### Level: Grades K-2

#### Topic: Elements and Principles of Art

#### Big Idea

Art Has Structure

#### Essential Questions

- 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

- 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

- 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

- Group discussion
- Visual analysis
- Art production

#### Possible Assessments

- Artwork
- In-process behavior
- Activity sheets
- Participation in guided discussion

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### Level: Grade K-2

#### Topic: History and Culture

#### Big Idea

Art Has Historical and Multicultural Components

#### Essential Questions

- 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

- Historic events influence art.
- Cultural beliefs and values influence art.
- Artwork from different cultures and historical periods has distinct characteristics and common themes.
### Key Concepts and Skills
- 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
- Group discussion
- Visual analysis
- Historical study
- Multicultural study

### Possible Assessments
1. Participation in guided discussion
2. Activity sheets
3. Games

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#### Big Idea
**Art Is For Making Images**

#### Essential Questions
- 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
- 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.

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#### Key Concepts and Skills
- 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
- 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
- Artwork
- In-process behavior
- Teacher check list
- Verbal reflection

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**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
- 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
- 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
- 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
- Verbal Reflection

#### Assessments
- Participation in guided discussion
- Activity sheets
- Games
### Level | Grades 3-5
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**Topic** | **Elements and Principles of Art**

#### Big Idea
**Art Has Structure**

#### Essential Questions
- 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
- 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
- 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
- Group discussion
- Visual analysis
- Art production

#### Possible Assessments
- Artwork
- In-process behavior
- Activity sheets
- Participation in guided discussion

### Level | Grades 3-5
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**Topic** | **History and Culture**

#### Big Idea
**Art Has Historical and Multicultural Components**

#### Essential Questions
- 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

- 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

- 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

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

Possible Assessments

- Participation in guided discussion
- Activity sheets
- Games

Level | Grades 3-5
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Topic | Creation of Art

Big Idea

Art Is For Making Images

Essential Questions

- 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

- 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.
### Key Concepts and Skills

- 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

- 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

- Artwork
- In-process behavior
- Teacher check list
- Verbal/written reflection

### Level

| Grades 3-5 |

### 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?
- How do personal experiences and cultural background influence the way people respond to works 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.

### 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.

### Possible Learning Activities

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

### Possible Assessments

- Participation in guided discussion.
- Activity sheets
- Games

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**Big Idea**

*Art Is For Understanding*

### Essential Questions

- 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

- 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

- 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