

Shrewsbury Borough School District
ART Curriculum Guide
Kindergarten
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

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Course Description:

The kindergarten art curriculum emphasizes the student's use of imagination and expression in individualized and collaborative projects that explore a variety of mediums and techniques. In each unit of study, students are exposed to the elements of art and select principles of design, as well as several master artists and art movements. Each lesson is designed to enhance drawing and painting technique, art historical knowledge, inspire creative expression and prepare students for the next level of study. Students will use traditional drawing and painting, collage, clay hand building as well as digital media during this course of study. At the kindergarten level, students will experience art once during a six-week cycle. Each art class is 46 minutes in duration.

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Unit 1 Overview
Unit Title/Marking Period: Learning our Elements of Art- Line: (Shape, Pattern, Rhythm) “A line is a dot that went for a walk”, “Starry Night”, “Mondrian and Kandinsky” – MP 1
Grade Level: Kindergarten
Recommended Pacing: Marking period
Unit Summary: This unit is centered on the element of art – line and shape. Students will learn about various lines and create work using mediums that demonstrate different lines and strokes. Students will also identify various ways to form a line and make lines into shapes.
NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 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, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3
21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.5

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<p>Unit Essential Questions:</p> <p>What is a line? How can you create a shape with lines? What kinds of line and shape exist in the work of art? How did Kandinsky create his art? How does his work make you feel?</p>	<p>Unit Enduring Understandings:</p> <p>Students will learn about the first element of art- Line and the various lines artists use to create their work. Students will further their study of the elements of art by identifying how lines can create shapes.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

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<p>Students will know how to identify the various lines that exist in art works.</p> <p>Students will know how to identify the lines used in masterworks by Van Gogh, Mondrian and Kandinsky.</p> <p>Students will know how to create shapes, pattern and rhythm using lines.</p> <p>Students will know how to interpret their artwork for use of pattern, rhythm and shapes.</p>	<p>Students will observe various lines in a variety of art works ranging from Van Gogh's <i>Starry night</i>, Mondrian and Kandinsky works.</p> <p>Students will view a video on the life and works of the three artists and the influence of line on their work.</p> <p>Students will use various lines in their artworks that represent shapes, pattern and rhythm.</p>
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Evidence of Learning
Formative Assessments:

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Oral assessment on the element of art line
Equipment Needed: White heavy weight paper, oil pastels, black crayons, watercolor, brushes, Brainpop video, art examples, strips of black construction paper, glue sticks, scissors, tempera paint
Summative Assessments: Final artworks

Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

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Unit 2 Overview
<p>Unit Title/Marking Period: Learning our elements of art- Color: (Primary, Secondary, Neutral, Shape) “Colorful Chickadees”, “Fall Leaves” “Castles” “Matisse’s Winter Collage” MP 2</p>
<p>Grade Level: Kindergarten</p>
<p>Recommended Pacing: marking period</p>
<p>Unit Summary: This unit is centered on the element of art – Color. Students will learn about The color wheel and the three color families- Primary secondary and neutral colors. Students will apply their color theory knowledge to various project that explore drawing and painting and collage.</p>
<p>NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 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, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>
<p>21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6</p>
<p>Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.5</p>

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<p>Unit Essential Questions:</p> <p>List the primary, secondary and neutral colors How can you make a secondary color? Which colors are used in Mondrian’s work? Van Gogh? Matisse?</p>	<p>Unit Enduring Understandings:</p> <p>Students will be introduced to the color wheel and color mixing. Students will be able to identify a primary secondary and neutral color family as well as apply their color schemes to various projects that explore collage, painting and drawing.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<p>Students will know how to identify the primary, secondary and neutral colors according to the wheel. Students will know how to mix their primary colors to create a secondary color. Students will know how to analyze masterworks for their use of color. Students will know how to analyze their work for use of primary, secondary and neutral colors.</p>	<p>Students will view a color wheel and learn the color song, where they will be able to identify primary secondary and neutral colors.</p> <p>Students will view masterworks from various artists and identify colors used.</p> <p>Students will create work using color mixing and collage.</p>

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Evidence of Learning
Formative Assessments: Oral assessment on the element of art line, shape, and color Color mixing exercise
Equipment Needed: White heavy weight paper, oil pastels, brushes, Brainpop video, art examples, glue sticks, scissors, tempera paint
Summative Assessments: Final artworks

Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson
Resources: Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

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Unit 3 Overview
<p>Unit Title/Marking Period: Learning our elements of art- Value (line, shape, color, value, emphasis, proportion) “Self portrait”, “Will you get the moon for me?” “O’Keeffe’s Flowers” “Thiebaud cupcake” -- MP 3</p>
<p>Grade Level: Kindergarten</p>
<p>Recommended Pacing: Marking period</p>
<p>Unit Summary: This unit reviews the first 3 elements of art- line, shape and color and introduces the element of art – Value. Students will be exposed to various medias including, traditional drawing and painting, collage, and digital. Students will apply their knowledge of the elements of art (line, shape, color and value) to each project.</p>
<p>NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 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, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>
<p>21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6</p>
<p>Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.5</p>

