understand the idea behind the work.

When students understand the principles of art and how they are used they can use that knowledge to aid them in the production of their art.

#### **Students will be able to:**

Goals/Objectives:

Upon completion of this unit of study the students will not only learn various skills and techniques but also understand the importance both the elements and principles of art. Students will develop their fine and gross motor skills through the exploration of various drawing mediums as well as focusing on hand-eye coordination. As the drawing unit progresses knowledge of observational and perceptual skills will raise awareness of their environment and the world enabling them to show expression of oneself both visually and emotionally. Understanding the concepts of size relationships between objects and or living things as well as distance: background, foreground, middle ground and overlapping will allow the students to create more realistic designs. Lastly the introduction of one- and two-point perspective enables students to use the other skills they have acquired to show their understanding of spatial relationships.

#### **Students will know:**

Learning Targets/ Skills:

##### ***Kindergarten***

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Draw what is part of his/her environment.

Understand that drawing may be accomplished in many media.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

##### ***First Grade***

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Draw what is part of his/her environment.

Understand that drawing may be accomplished in many media.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

### **Second Grade**

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Know hard line.

Understand positive and negative space.

Draw a portrait from life.

Draw what is part of his/her environment.

Understand drawing the figure in proportion.

Understand that drawing may be accomplished in many media.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

### **Third Grade**

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Understand proportion in relation to a realistic visual artwork.

Understand personal perception of the individual artist (distortions, each artist as an individual).

Blend colors to achieve volume in drawing.

Know hard line.

Understand positive and negative space.

Draw a portrait from life.

Draw what is part of his/her environment.

Understand drawing the figure in proportion.

Understand composition.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand that drawing may be accomplished in many media.

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

### **Fourth Grade**

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Understand the use of tones, in relation to showing distance.

Understand drawing in one-point perspective.

Understand proportion in relation to a realistic visual artwork.

Train the eye to draw what it sees through contour drawing.

Understand personal perception of the individual artist (distortions, each artist as an individual).

Blend colors to achieve volume in drawing.

Know hard line.

Understand positive and negative space.

Draw a portrait from life.

Draw what is part of his/her environment.

Understand drawing the figure in proportion.

Understand composition.

Understand that drawing may be accomplished in many media.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand the concepts of cross-hatching, dotting, and combination of line.

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

### ***Fifth Grade***

*Student will...*

Understand the use of line drawing with many media.

Understand line as an expression of emotion or mood.

Understand the use of line in rhythm, repetition and movement.

Understand the use of tones, in relation to showing distance.

Understand drawing in one-point perspective and two-point perspective.

Understand proportion in relation to a realistic visual artwork.

Train the eye to draw what it sees through contour drawing.

Understand personal perception of the individual artist (distortions, each artist as an individual).

Blend colors to achieve volume in drawing.

Know hard line.

Understand positive and negative space.

Draw a portrait from life.

Draw what is part of his/her environment.

Understand drawing the figure in proportion.

Understand composition.

Understand that drawing may be accomplished in many media.

Understand concepts of mathematical art (division of space- geometric design, etc.)

Understand the concepts of cross-hatching, dotting, and combination of line.

Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen & ink, scratchboard).

Understand the concept of enlarging and the concept of scale.

### **Suggested Experiences:**

Draw self-portraits using various mediums including crayons, markers and colored pencils.

Draw a still-life based on an arrangement of non-living items and add highlights and shadows to create a more realistic design.

Create a piece of art based on the understanding of how color can be used to show emotion and feelings.

Draw an out of proportion out of place design after viewing Claes Oldenbergs sculptures.

Create a scratchboard drawing of an animal and use various types of lines to show texture (ie: hair, fur, scales).

Draw a room that appears to be 3-Dimensional using two-point perspective as well as enlarging and the concept of scale.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

## Unit #: 2

### Overview: Painting

#### **Essential Questions:**

What are some challenges artists face using wet mediums rather than dry?

Do artists use painting to tell a story or just to create something aesthetically pleasing?

How does knowing and using visual arts vocabulary help us understand and interpret a work of art?

#### **Enduring Understanding:**

Students will learn how to use various types of paint including but not limited to watercolor, tempera, acrylic, ink etc.

