

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ART LITERACY
GRADES 3-4**

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 • Observe how adult artists have dealt with spatial and other concepts in art. • Have students talk about their own art work • 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 organize visual elements into compositions • 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 	<p>1.1 A.2</p> <p>1.1 A.2</p> <p>1.1 B.1,3</p> <p>1.2 D.2</p> <p>1.1 A.3 B.4</p>

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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 • Examine symbolic meanings in visual images and objects • 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.2 1.5 A.1 B 2</p> <p>1.1 B.1</p> <p>1.4 A.1-2 B.1-3</p>

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ART LITERACY	<p>Students will be able to:</p> <ul style="list-style-type: none"> • continue to develop abilities to interpret and judge visual art forms in terms of its relationship to society • become aware of relationships between the work of adult artists and their own artistic process • develop an ability to recognize broad categories of art (realism, fantasy, abstract, pop, op, folk, impressionistic, cubist, etc) • identify careers in the world of visual arts 	<ul style="list-style-type: none"> • Give students the opportunity to examine expressive content in art forms in relationship to personal and group identity • Examine ways in which art contributes to life celebrations • Examine ways in which art of different cultures reflects cultural values • Study different cultural traditions • Examine architectural forms as social expression • Observe how art forms and styles relate to other aspects of a society and evolve within the total context of the society or culture • Interpret moods and feelings communicated in works of art • Examine ways in which art forms express feelings and ideas • Identify qualities, both specific and general, in pictures and other works of art • Have students investigate careers that have a visual arts component 	<ul style="list-style-type: none"> • art works • art works • art works • Internet, library books 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation • teacher observation 	<p>1.5 A.1-2 B.1-2</p> <p>1.1 A.4</p> <p>1.4 B.1-3</p> <p>1.2 D.4</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ELEMENTS OF ART
GRADES 3-4**

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 • demonstrate optical illusions 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will use different kinds and qualities of lines in a variety of media to suggest movement (diagonals, corkscrews), suggest mood (calm, excitement), and define shapes (draw an object). Make non-objective compositions <ul style="list-style-type: none"> • Drawing • Painting • Printmaking • Collage • Sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will name and identify different properties of line (movement and mood) and associate them with different line qualities (thick, thin, straight, curved, wavy, jagged, broken); analyze how line quality may differ according to the parts of a shape and the kinds of shapes it describes; look at representational, abstract, and non-objective student and adult artwork 	<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 	<ul style="list-style-type: none"> • teacher observation • teacher observation 	<p>1.2 D.2-3 1.3 D.2</p> <p>1.3 D.2 1.4 B.1</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<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 • identify primary colors • identify secondary colors • identify tertiary colors • recognize contrasting color • recognize symbolism in color • mix and blend tints, shades and tones • identify analogous/complimentary colors • identify monochromatic colors 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will mix and use primary and secondary hues in a variety of media to create tertiary hues (red-orange, yellow-orange, blue-green etc.); mix a hue with black and white to make a composition with a range of monochromatic values; make one composition with a complimentary color scheme and one with analogous color scheme; introduce the concept of color intensity <ul style="list-style-type: none"> • cut and paste • painting • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find and name tertiary hues in the natural and constructed environments; find and name them in representational, abstract, and nonobjective artwork; follow similar procedures for monochromatic, complimentary and analogous color schemes and for intense and dull colors • Students will understand how real objects in the natural and constructed environments are distinguished from one another on the basis of change in value; find examples where contrast is great and examples where it is scarcely noticeable; look for subtle value changes in representational, abstract and non-objective student and adult artwork 	<ul style="list-style-type: none"> • tissue paper, glue, water, brushes, scissors, computers, printers, tempera, printing plate, inks printing tools, brayers <ul style="list-style-type: none"> • student and adult artwork <ul style="list-style-type: none"> • Student and adult artwork 	<ul style="list-style-type: none"> • teacher observation <ul style="list-style-type: none"> • teacher observation <ul style="list-style-type: none"> • teacher observation 	<ul style="list-style-type: none"> 1.2 D.2,3 1.3 D.2 <ul style="list-style-type: none"> 1.3 D.2 <ul style="list-style-type: none"> 1.3 D.2 1.4 B.1

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<p>ELEMENTS OF ART</p> <p><u>Shape</u></p> <p>An area distinguishable from the space around it because of a defined boundary</p> <p><u>Mass</u></p> <p>The physical bulk of a solid body of material</p> <p><u>Form</u></p> <p>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 • identify and solve design problems • identify natural and cultural form • identify two-dimensionality • identify three-dimensionality • identify abstract form • compare dominant and subordinate shapes • identify symmetry and asymmetry • create and identify spatial placement 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will look for different kinds and complexity of shapes in the natural and constructed environments; make images of objects in a variety of media while looking at real objects; create abstract shapes from objects and use them in abstract or non-objective compositions. <ul style="list-style-type: none"> • Drawing • Painting • Sculpture • Students will use additive (building) and subtractive (carving) sculpture and printmaking techniques with a variety of materials to create different kinds of three-dimensional compositions <ul style="list-style-type: none"> • Sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will analyze biomorphic and geometric shapes in terms of detail, distinguishing between simple and complex shapes; look at shapes in representational, abstract and nonobjective images made by students and adults. 	<ul style="list-style-type: none"> • pencils, crayons, markers, computer, printer, paper, brushes, tempera, plasticene clay, found objects • clay, tools, fiber, paper, wire, found objects, pipe cleaners, wood, paper mache • student and adult artwork 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<ul style="list-style-type: none"> 1.2 D.2,3 1.3 D.2 1.2 D.2,3 1.3 D.2 1.3 D.2 1.4 B.1