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<p>Unit Essential Questions:</p> <p>What kinds of shapes are used to create a self portrait?</p> <p>What is Value?</p> <p>How would you create a shadow? How would you create a high light?</p> <p>What is a collage?</p> <p>Is art only found in a museum? Where else can art be found?</p>	<p>Unit Enduring Understandings:</p> <p>Students will review the first elements of art- line, shape, color and will be introduced to value. Students will complete a self portrait using lines, shapes and correct color schemes. Students will also explore the difference between a portrait and a self portrait as well as art's existence outside of a museum. Art making through digital media will also be explored during this unit.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

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<p>Students will know how to define and differentiate a portrait and self portrait. Students will know how to mix a neutral color with a primary or secondary to create value. Students will know how to create a collage using various materials. Students will know how to use digital media to create an artwork. Students will know how artist’s use different medias to create art as explored in different art movements.</p>	<p>Students will identify neutral colors to mix with a primary or secondary color to create a shade or a tint. Students will observe short films about artists: O’Keeffe, Thiebaud, and animation. Students will create a unique self portrait using shapes. Students will cut and paste various materials in a collage drawing. Students will interpret their work for use of shape, color and value.</p>
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Evidence of Learning
<p>Formative Assessments: Oral assessment on the element of art line, shape, color, and value. Subject and use of color and value in O’Keeffe and Thiebaud’s work. Color mixing value exercise</p>
<p>Equipment Needed: White heavy weight paper, water color paper, black construction paper, oil pastels, crayons, brushes, Brainpop videos, art examples, glue sticks, scissors, tempera paint, film short of “La Luna”, Eric Carle’s “Papa, will you get the moon for me”</p>
<p>Summative Assessments: Final artworks</p>

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Teacher Resources:

Technology Component (websites):
Select artist and museum websites as per lesson

Resources:
Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

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Unit 4 Overview
<p>Unit Title/Marking Period: Learning our elements of art- Form and texture (Line, shape, Color, Value, Emphasis, Proportion, Balance) “Clay hands” “Clay Snail”, Texture monsters” “Under the Sea”-- MP 4</p>
<p>Grade Level: Kindergarten</p>
<p>Recommended Pacing: Marking period</p>
<p>Unit Summary: This unit reviews the first 4 elements of art- line, shape and color and value and introduces the element of art –Form and texture. Students will be exposed to various medias including, clay hand building and the stages of clay, as well as traditional drawing and painting and collage. Students will apply their knowledge of the elements of art (line, shape, color and value, texture and form) to each project.</p>
<p>NJCCSS: 1.1.2.D.1, 1.1.2.D.2, 1.2.2.A.1, 1.2.2.A.2, 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, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3</p>
<p>21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6</p>
<p>Technology Standards: 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.4, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.C.2, 8.2.2.D.1, 8.2.2.D.5, 8.2.2.E.1, 8.2.2.E.5</p>

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<p>Unit Essential Questions:</p> <p>What is a form?</p> <p>How would you draw a form using value?</p> <p>What is texture? Give examples</p> <p>How does Van Gogh show texture in his artwork?</p>	<p>Unit Enduring Understandings:</p> <p>Students will review the first elements of art- line, shape, color and value and will be introduced to form and texture. Students will use clay hand building techniques to create two art projects that illustrate form. Students will also use line strokes to create texture and use collaged materials to illustrate texture as well. Principles of design will be woven into each lesson to help introduce students to a balanced composition.</p>
<p style="text-align: center;">Unit Learning Targets <i>Students will know...</i></p>	<p style="text-align: center;">Unit Learning Targets <i>Students will do...</i></p>

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<p>Students will know how to use value to illustrate form.</p> <p>Students will know how to use hand building technique to create a clay form.</p> <p>Students will know how to identify texture using line and various materials.</p> <p>Students will know how to use color to illustrate emphasis.</p>	<p>Students will identify form versus a shape in art examples and teacher demonstrations.</p> <p>Students will observe short films about select artists and art movements, clay hand building techniques.</p> <p>Students will create two clay projects that use form and texture as their primary elements.</p> <p>Students will interpret their work for use of form and texture and value.</p>
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Evidence of Learning
<p>Formative Assessments:</p> <p style="padding-left: 40px;">Oral assessment on the element of art line, shape, color, value, form and texture.</p> <p style="padding-left: 40px;">Texture exercise</p>
<p>Equipment Needed:</p> <p>White clay, glaze, brushes, White heavy weight paper, water color paper, black construction paper, oil pastels, crayons, brushes, Brainpop videos, art examples, glue sticks, scissors, cotton balls, sand paper, buttons, etc. short clay animation</p>
<p>Summative Assessments:</p> <p style="padding-left: 40px;">Final artworks</p>

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Teacher Resources:

Technology Component (websites):
Select artist and museum websites as per lesson

Resources:
Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes: