

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ART LITERACY
GRADES 1-2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD												
ART LITERACY	<p>Students will be able to:</p> <ul style="list-style-type: none"> • learn that there is an activity such as responding to works of art • develop abilities to respond verbally to visual qualities in art forms • cite basic vocabulary used to describe works of art • learn that artists make choices • develop sensory awareness and discrimination 	<ul style="list-style-type: none"> • Have students communicate observational and emotional responses to works of art • Have students provide an initial response to an unknown work of art • Have students perceive similarities and differences in the structure of objects and materials • Have students talk about their own art work and identify qualities both specific and general in pictures and other art works. • Have students experience and exercise choice in making decisions when producing art. • Have students make sensory associations (movement in visual arts and dance) • Have students look for sensory qualities in the environment • Have students verbally describe sensory qualities 	<ul style="list-style-type: none"> • art works • art works • art works • various art media • art works 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td style="vertical-align: top;">1.1</td> <td style="vertical-align: top;">A.2,3</td> </tr> <tr> <td style="vertical-align: top;">1.2</td> <td style="vertical-align: top;">D.2,3</td> </tr> <tr> <td style="vertical-align: top;">1.2</td> <td style="vertical-align: top;">D.1</td> </tr> <tr> <td style="vertical-align: top;">1.2</td> <td style="vertical-align: top;">D.1</td> </tr> <tr> <td style="vertical-align: top;">1.1</td> <td style="vertical-align: top;">A.1-3 B.1</td> </tr> <tr> <td style="vertical-align: top;">1.5</td> <td style="vertical-align: top;">A 1 B 1</td> </tr> </table>	1.1	A.2,3	1.2	D.2,3	1.2	D.1	1.2	D.1	1.1	A.1-3 B.1	1.5	A 1 B 1
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ART LITERACY	<p>Students will be able to:</p> <ul style="list-style-type: none"> • develop the ability to perceive symbolic characteristics in visual form • acquire aesthetic awareness • demonstrate process of critique 	<ul style="list-style-type: none"> • Provide opportunities for students to recognize and use visual signs and symbols associated with cultural celebrations, such as holidays. • Have students identify visual symbols and signs in the environment • Provide opportunities for students to make visual discrimination/identification of reproductions of an artist's work/method or style • Provide opportunities for students to make personal references and associations in observing art • Have students participate in verbal critiques of visual elements in their own works and those of others • Have students present oral or written reports on various aspects of art and artists • Express how individuals can have different opinions towards works of art 	<ul style="list-style-type: none"> • art works • art works • art works • displays of student art 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.1 A.1 B.1 1.5 A.1 B.1</p> <p>1.1 A.1</p> <p>1.2 D.3 1.4 B.1,2</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ELEMENTS OF ART
GRADES 1-2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>ELEMENTS OF ART</p> <p><u>Line</u></p> <p>The continuous mark made by a pencil, brush or other tool</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and name line quality • discriminate between line quality • demonstrate gross and fine motor skills • define shape and form created by line • demonstrate eye-hand coordination • explore line quality 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will use different kinds and qualities of lines (thick, thin, straight, curved, wavy, broken, jagged) in nonobjective compositions including drawing, painting, collage and sculpture <ul style="list-style-type: none"> • Drawing • Painting • Collage • sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will name and identify different kinds and qualities of line (thick, thin, straight, curved, wavy, jagged, broken) as observed in representational, abstract and nonobjective student and adult art work • Students will recognize, identify and indicate the location of different kinds and qualities of line (thick, thin, straight, jagged, broken) in works of art and describe how the images being looked at are alike or different in terms of these line qualities 	<ul style="list-style-type: none"> • yarn, glue, paste, crayons, pencils, paper, markers, chalk, pastels, colored pencils, wire, rope, computers, printers, fingerpaint, tempera, brushes, acrylic, watercolors, found objects, clay, wire, wood • student and adult art works • student and adult art works 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<ul style="list-style-type: none"> 1.2 D .1-4 1.3 D .1 1.4 A .2 1.3 D.1,2 1.4 A.2 1.3 D.1,2 1.4 A.2

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<p>ELEMENTS OF ART</p> <p><u>Color</u></p> <p>A perceived property of a viewed surface that varies according to the wave length of light reflected from it</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify color • discriminate between colors • identify light from dark • name the color families • appreciate environmental color awareness 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will use the three primary (red, yellow, blue) and three secondary (orange, green, violet) hues in a variety of media in simple compositions • Students will be introduced to the concepts of warm and cool colors <ul style="list-style-type: none"> • Drawing • Painting • Printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find and name primary and secondary hues in the natural and constructed environments; find and name them in representational, abstract, and non-objective student and adult work; follow similar procedures for warm and cool hues • Students will recognize, identify and indicate the location of primary, secondary, cool and warm hues in a work of art; describe how the images being looked at are alike or different in terms of these hues and color schemes; analyze how color is used in the entire compositions 	<ul style="list-style-type: none"> • crayons, paper, colored pencils, markers, computers, printers, tempera, fingerpaint, brushes, printing ink, found objects, fruit, vegetables • student and adult art works • student and adult art works 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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<p>ELEMENTS OF ART</p> <p><u>Value</u></p> <p>The degree of lightness or darkness (whiteness or blackness) of a surface</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify light from dark 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> Students will use different values in a monochromatic color scheme by mixing black and white tempera paint to produce three different grays; make three values of one hue by mixing it with black and white. <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> Students will find light and dark objects in the natural and constructed environments; find some objects that are lighter than others and some that are darker; distinguish among lighter and darker values in representational, abstract and nonobjective student and adult art work. Students will recognize, identify and indicate the location of light, dark, and three middle values in a work of art; describe how the images being looked at are alike or different in terms of these values. 	