

Level	Grades K-2
Topic	Elements and Principles of Art
Big Idea	
Art Has Structure	
Essential Questions	
<ul style="list-style-type: none"> • What are the elements of art? • What are the design principles of pattern and balance? • Which art elements and design principles can be recognized in works of art? • How are the elements of art and principles of design used in creating works of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition. • Recognition of the basic elements of art and principles of design is the initial step toward visual literacy. 	
NJCCCS	1.1.2.D.1, 1.1.2.D.2
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify art elements and basic design principles in works of art. • Explain how art elements and design principles are used in works of art. • Create works of art using art elements and basic design principles. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Group discussion • Visual analysis • Art production 	
Possible Assessments	
<ul style="list-style-type: none"> • Artwork • In-process behavior • Activity sheets • Participation in guided discussion 	

Level	Grade K-2
Topic	History and Culture
Big Idea	
Art Has Historical and Multicultural Components	
Essential Questions	
<ul style="list-style-type: none"> • How do the people of different cultures think and feel about art? • How did the people from different historical periods think and feel about art? • What unique characteristics/themes can be identified in works of art from different cultures? • What unique characteristics/themes can be identified in works of art from different historical periods? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Historic events influence art. • Cultural beliefs and values influence art. • Artwork from different cultures and historical periods has distinct characteristics and common themes. 	

NJCCCS	1.2.2.A.1, 1.2.2.A.2
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify general characteristics of artworks and themes from various historical periods and world cultures. • Recognize art as a reflection of culture. • Communicate responses to works of art. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Group discussion • Visual analysis • Historical study • Multicultural study 	
Possible Assessments	
<ol style="list-style-type: none"> 1. Participation in guided discussion 2. Activity sheets 3. Games 	

Level	Grades K-2
Topic	Creation of Art
Big Idea	
Art Is For Making Images	
Essential Questions	
<ul style="list-style-type: none"> • What kind of tools and materials do artists work with and how are they used? • What kind of mediums do artists work with and how are they used? • What are the elements of art and how do artists use them? • What are the steps in the creative process? 	
Enduring Understandings	
<ul style="list-style-type: none"> • All visual art evolves from the basic elements of art. • Many types of art mediums, materials, tools, processes and methods are available for creating works of art. • Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary. 	
NJCCCS	1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4, 1.3.2.D.5
Key Concepts and Skills	
<ul style="list-style-type: none"> • Use the elements of art in a variety of art mediums. • Demonstrate a basic knowledge of simple materials, tools and methods. • Use basic art vocabulary. • Generate work based on selected themes. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Create two-dimensional and three-dimensional works of art. • Create works of art based on age appropriate themes. • Create works of art in a variety of mediums and disciplines. 	
Possible Assessments	
<ul style="list-style-type: none"> • Artwork 	

- In-process behavior
- Teacher check list
- Verbal reflection

Level	Grades K-2
Topic	Aesthetics

Big Idea

Art Is For Appreciation

Essential Questions

- What is art?
- Who makes art?
- Why do people make art?
- What can art from different times and places tell us?
- How can one respond to a work of art?

Enduring Understandings

- Art forms/artists have distinct characteristics.
- The concept of beauty may vary according to time period and culture.
- The meaning communicated by art may vary according to time period and culture.
- Art can reflect personal feelings.
- Use imagination to create a story based on an arts experience.

NJCCCS | **1.4.2.A.1, 1.4.2.A.2-4**

Key Concepts and Skills

- Use basic art vocabulary to describe works of art.
- Examine culturally and historically diverse works of art.
- Communicate opinion regarding visual art based on observation.
- Communicate responses to works of art.
- Recognize that artists express thoughts, ideas, values and feelings in visual art.
- Identify art elements and basic design principles in a work of art.
- Explain how art elements and basic design principles are used in works of art.
- Compare and Contrast when talking about diverse types of artwork.
- Identify characteristics of the artists who create exemplary works of art.

Possible Learning Activities

- Group discussion
- Visual analysis
- Historical study
- Multicultural study

Possible Assessments

- Participation in guided discussion.
- Activity sheets
- Games

Level	Grades K-2
Topic	Critique
Big Idea	
Art Is For Understanding	
Essential Questions	
<ul style="list-style-type: none"> • What vocabulary words are needed when looking at and talking about art? • What do you see when you look at a work of art? • How do we know if an artwork is successful? • Can there be more than one opinion about a work of art? • What is the theme or main subject in a work of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Identifying the content or subject matter of a work of art is the first step toward understanding a work of art. • Examination of the art elements provides a foundation for developing informed opinions regarding works of art. • Talking about art helps to promote artistic creativity and artistic creation helps children talk about art. • Identification of criteria for evaluating works of art results in deeper understanding of art and art making. 	
NJCCCS	1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
Concepts and Skills	
<ul style="list-style-type: none"> • Use basic art vocabulary to talk about art. • Identify the main subject or theme in works of art. • Identify the art elements and examine how they were used. • Reflect on art-making experiences. • Compare and contrast works of art. • Describe the general characteristics of works of art. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Visual analysis • Group discussion • Verbal Reflection 	
Assessments	
<ul style="list-style-type: none"> • Participation in guided discussion • Activity sheets • Games 	

Level	Grades 3-5
Topic	Elements and Principles of Art
Big Idea	
Art Has Structure	
Essential Questions	
<ul style="list-style-type: none"> • What art elements and design principles can be recognized in works of art? • How are the elements of art and principles of design used in creating works of art? • Which art elements and design principles can be recognized in the objects and spaces in our everyday lives? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art/design creation and composition. • Recognition of the basic elements of art and principles of design is the initial step towards visual literacy. 	
NJCCCS	1.1.5.D.1
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify art elements and basic design principles in works of art. • Explain how art elements and design principles are used in works of art. • Create works of art using art elements and basic design principles. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Group discussion • Visual analysis • Art production 	
Possible Assessments	
<ul style="list-style-type: none"> • Artwork • In-process behavior • Activity sheets • Participation in guided discussion 	

Level	Grades 3-5
Topic	History and Culture
Big Idea	
Art Has Historical and Multicultural Components	
Essential Questions	
<ul style="list-style-type: none"> • How do the people of different cultures think and feel about art? • How did the people from different historical periods think and feel about art? • What unique characteristics/themes can be identified in works of art from different cultures? • What unique characteristics/themes can be identified in works of art from different historical periods? • What impact can an individual artist have on society and other artists? 	

Enduring Understandings	
<ul style="list-style-type: none"> • Historic events influence art. • Cultural beliefs and values influence art. • Artwork from different cultures and historical periods has distinct characteristics and common themes. • The contributions of an individual artist can sometimes influence a generation of artists and create a new art genre. 	
NJCCCS	1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify general characteristics of artworks and themes from various historical periods and world cultures. • Recognize art as a reflection of culture. • Communicate responses to works of art. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Group discussion • Visual analysis • Historical study • Multicultural study 	
Possible Assessments	
<ul style="list-style-type: none"> • Participation in guided discussion • Activity sheets • Games 	

Level	Grades 3-5
Topic	Creation of Art
Big Idea	
Art Is For Making Images	
Essential Questions	
<ul style="list-style-type: none"> • What kind of tools and materials do artists work with and how are they used? • What kind of mediums do artists work with and how are they used? • How do artists use the elements of art and basic principles of design? • What are the steps in the creative process? • Why do artists choose different types of tools, materials and mediums to create works of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • All visual art evolves from the basic elements of art. • Many types of art mediums, materials, tools, processes and methods are available for creating works of art. • Each visual arts discipline uses various formats, materials, tools and techniques that have their own unique characteristics and vocabulary. • The characteristics and physical properties of the various materials used for art-making present infinite possibilities for personal expression. 	

NJCCCS	1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.4, 1.3.5.D.5
Key Concepts and Skills	
<ul style="list-style-type: none"> • Use the elements of art and basic principles of design in a variety of art mediums and disciplines. • Demonstrate a basic knowledge of simple materials, tools and methods. • Use basic art vocabulary. • Generate work based on selected themes. • Practice visual problem solving. • Compose works of art in response to characteristics observed in the art of various cultures and historical periods. 	
Possible Learning Activities	
<ul style="list-style-type: none"> • Create two-dimensional and three-dimensional works of art. • Create works of art based on age appropriate themes. • Create works of art in a variety of mediums and disciplines. 	
Possible Assessments	
<ul style="list-style-type: none"> • Artwork • In-process behavior • Teacher check list • Verbal/written reflection 	

Level	Grades 3-5
Topic	Aesthetics
Big Idea	
Art Is For Appreciation	
Essential Questions	
<ul style="list-style-type: none"> • What is art? • Who makes art? • Why do people make art? • What can art from different times and places tell us? • How can one respond to a work of art? • How do personal experiences and cultural background influence the way people respond to works of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Art forms/artists have distinct characteristics. • The concept of beauty may vary according to time period and culture. • The meaning communicated by art may vary according to time period and culture. • Art can reflect personal feelings. 	
NJCCCS	1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3
Key Concepts and Skills	
<ul style="list-style-type: none"> • Use basic art vocabulary to describe works of art. • Examine culturally and historically diverse works of art. • Communicate opinion regarding visual art based on observation. • Communicate responses to works of art. 	

- Recognize that artists express thoughts, ideas, values and feelings in visual art.
- Identify art elements and basic design principles in a work of art.
- Explain how art elements and basic design principles are used in works of art.

Possible Learning Activities

- Group discussion
- Visual analysis
- Historical study
- Multicultural study

Possible Assessments

- Participation in guided discussion.
- Activity sheets
- Games

Level	Grades 3-5
Topic	Critique
Big Idea	
Art Is For Understanding	
Essential Questions	
<ul style="list-style-type: none"> • What vocabulary words are needed when looking at and talking about art? • What should you look for and consider when you examine works of art? • How do we know if an artwork is successful? • Can there be more than one opinion about a work of art? • What is the theme or main subject in a work of art? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Identifying the content or subject matter of a work of art is the first step toward understanding a work of art. • Examination of the art elements provides a foundation for developing informed opinions regarding works of art. • Talking about art helps to promote artistic creativity and artistic creation helps children talk about art. • Identification of criteria for evaluating works of art results in deeper understanding of art and art making. 	
NJCCCS	1.1.5.D.2, 1.3.5.D.3, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
Concepts and Skills	
<ul style="list-style-type: none"> • Use basic art vocabulary to talk about art. • Identify the main subject or theme in works of art. • Identify the art elements and examine how they were used. • Reflect on art-making experiences. • Compare and contrast works of art. • Describe the general characteristics of works of art. 	
Possible Learning Activities	

- Visual analysis
- Group discussion
- Reflection
- Venn diagram

Possible Assessments

- Participation in guided discussion
- Activity sheets
- Games