

Approved May 2011

GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

B=Beginning Skill
D=Developing Skill
S=Secure Skill

STANDARD (Visual Arts): 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 visual art.

Indicator # 1.1	K	1	2	3	4	5	6	7	8
1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.	B	D	D						
1.1.2.D.2 Identify elements of art principles of design in specific works of art and explain how they are used.	B	D	D						
1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.				D	D	D			
1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.				D	D	D			
1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.							D	D	D
1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.							D	D	D

STANDARD (Visual Arts): 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across culture.

Indicator # 1.2	K	1	2	3	4	5	6	7	8
1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	B	D	D						
1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	B	D	D						
1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.				B	B	B			
1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.				D	D	D			
1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.				D	D	D			
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.							D	D	D
1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.							D	D	D
1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.							D	D	D

STANDARD (Visual Arts): 1.3 Performance All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

Indicator # 1.3	K	1	2	3	4	5	6	7	8
1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.	B	D	D						
1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.	B	D	D						
1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.	B	D	D						
1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	B	D	S						
1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.	B	D	D						
1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.				D	D	D			
1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.				D	D	D			
1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.				D	D	D			
1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture,				D	S	S			

STANDARD (Visual Arts): 1.4 Aesthetic Response and Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Indicator #1.4.A Aesthetic Response	K	1	2	3	4	5	6	7	8
1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	B	D	D						
1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	B	B	B						
1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	B	D	D						
1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	B	D	S						
1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.				B	D	D			
1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.				B	D	D			
1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).				D	D	S			
1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art							D	D	D
1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.							D	S	S

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.							D	S	S
1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.							D	D	D
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.							D	D	D
1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.							D	S	S
1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.							B	D	D

Indicator # 1.4.B. Critique Methodologies	K	1	2	3	4	5	6	7	8
1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	B	B	D						
1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.	B	D	D						
1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.	D	D	S						
1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.				D	D	D			
1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.				D	D	D			
1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.				D	D	D			
1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.				D	D	D			
1.4.5.B.5 Distinguish ways in which individuals may disagree about the				D	D	S			

relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.									
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.							D	S	S
1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.							D	S	S
1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.							D	D	S

Assessment

Student performance is evaluated in many ways through the arts. Projects at hand are the most reliable sources of how student performance is gauged. Students learn the history or background first followed by creating a project based on history, the basic elements and principles of art. Two to three art projects are given each quarter. A portfolio is given out at the end of the year to house all art projects to take home. When projects are finished each quarter, student work is hung in the hallways. Open-ended or extended responses are given out at the end of each project, evaluating student opinion. Students can write or present an argument based on own or other student work within the classroom. Students aesthetically respond to other artwork and also critique the artwork (constructive criticism).

Demonstrating the correct use of tools and new media, craftsmanship and cleaning up is also essential to the art learning process. A proficiency grade in the area of clean-up/understanding and using media/craftsmanship is the physical aspect of creating art and should not be forgotten when assessing student ability. Identifying a student's ability through a rubric is the best form of evaluation. *(attached two examples of rubric/self-assessment)*

General Art Rubric

School Wide Outcomes	Project Outcomes Criteria	4	3	2	1
Basic Skills	<ul style="list-style-type: none">•Follow directions•Requirements•Craftsmanship	Complete understanding of class dynamics; exceptional skill with media	Very good idea of the class; Above average art skills	Barely average grasp of directions; Shows some skill	Does not meet expectations

Higher Level Thinking Skills	<ul style="list-style-type: none"> •Originality •Creativity 	Unique; Very original; Individual	Usually original; Expressive	Seldom original; Work possibly copied	No original ideas
Apply Knowledge-Lifelong Learner	<ul style="list-style-type: none"> •Design •Principles/Elements 	Complete understanding; Use of elements and principles	Has very good idea of art intent	Unclear thinking; Little use of principles and elements	No concept of art principles or elements
Basic Social Skills	<ul style="list-style-type: none"> •Teamwork •Communication 	Always contributes; Excellent communication	Contributes most of the time; Gets along	Seldom contributes; Sometimes uncooperative	No attempt to communicate-argumentative or disinterested
Responsible Global Citizen	<ul style="list-style-type: none"> •Attitude, including attendance 	Positive and considerate; Never misses; Takes total responsibility for work missed	Absences each grading period; Usually makes up missed work	Somewhat cooperative; Often misses; Tries to make up work	Many absences each grading period. Feels no responsibility to make up missed work.

My Art Assessment

Student:

Grade:

Room:

Project Name:

1. How did you feel when you were creating your artwork?
2. How could you improve your work?
3. What did you like or dislike about this project?
4. Evaluate another student's project. Do you think it is successful?
Good/Bad? Colorful or Plain? Interesting or sloppy? If you could name the student's work, what would you name it and why?