<ul style="list-style-type: none"> tempera, paper, brushes student and adult art works student and adult art works 	<ul style="list-style-type: none"> teacher observation teacher observation teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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<p>ELEMENTS OF ART</p> <p><u>Texture</u></p> <p>The surface character of material as perceived by the sense of touch or a visual imitation of it</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify sensory experiences through seeing and touching • name textures • discriminate between various textures • appreciate texture in the environment 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will feel a variety of actual textures, both natural and artificial; make texture rubbings with crayon over actual textured surfaces; make a collage of actual textures; create man-made textures <ul style="list-style-type: none"> • Rubbings • Collage <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find and name a variety of natural and artificial actual textures in the natural and constructed environments; distinguish between natural and artificial textures in representational, abstract and non-objective sculpture by students and adults • Students will recognize, identify and indicate the location of natural and artificial actual textures in a work of art; describe how the images being observed are alike or different in terms of these textures. 	<ul style="list-style-type: none"> • crayons, lightweight paper, textured surfaces, physical resources, texture plates, paste, paper, scissors, gathered textured rubbings, computer, printer • adult and student works of art • adult and student works of art 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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<p>ELEMENTS OF ART</p> <p><u>Shape</u> An area distinguishable from the space around it because of a defined boundary</p> <p><u>Mass</u> The physical bulk of a solid body of material</p> <p><u>Form</u> The total character or organization of visual elements in a work of art</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and name shapes • perceive figure/ground relationships • identify signs and symbols • identify and perceive dimensionality • identify geometric forms • create geometric and free shapes 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will use simple biomorphic and geometric shapes to create two-dimensional non-objective designs; make patterns using repeated shapes ;make large, medium and small shapes; make solid and open shapes; use a variety of media <ul style="list-style-type: none"> • Drawing • Painting • Students will use additive and subtractive sculpture techniques to introduce the concept of mass; build three-dimensional objects with two-dimensional materials <ul style="list-style-type: none"> • Sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find different kinds of simple shapes (biomorphic and geometric) in the natural and constructed environments; name and identify these shapes in large, medium and small sizes in representational, abstract and non-objective students and adult artwork; recognize repeated shapes and explain the difference between solid and open shapes • Students will recognize, identify and indicate the location of large, medium and small sizes of open shapes (biomorphic and geometric) in works of art; describe how the images being looked at are alike or different in terms of these qualities. 	<ul style="list-style-type: none"> • paper, crayons, markers, computers, printers, paper, brushes, tempera, fingerpaint • plasticene, air dried clay, modeling dough, pulp paper mache, paper, clay • students and adult artwork • student and adult artwork 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation • teacher observation 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">1.2</td> <td style="width: 50%; border: none;">D.1-4</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.1</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.2</td> </tr> <tr> <td style="border: none;">1.2</td> <td style="border: none;">D.1-4</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.1</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.2</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.1,2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.2</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.1,2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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<p>ELEMENTS OF ART</p> <p><u>Space</u></p> <p>The interval or measurable distance between two points</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify figure/ground relationships 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will understand the concept of two-dimensional space in compositions with simple shapes; use large, small and overlapping shapes in a variety of media • Cut and paste • Printmaking-stencils <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find a variety of two and three dimensional spaces in the natural and constructed environments; find two and three dimensional spaces in a variety of representational, abstract and non-objective artwork by students and adults • Students will recognize, identify and indicate the location of a variety of two-dimensional spaces in a work of art; describe how the images being looked at are alike or different. 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printer, scanner • student and adult art work • adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/PRINCIPLES OF DESIGN
GRADES 1-2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD														