Students will learn that art is used to tell stories, ideas as well as creating works of art that show both feeling and emotions.

Students will achieve a better understanding on how to not only create a work of art but to be able to read another artist's work by using the knowledge of the elements and principles.

#### **Students will be able to:**

Goals/Objectives:

Students will be introduced/continue to develop technical skills necessary for personal expression in painting using a variety of media in two and three-dimensional applications. Painting can be done using a wide variety of materials and techniques, along with being done on many different surfaces. Students can build upon their painting skills and explore other topics involved with painting such as graphics and illustration. Painting is fundamental to nearly all areas of study.

#### **Students will know:**

Learning Targets/ Skills:

#### **Kindergarten**

*Student will...*

Understand the qualities of painting media through mixing colors.

Better understanding of the principles of color theory:

Mixing primaries to create a secondary color.

Better understanding of the principles of color theory:

Cool colors, warm colors.

Understand the concept of a horizon line in painting the world around us.

Understand large and small to show distance (perspective).

Create spontaneous design using the painting media.

Utilize various types of painting tools such as: sponge, brush, etc.

Develop a painting from beginning to completion with the use of paint for solid areas as well as line.

Understand the concept of foreground, middle ground and background by using color.

#### **First Grade**

*Student will...*

Understand the qualities of painting media through mixing colors.

Better understanding of the principles of color theory:

Mixing primaries to create a secondary color.

Better understanding of the principles of color theory:

Cool colors, warm colors.

Understand the concept of a horizon line in painting the world around us.

Understand large and small to show distance (perspective).

Create spontaneous design using the painting media.

Utilize various types of painting tools such as: sponge, brush, etc.

Develop a painting from beginning to completion with the use of paint for solid areas as well as line.

Understand the concept of foreground, middle ground and background by using color.

## ***Second Grade***

### *Student will...*

Understand the qualities of painting media through mixing colors.  
Better understanding of the principles of color theory:  
Mixing primaries to create a secondary color.  
Better understanding of the principles of color theory:  
Cool colors, warm colors.  
Understand the concept of a horizon line in painting the world around us.  
Understand large and small to show distance (perspective).  
Understand the difference between opaque and transparent.  
Understand the concept of hard line painting (with tape, etc.)  
Create spontaneous design using the painting media.  
Utilize various types of painting tools such as: sponge, brush, etc.  
Develop a painting from beginning to completion with the use of paint for solid areas as well as line.  
Understand the concept of foreground, middle ground and background by using color.

## ***Third Grade***

### *Student will...*

Understand the qualities of painting media through mixing colors.  
Better understanding of the principles of color theory:  
Mixing primaries to create a secondary color.  
Better understanding of the principles of color theory:  
Tints, shades and values  
Better understanding of the principles of color theory:  
Complementary colors.  
Better understanding of the principles of color theory:  
Cool colors, warm colors.  
Understand the concept of a horizon line in painting the world around us.  
Understand large and small to show distance (perspective).  
Understand the difference between opaque and transparent.  
Understand the concept of hard line painting (with tape, etc.)  
Create spontaneous design using the painting media.  
Utilize various types of painting tools such as: sponge, brush, etc.  
To understand how to control a wet medium to achieve desired results.  
Develop a painting from beginning to completion with the use of paint for solid areas as well as line.  
Understand the concept of foreground, middle ground and background by using color.  
Understand the difference in painting media: tempera, acrylics, watercolor.

## ***Fourth Grade***

### *Student will...*

Understand the qualities of painting media through mixing colors.  
Better understanding of the principles of color theory:  
Mixing primaries to create a secondary color.  
Better understanding of the principles of color theory:  
Tints, shades and values  
Better understanding of the principles of color theory:  
Complementary colors.  
Better understanding of the principles of color theory:  
Cool colors, warm colors.  
Understand the concept of a horizon line in painting the world around us.  
Understand large and small to show distance (perspective).  
Understand the difference between opaque and transparent.  
Understand the concept of hard line painting (with tape, etc.)  
Develop the use of the painting media to illustrate depth or form.  
Create spontaneous design using the painting media.  
Utilize various types of painting tools such as: sponge, brush, etc.  
To understand how to control a wet medium to achieve desired results.  
Develop a painting from beginning to completion with the use of paint for solid areas as well as line.