Calendar Scope and Sequence-September to January (1st/2nd MP)

Grade	Materials	Learning Objectives	Project examples	Marking Period
Kindergarten	<ul style="list-style-type: none"> •pencil •crayons •markers 	<ul style="list-style-type: none"> •Develop drawing skills-self-portrait •develop muscular and manipulative skills •cleaning-up •filling in/coloring shapes thoroughly, staying in the lines •know the primary colors (red, yellow, blue) •line 	<ul style="list-style-type: none"> •Self-Portrait •Creating Pictures out of shapes •Primary City Buildings •Straight Line Kindergarten 	1 st /2 nd
1 st Grade	<ul style="list-style-type: none"> •pencil •brushes •watercolor paint •oil pastel •yarn/glue/scissors 	<ul style="list-style-type: none"> •Elements of art-types of line, shapes, color •fine motor skills •learn symmetry •visual awareness 	<ul style="list-style-type: none"> •Fish with Line •Symmetrical Butterflies •Keith Haring Yarn Art 	1 st /2 nd
2 nd Grade	<ul style="list-style-type: none"> •construction paper •tempera paint •crayons •markers •watercolors •brushes 	<ul style="list-style-type: none"> •experience mixed media •continue motor skills •line, shape, texture •emphasis on World Cultures •process of art making •neatness in making art 	<ul style="list-style-type: none"> •Jazz up the City •Mandalas •Chinese Scrolls •Laurel Burch cats and dogs 	1 st /2 nd
3 rd Grade	<ul style="list-style-type: none"> •tempera paint •watercolors •markers/crayons •glue/scissors 	<ul style="list-style-type: none"> •making 3-D art projects •Learning Color Wheel-intermediate colors introduced •more critical in drawing skills •reinforce use of ruler •craftsmanship •Story telling in art •space and form •compare and contrast works of 	<ul style="list-style-type: none"> •Stuffed Mummies •Faith Ringgold's Tar Beach •Color Wheel Project 	1 st /2 nd

		art		
4 th grade	<ul style="list-style-type: none"> •Pencils/colored •Markers •crayons •chalk/oil pastel •paints 	<ul style="list-style-type: none"> •writing as an art form •mixing colors to find secondary and intermediate •collage •learn modern art •personal art-using our own cultures and identity to create art positive and negative space •use all elements of art 	<ul style="list-style-type: none"> •Art Haiku •O'Keeffe Crayon Resist •Mummer's Strut •Pos. and Neg. Space Project •Personal Maps 	1 st /2 nd
5 th grade	<ul style="list-style-type: none"> •pencil •crayons •colored pencil •marker •paints •inks-India 	<ul style="list-style-type: none"> •Create own color wheel •Use techniques with certain tools •create multi-media projects •be able to critique and assess own art work and others' •learn about depth and perspective •learn and use the principles of art-repetition and pattern •develop critical thinking skills 	<ul style="list-style-type: none"> •Aboriginal Dot Painting •Personal Color Wheel •1-point perspective •Hand Henna 	1 st /2 nd
6 th grade	<ul style="list-style-type: none"> •pencil •various types of paint •linoleum/linocutters/ink •permanent markers •colored pencils •projector 	<ul style="list-style-type: none"> •attention to detail •rhythm/balance/contrast/movement •Op art using black and white •develop the use of texture and shading •draw ornate and decorative objects •lettering •critical thinking 	<ul style="list-style-type: none"> •Printmaking •Celtic Letters •Line Art •Arcimboldo Portraits 	1 st /2 nd
7 th grade	<ul style="list-style-type: none"> •pencil •various paints •permanent markers •ink 	<ul style="list-style-type: none"> •use the principles and elements of art •cool and warm colors •2-point perspective 	<ul style="list-style-type: none"> •Blind Contour Line Drawing •Triptych Self-Portrait •Robert Indiana's LOVE 	1 st /2 nd

	<ul style="list-style-type: none"> •colored pencils •still life objects •collage materials 	<ul style="list-style-type: none"> •learn graphic design/art •learn proportion 	<ul style="list-style-type: none"> •City in 2-pt. Perspective 	
8 th grade	<ul style="list-style-type: none"> •pencils •colored pencils •permanent markers •scratch art paper •charcoal •oil pastel •paints •X-Acto 	<ul style="list-style-type: none"> •learning radial symmetry •create abstract art using multi-media •learn how to use an X-Acto blade •showing space, rhythm •problem-solving skills 	<ul style="list-style-type: none"> •Radial Names •Kandinsky Collage •Stained Glass Window 	1 st /2 nd

Calendar Scope and Sequence-February to June (3rd/4th MP)