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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 • identify movement in space • perceive overlapping • identify position in space • identify dimensionality • create depth • compare size relationships • identify foreground, background and middle ground • identify and create one point perspective • identify and create change in scale 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will understand the concept of two-dimensional and three-dimensional negative space, that is, shapes created in compositions; introduce the concept of the illusion of depth on a two-dimensional surface; learn and apply principles of aerial perspective (color intensity and value changes, size changes, placement, overlapping) in a variety of media • Cut and paste • printmaking • sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will learn to distinguish between positive and negative two and three-dimensional shapes in natural and constructed environments, in architecture, and in two and three-dimensional artwork by students and adults; identify and describe elements that embody principles of aerial perspective in two-dimensional representational student and adult artwork • Students will recognize, identify and indicate the location of a variety of two and three-dimensional positive and negative spaces, as well as elements that embody the principles of aerial perspective in a work of art; analyze how space and depth are used in the entire composition; look at different ways artists or cultures use space by looking at three works, each by a different artist or from a different culture 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printer, acrylics, brushes, clay, stylus or clay tools, paper mache, tagboard • student and adult art work • examples of artwork by various artists and from different cultures 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.2,3 1.3 D.2</p> <p>1.3 D.2 1.4 B.1</p> <p>1.3 D.2 1.4 B.1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/PRINCIPLES OF DESIGN
GRADES 3-4**

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 simple symmetry • identify asymmetry • identify natural and cultural balance 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will have experiences that help them to understand the concepts of radial balance in non-objective compositions; use each of the three kinds of balance (radial, symmetry, asymmetry) in separate, realistic, abstract or non-objective compositions <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 have experiences finding examples of radial balance in the natural and constructed environments; looking for examples of symmetrical, asymmetrical and radial balance in representational, abstract and non-objective student and adult artwork; describing elements used by artists to achieve each one • Students will recognize, identify and indicate the location of elements that embody the principle of symmetrical, asymmetrical and radial balance in a work of art; analyze how balance is used in the entire composition; look at the different ways artists or cultures use balance by looking at three works, each by a different artist or from a different culture 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printer, scanner, pencils, rulers, compasses, erasers, colored pencils, acrylics, brushes • student and adult art work • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1-3 1.3 D.1,2</p> <p>1.3 D.1,2 1.4 B.1</p> <p>1.3 D.1,2 1.4 B.1</p>

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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 • identify opposites • discriminate visually figure/ground • discriminate visual shapes • identify bright and dull colors • identify and compare bold color • identify line, color and texture distinction 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will have an opportunity to understand the role of the viewer's attention in responding to art and the visual contrasts that attract it; make compositions using two or three of the other art elements and principles to create a variety of contrasts (large smooth and small rough shapes, dark solid and light open shapes, small bright and large dull shapes, etc) • drawing • painting • sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will discuss the importance of the viewer to the work of art in terms of looking at the various features of the composition; understand the concepts of dominance (red attracts more attention than gray) and the center of attention; describe how contrasts create visual interest • Students will recognize, identify and indicate the location of elements that embody the principle of contrast-opposition and dominance-subordination and the concept of center of attention in a work of art; analyze how they are used in the entire composition; look at the ways these elements are used by different culture 	<ul style="list-style-type: none"> • pencils, crayons, charcoal, computer, printers, watercolors, acrylics, tempera, wax, cardboard, pariscraft, plaster, clay, tools, water • Student and adult art work • example of artwork from various cultures 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1-3 1.3 D.1-2</p> <p>1.3 D.1,2 1.4 B.1</p> <p>1.3 D.1,2 1.4 B.1</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 • identify the relationship between music, art, dance and poetry 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will make rhythmic compositions that display mood (joy, boredom, excitement) by using seven or more repeated, similar or related and deliberately varied shapes that flow across a page; create rhythm with changes in line quality • cut and paste • drawing • printing-stencils <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find understand the compositional value and expressive properties of rhythm; find examples of rhythm that convey specific moods or feelings 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 fast, slow, simple and complex rhythms achieved by using repeated, similar, and different elements; note how rhythm may be repeated and varied within works of art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in ways one artist uses rhythm by looking at three different works of art by one person 	<ul style="list-style-type: none"> • paper, scissors, paste, computer, printer, crayons, pencils, acrylics • student and adult art work • three examples of adult art work by one artist 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1-3 1.3 D.1,2</p> <p>1.3 D.1,2 1.4 B.1,2</p> <p>1.3 D.1,2 1.4 B.1-2</p>

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<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 • create an arrangement and movement 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will create a visual image which depicts organized movement in a given space; create visual images which depict unorganized movement within a given space • cut and paste • drawing • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find examples of an arrangement organized and unorganized in representational, abstract, and non-objective art of children and adults; identify directional movement 	<ul style="list-style-type: none"> • paper, scissors, paste, computers, printers, crayons, found objects, brayers, inks, wood, tiles, linoleum • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation 	<p>1.2 D.1-3 1.3 D.1-2</p> <p>1.3 D.1,2 1.4 B.1,2</p>

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<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 • identify regular and irregular design • identify relationships between music, art, dance and poetry 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will make a series of objects which will display visual repetition in a regular or irregular design. The object chosen should represent a symbol of art, music, dance or poetry which depicts repetition • printmaking • cut and paste • sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will distinguish between those qualities of regular repetition and irregular repetition of representational, abstract, and non-objective works of art of children and adults. 	<ul style="list-style-type: none"> • paper, pencils, paste, scissors, craypas, computer, printer, scanner, clay, tools, acrylics, paper mache • student and adult art work 	<ul style="list-style-type: none"> • teacher observation • teacher observation 	<p>1.2 D.1-3 1.3 D.1,2</p> <p>1.3 D.1,2 1.4 B.1,2</p>