<p>PRINCIPLES OF DESIGN</p> <p><u>Balance</u></p> <p>A feeling of equality of weight among the visual elements within an artwork, which may be arranged symmetrically</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify mirror images • demonstrate physical balance • create a balanced arrangement • identify organization in a balanced design • identify asymmetry 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will understand the concepts of symmetry and asymmetry in simple non-objective 4 cut paper compositions <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find examples of symmetrical and asymmetrical balance in the natural and constructed environments; look for these two kinds of balance in representational, abstract and non-objective student and adult artwork • Students will recognize, identify and indicate the location of elements that embody the principle of symmetrical and asymmetrical balance in a work of art; describe how the images being looked at are alike or different in terms of balance. 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printer, scanner • student and adult art work • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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<p>PRINCIPLES OF DESIGN</p> <p><u>Contrast</u></p> <p>Visual interest and focus of attention derived from differences in scale or character of art elements, such as between light and dark, thick and thin or smooth and rough</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify similarities • identify differences • discriminate visually figure/ground • discriminate visual shapes 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will understand the concepts related to contrast (large-small, light-dark, long-short, solid-open, red-green, opaque-transparent, rough-smooth, simple-complex, fast-slow, active-quiet, happy-sad); make a simple composition using one or two of the other art elements and principles listed on this chart to create a variety of contrasts (large and small shapes, bright and dull shapes etc.) • cut and paste • painting • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find sensory differences in the natural and constructed environments such as sunlight falling on a table that produces both light and dark areas on the same surface (value and hue contrasts), or a red flower on a green bush (complimentary/opposite hue contrast); find contrasting elements in representational, abstract and nonobjective artwork by students and adults 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printer, scanner, india ink, straws, printing ink, tempera, vegetables • Student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation 	<p>1.2 D.1-4 1.3 D.1 1.4 A.2</p> <p>1.3 D.1,2 1.4 A.2</p>

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<p>PRINCIPLES OF DESIGN</p> <p><u>Rhythm</u></p> <p>A feeling of flowing or re-occurring movement achieved by repeating visual elements at regular or irregular intervals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify beat • identify and create repetition • identify pattern • identify natural and man-made environmental rhythms 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will create visual rhythm through a series of five repeated shapes that flow across a page <ul style="list-style-type: none"> • cut and paste <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find examples of fast and slow rhythms in the natural and constructed environments; find fast and slow rhythms in representational, abstract, and nonobjective art by students and adults • Students will recognize, identify and indicate the location of elements that embody the principle of fast and slow rhythms in a work of art; describe how the images being looked at are alike or different in terms of rhythm 	<ul style="list-style-type: none"> • paper, scissors, paste • student and adult art work • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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GRADES 1-2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD														
<p>PRINCIPLES OF DESIGN</p> <p><u>Movement</u></p> <p>A feeling of directional motion of the visual elements when arranged, controlled or uncontrolled in a space</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify visual movement • identify and demonstrate physical movement • create controlled movement in space 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will use a series of shapes which show movement (left to right) in given space <ul style="list-style-type: none"> • cut and paste • drawing • painting <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find examples of movement in natural and constructed environments; demonstrate and name directional movement (left to right, top to bottom) in representational, abstract, and non-objective student and adult art work • Students will recognize, identify and indicate the location of movement in works of artists of different cultures. 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printers, crayons, brushes, sticks, spray bottles, squeeze bottles, eye droppers • Student and adult art work • Student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/PRINCIPLES OF DESIGN
GRADES 1-2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD														
<p>PRINCIPLES OF DESIGN</p> <p><u>Repetition</u></p> <p>The use of the same visual element a number of times in the same composition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify pattern • identify organized patterning • create arrangement of elements 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will create a series of six repeated shapes which demonstrate an organized pattern • printmaking • cut and paste <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will identify patterns in natural and constructed environments; name the object creating such patterning of representational, abstract, or non-objective works of art by students and adults. • Students will recognize, identify and indicate the location of elements creating patterning; look at different ways three artists or cultures use pattern in works of art 	<ul style="list-style-type: none"> • vegetables, paper, inks, brayers, linoleum, soap, scissors, paste, computers, printer • student and adult art work • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1-4</td> </tr> <tr> <td>1.3</td> <td>D.1</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> <tr> <td>1.3</td> <td>D.1,2</td> </tr> <tr> <td>1.4</td> <td>A.2</td> </tr> </table>	1.2	D.1-4	1.3	D.1	1.4	A.2	1.3	D.1,2	1.4	A.2	1.3	D.1,2	1.4	A.2
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