Grade	Materials	Learning Objectives	Project examples	Marking Period
Kindergarten	<ul style="list-style-type: none"> •tissue paper •watercolors •oil pastels •crayons •sponges •paint •glue/scissors •q-tips 	<ul style="list-style-type: none"> •use tissue paper as a medium •to use sponges •correctly use glue/scissors •create multi-media projects •learn the secondary colors •use of imagination 	<ul style="list-style-type: none"> •Monet's Water Lily •Making Snowflakes •Art of Cave Dwellers •Paper Mosaic •Q-tip painting 	3 rd /4 th
1 st grade	<ul style="list-style-type: none"> •oil pastel •tempera paint •foil •string •brushes 	<ul style="list-style-type: none"> •learn how to paint a landscape •learn about abstract art •draw and paint in a grid •printmaking •use the primary/secondary colors •use basic shapes and lines 	<ul style="list-style-type: none"> •Kandinsky's Circles •Sunflowers •Piet Mondrian Grid •Printmaking with string and foil 	3 rd /4 th

2 nd grade	<ul style="list-style-type: none"> •textiles •scratch board •gold paint •sequins/jewels •various paints 	<ul style="list-style-type: none"> •weaving techniques with paper •create a portrait in profile •learn about modern artists •learn about Egyptian life •using symbols 	<ul style="list-style-type: none"> •Weaving Pattern •Making Scratch Board •Keith Haring Art •Egyptian Profiles 	3 rd /4 th
3 rd grade	<ul style="list-style-type: none"> •computers •paint •still life objects •markers •linoleum materials 	<ul style="list-style-type: none"> •research on computers •symmetry •printmaking •drawing skills •learning history of some artists •using judgment on other works 	<ul style="list-style-type: none"> •Coat of Arms •Alien Symmetry Names •Printmaking Self-Portrait •Painting Still Life 	3 rd /4 th
4 th grade	<ul style="list-style-type: none"> •copper •watercolors •neon colored papers •paper shapes •various paints 	<ul style="list-style-type: none"> •copper techniques •relief sculptures •repeating patterns/colors/shapes •Renaissance history •Pop Art •work collaboratively in groups 	<ul style="list-style-type: none"> •Group Project (end of year) •Art of the Inca •Personal Maps •Andy Warhol Pop Portrait •Tessellation 	3 rd /4 th
5 th grade	<ul style="list-style-type: none"> •ink •mosaic paper •various paints •chalk •colored pencils •markers 	<ul style="list-style-type: none"> •learn about different cultures •history of stamps in the U.S. •incorporate L.A.L. in art •drawing techniques •learn graphic skills •form appreciation of how art can improve living 	<ul style="list-style-type: none"> •Hand Henna •Design a Stamp •Paper Mosaics •Piet Mondrian Grids •Visual Puns •Shoes 	3 rd /4 th
6 th grade	<ul style="list-style-type: none"> •tempera paint •black and white paper •straws •ink •computers 	<ul style="list-style-type: none"> •create abstract designs •history of Greek culture •positive/negative space •cool/warm colors •know different genres of art 	<ul style="list-style-type: none"> •Wordless Messages •Greek Pottery/Columns •Abstract Tree Paintings •Square Notan 	3 rd /4 th
7 th grade	<ul style="list-style-type: none"> •bright colored paper •permanent markers •rulers •colored pencils 	<ul style="list-style-type: none"> •learn how to make colors vibrate •draw proportionately •create op art •constructive criticism 	<ul style="list-style-type: none"> •Vibration of Colors •Op Art painting •Pointillism 	3 rd /4 th

	<ul style="list-style-type: none"> •chalk pastel •computers 	<ul style="list-style-type: none"> •optically mix colors •optical illusions <p>make informed aesthetic responses to art</p>		
8 th grade	<ul style="list-style-type: none"> •computers •chalk pastels •charcoal •oil pastels •acrylic paint •ruler 	<ul style="list-style-type: none"> •digitally transform face •use principles of art •constructive criticism •analyze the form/function/originality and craftsmanship 	<ul style="list-style-type: none"> •Wanted Posters •Square in a Square •Showing Space (in Music Terms) 	3 rd /4 th

Philosophy

The arts have been part of life from the very beginning. They have described, defined, and deepened human experience. All people have an abiding need for meaning--to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable.

Education in the arts stimulates the imagination, develops self-esteem and encourages openness toward the opinion of others. Art offers opportunities to students that are not available through other subjects alone. Art education enhances the quality of life for the student and is an important tool in developing the whole personality. A complete art program allows every student to increase positive attitudes toward others, self and the environment through creative experiences.

Art lessons in the elementary and middle school setting encompass the four components of discipline based art education (DBAE)--Artistic perception, creative expression, historical and cultural context and aesthetic valuing. As educators, we take into consideration the many different learning styles of students. A DBAE style of teaching increases imagination and problem solving skills for every student, building the confidence necessary for the real world.