Utilize the elements of design in painting.

Understand the principles of design in creating a painting.

Understand the concept of foreground, middle ground and background by using color.

Understand the difference in painting media: tempera, acrylics, watercolor.

### ***Fifth Grade***

*Student will...*

Understand the qualities of painting media through mixing colors.

Better understanding of the principles of color theory:

Mixing primaries to create a secondary color.

Better understanding of the principles of color theory:

Tints, shades and values

Better understanding of the principles of color theory:

Complementary colors.

Better understanding of the principles of color theory:

Analogous colors.

Better understanding of the principles of color theory:

Cool colors, warm colors.

Better understanding of the principles of color theory:

Tertiary colors.

Understand the concept of a horizon line in painting the world around us.

Understand large and small to show distance (perspective).

Understand the difference between opaque and transparent.

Understand the concept of hard line painting (with tape, etc.)

Develop the use of the painting media to illustrate depth or form.

Create visual texture through the use of values (brush manipulation, sponges, found objects, palette knife

Create spontaneous design using the painting media.

Utilize various types of painting tools such as: sponge, brush, etc.

To understand how to control a wet medium to achieve desired results.

Develop a painting from beginning to completion with the use of paint for solid areas as well as line.

Utilize the elements of design in painting.

Understand the principles of design in creating a painting.

Understand the concept of foreground, middle ground and background by using color.

Understand the technique of blending colors to create shapes and forms.

Understand the difference in painting media: tempera, acrylics, watercolor.

### **Suggested Experiences:**

Paint a rainbow design using only the primary colors and mix them to create the secondary ones.

Create a landscape painting using watercolors and add textures using various painting tools such as a sponge, brush and paper towel.

Create an action painting using marbles, paint and a box based on the artist Jackson Pollock's masterpieces.

Using tempera paint blend colors to create an impressionist painting based on Claude Monet's waterlily paintings.

Use q-tips and acrylic paint to create a pointillism painting using dots of colors.

Paint a one hue shape design and focus on tinting and shading the one hue to show the colors value scale from light to dark.

Create a sun and moon painting using only warm colors on half and cool colors on the other half.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

## Unit #: 3

### Overview: Mixed Media

#### **Essential Questions:**

How can I create mixed media art?

What happens when objects or images overlap?

How does adding actual texture change a piece of art?

What is the difference between 2D and 3D?

Are some materials better than others for communicating certain ideas or emotions?

#### **Enduring Understanding:**

Students will use art materials and tools in a safe and responsible manner.

Students will differentiate between a variety of materials, techniques and processes.

Students will make a 2D or 3D piece of art using more than one art material.

#### **Students will be able to:**

Goals/Objectives: Students will create artwork using multiple materials that will integrate line, color, balance, composition, space, shape and texture into their projects. Students will explore a wide variety of 2 and 3 dimensional materials to make collages, assemblages and sculptures. Mixed media art helps students develop fine motor skills and allows them to use creative thinking to complete their art.

Learning Targets/ Skills:

#### **Kindergarten**

*Student will...*

Understand the basics of what mixed media art is.

Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

#### **First Grade**

*Student will...*

Understand the basics of what mixed media art is.

Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

Create a pinch pot/ coil pot

Understand over under weaving

## ***Second Grade***

*Student will...*

Understand the basics of what mixed media art is. Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

Create a pinch pot/ coil pot

Understand over under weaving

Know the difference between actual and implied texture.

## ***Third Grade***

*Student will...*

Understand the basics of what mixed media art is.

Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Know the difference between actual and implied texture.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

Create a pinch pot/ coil pot

Understand over under weaving

Understand the paper construction process including curling, coiling, flat and folding

## ***Fourth Grade***

*Student will...*

Understand the basics of what mixed media art is. Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

Know the difference between actual and implied texture.

Develop creative thinking by using more than one material in their art.

Understand over under weaving

Understand the paper construction process including curling, coiling, flat and folding

## ***Fifth Grade***

*Student will...*

Understand the basics of what mixed media art is.

Develop fine motor skills.

Combine cutting, tearing, pasting, gluing, drawing or painting in a work of art. Create a 2D or 3D piece of art.

Understand that certain materials will resist other materials

Work with a variety of materials to create a 3D form

Know the difference between actual and implied texture.

Develop creative thinking by using more than one material in their art.

Understand over under weaving

Understand the paper construction process including curling, coiling, flat and folding See the design qualities of common materials and application of their use in art

### **Suggested Experiences:**

Using scissors cut and glue various positive and negative shapes of construction paper to create a collage based on artist Henri Matisse works.

Create a design by arranging various types of objects with different textures.

Create a paper weaving using strips of colored construction paper and add designs using markers, crayons or paint.

Design a story quilt based on artist Faith Ringgold's works and use various art supplies to create one telling your own personal story.

Create a paper mask using different paper cutting and curling techniques.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

## Unit #: 4

### Overview: Technology

#### **Essential Questions:**

How can I use technology to create art?

Can technology be helpful when making traditional art?

What programs/ apps can I use when I want to further develop my art? How can I record and save my artwork through the use of technology?

#### **Enduring Understanding:**

Students will learn skills and techniques through technology that will be helpful in creating digital and fine art. Students will be able to apply the principles of design and elements of art into their digital art.

Students will create works of art that have meaning to them.

Students will use technology to catalog their artwork.

#### **Students will be able to:**

Goals/Objectives:

Students will be introduced/ continue to develop their understanding of modern technology and its uses in the world as it applies to art. Students will use apps and programs on their devices to enhance research and develop their artwork. They will also use technology as a way to create digital art.

#### **Students will know:**

Learning Targets/ Skills

##### ***Kindergarten***

*Student will...*

Understand the basics of computers and technology usage. Understand proper usage of iPad and other hardware/ technology. Use artistic programs/ apps to create or edit their art.

##### ***First Grade***

*Student will...*

Understand the basics of computers and technology usage. Understand proper usage of iPad and other hardware/ technology.

Create and edit their art using artistic programs/ apps.

Take photographs of their finished projects to be cataloged digitally.

## ***Second Grade***

*Student will...*

Understand the basics of computers and technology usage. Understand proper usage of iPads and other hardware/ technology.  
Create and edit their art using artistic programs/ apps.  
Take photographs of their finished projects to be cataloged digitally.

## ***Third Grade***

*Student will...*

Understand the basics of computers and technology usage. Understand proper usage of iPad and other hardware.  
Create and edit their art using artistic programs/ apps.  
Use photo manipulation to change and enhance digital photographs. Take photographs of their finished projects to be cataloged digitally.

## ***Fourth Grade***

*Student will...*

Understand proper usage of iPad and other hardware.  
Create and edit their art using artistic programs/ apps.  
Use photo manipulation to change and enhance digital photographs.  
Use the internet for art history research.  
Understand that technology can be used as a tool for their traditional and digital art. Take photographs of their finished projects to be cataloged digitally.

## ***Fifth Grade***

*Student will...*

Understand proper usage of iPad and other hardware.  
Create and edit their art using artistic programs/ apps.  
Use photo manipulation to change and enhance digital photographs.  
Use the internet for art history research.  
Understand that technology can be used as a tool for their traditional and digital art. Take photographs of their finished projects to be cataloged digitally.

### **Suggested Experiences:**

Create a digital portfolio of artwork created throughout the year.

Draw a Pop-Art drawing self-portrait using the camera option and add bright colors using a stylus pen.

Create your own cartoon character using Tux-paint.

Draw a monochromatic design on an iPad.

### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

# Fine Arts K-5

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## New Jersey Learning Standards- Grades K-2 Visual and Media Arts

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MA.K-2.1.2.2.Cr3a	Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition).
MA.K-2.1.2.2.Re9a	Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.
VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
MA.K-2.1.2.2.Cn11a	Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.
MA.K-2.1.2.2.Pr5a	Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
MA.K-2.1.2.2.Cn11b	Interact appropriately with media arts tools and environments considering safety, rules and fairness.
MA.K-2.1.2.2.Cn10b	Share and discuss experiences of media artworks, describing their meaning and purpose.
MA.K-2.1.2.2.Re8a	Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
MA.K-2.1.2.2.Pr4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
MA.K-2.1.2.2.Cr1c	Explore form ideas for media art production with support.
MA.K-2.1.2.2.Cr1d	Connect and apply ideas for media art production.
MA.K-2.1.2.2.Cr2b	Connect and apply ideas for media art production.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
MA.K-2.1.2.2.Cr1a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
MA.K-2.1.2.2.Cr2a	Explore form ideas for media art production with support.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
MA.K-2.1.2.2.Cr1e	Choose ideas to create plans for media art production.

MA.K-2.1.2.2.Cn10a	Use personal experiences, interests, information and models in creating media artworks.
VA.K-2.1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
MA.K-2.1.2.2.Pr5b	Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
MA.K-2.1.2.2.Cr3b	Identify and describe the effects of altering, refining and completing media artworks.
MA.K-2.1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.
MA.K-2.1.2.2.Cr1b	Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
MA.K-2.1.2.2.Pr6a	With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.
VA.K-2.1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
MA.K-2.1.2.2.Cr2c	Choose ideas to create plans for media art production.
VA.K-2.1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
MA.K-2.1.2.2.Re7a	Identify, share and describe the components and messages in media artwork.
MA.K-2.1.2.2.Re7b	Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
MA.K-2.1.2.2.Pr5c	Discover, experiment with and demonstrate creative skills for media artworks.

## **New Jersey Learning Standards- Grades 3-5 Visual and Media Arts**

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MA.3-5.1.2.5.Pr4a	Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
VA.3-5.1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
VA.3-5.1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
MA.3-5.1.2.5.Pr5b	Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
MA.3-5.1.2.5.Cr1e	Model ideas and plans in an effective direction.
MA.3-5.1.2.5.Cr2a	Collaboratively form ideas, plans and models to prepare for media artwork.
MA.3-5.1.2.5.Cr1c	Connect media artwork to personal experiences and the work of others.
MA.3-5.1.2.5.Pr4c	Create media artworks through integration of multiple contents and forms.

MA.3-5.1.2.5.Cn11b	Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.
MA.3-5.1.2.5.Pr6a	Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
VA.3-5.1.5.5.Re7b	Analyze visual arts including cultural associations.
MA.3-5.1.2.5.Cr1a	Generate ideas for media artwork, using a variety of tools, methods and/or materials.
MA.3-5.1.2.5.Cr1d	Collaboratively form ideas, plans, and models to prepare for media artwork.
MA.3-5.1.2.5.Cr3b	Describe and apply principles such as movement, balance, contrast, and emphasis.
VA.3-5.1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
MA.3-5.1.2.5.Re7a	Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
VA.3-5.1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
MA.3-5.1.2.5.Cr2b	Model ideas, plan in an effective direction.
VA.3-5.1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
VA.3-5.1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
MA.3-5.1.2.5.Cr1f	Brainstorm goals and plans for a media art audience.
MA.3-5.1.2.5.Cn10a	Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
MA.3-5.1.2.5.Cr1b	Develop individual and collaborative artistic goals for media artwork using a variety of methods.
MA.3-5.1.2.5.Cr3c	Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.
VA.3-5.1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
VA.3-5.1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
MA.3-5.1.2.5.Pr4b	Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
MA.3-5.1.2.5.Cn11a	Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
MA.3-5.1.2.5.Pr5c	Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
VA.3-5.1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
MA.3-5.1.2.5.Cr2c	Brainstorm goals and plans for a media art audience.
VA.3-5.1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
VA.3-5.1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe

	personal choices in artmaking.
MA.3-5.1.2.5.Cr3a	Construct and arrange various content into unified and expressive media arts productions.
MA.3-5.1.2.5.Cn10b	Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
VA.3-5.1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
VA.3-5.1.5.5.Pr5a	Prepare and present artwork safely and effectively.
MA.3-5.1.2.5.Pr6b	Identify and compare experiences and benefits of presenting media artworks.
MA.3-5.1.2.5.Re8a	Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
MA.3-5.1.2.5.Re9a	Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.
MA.3-5.1.2.5.Pr5a	Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
MA.3-5.1.2.5.Re7b	Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

## Career Readiness, Life Skills Standards

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Interdisciplinary Connections

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LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
CRP.K-12.CRP11	Use technology to enhance productivity.

CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.