

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ART LITERACY
GRADES 5-6**

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 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 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 	<table border="0"> <tr> <td>1.1</td> <td>A.1-4 B.1-4</td> </tr> <tr> <td>1.1</td> <td>A.1-4 B.1-4</td> </tr> <tr> <td>1.2</td> <td>D.4</td> </tr> <tr> <td>1.2</td> <td>D.2,3</td> </tr> <tr> <td>1.1</td> <td>A.3</td> </tr> </table>	1.1	A.1-4 B.1-4	1.1	A.1-4 B.1-4	1.2	D.4	1.2	D.2,3	1.1	A.3
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1.1	A.1-4 B.1-4														
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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 • identify careers in the world of visual arts 	<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 • Have students investigate careers that have a visual arts component. 	<ul style="list-style-type: none"> • art works • art works • art works • displays of student art • internet, library books 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation • teacher observation 	<p>1.1 A.3</p> <p>1.4 A.3 B.1-3</p> <p>1.4 A.1-3 B.1-3</p> <p>1.2 D.5</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) 	<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. 	<ul style="list-style-type: none"> • art works • art works • art works 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.4</td> <td>B.3</td> </tr> <tr> <td>1.5</td> <td>A.1,2</td> </tr> <tr> <td></td> <td>B.1,2</td> </tr> <tr> <td>1.1</td> <td>B.4</td> </tr> <tr> <td>1.2</td> <td>D.1</td> </tr> <tr> <td>1.2</td> <td>D.4</td> </tr> </table>	1.4	B.3	1.5	A.1,2		B.1,2	1.1	B.4	1.2	D.1	1.2	D.4
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**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/ELEMENTS OF ART
GRADES 5-6**

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 line in a variety of media with increasing selectivity; use line quality to indicate space and volume; use line quality in non-objective compositions to express three separate emotions (joy, anger, surprise) <ul style="list-style-type: none"> • drawing • painting • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will recognize, identify and indicate the location of different properties of line (movement and mood) and associate them with different line qualities (thick, thin, straight, curved, wavy, jagged, broken) in works of art; analyze how line is used in the entire composition; look at the different ways artists or cultures use line by looking at three works, each by a different artist or from a different culture. • Students will specify how line can impart mood to the objects and shapes it describes. Interpret the expressive intent of line used in representational, abstract and non-objective student and adult artwork • Students will recognize, identify and indicate the location of different qualities (thick, thin, straight, curved, wavy, jagged, broken) and different properties (movement and mood) of line in works of art; note how line may be repeated and varied within a single work of art and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses line by looking at three different works by one person. 	<ul style="list-style-type: none"> • pencils, paper, markers, charcoal, colored pencils, watercolors, tempera, acrylics, brushes, yarn, linoleum blocks, inks, brayers, lino tools • student and adult art works • student and adult art work • three works by one artist 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1,3</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.5</td> <td>A.1</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> </table>	1.2	D.1,3	1.3	D.2	1.3	D.2	1.4	A.1-3	1.5	A.1	1.3	D.2	1.4	A.1-3	1.3	D.2	1.4	A.1-3
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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><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 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 a hue with its compliment to produce a lighter or darker tone without loss of intensity; use a variety of media to create compositions with monochromatic, complimentary and analogous color schemes; use warm and cool colors and intense and dull colors to create an illusion of space on a two-dimensional surface; explore the expressive use of color to convey feeling or create mood • Drawing • Painting • Students will make monochromatic value scales in a variety of media with seven clearly contrasting values of one color; use light and dark values to indicate volume (draw a ball with light shining on it from one side); create a nonobjective composition that conveys mood through the use of light and dark. <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will recognize, identify and indicate the location of primary, secondary and tertiary, complimentary, analogous, monochromatic, warm, cool, intense, and dull hues in a work of art; analyze how color is used in the entire composition; look at the different ways artists or cultures use color by looking at three works, each by a different artist or from a different culture 	<ul style="list-style-type: none"> • colored pencils, crayons, chalk, paper, computer, printer, tempera, acrylic, brushes • chalk, colored pencils, crayons, paper, charcoal, computer, printer, tempera, brushes • adult art works from various cultures 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1,3 1.3 D.2</p> <p>1.2 D.1,3 1.3 D.2</p> <p>1.3 D.2 1.4 A.1-3 1.5 A.1</p>

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ELEMENTS OF ART <u>Color</u> <u>Value</u> (continued)	Students will be able to:	<u>Art Literacy</u> <ul style="list-style-type: none"> • Students will recognize, identify and indicate the location of light, dark, and five middle values in a work of art; analyze how value is used in the entire composition; look at the different ways artists or cultures use value by looking at three works, each by a different artist or from a different culture • Students will recognize, identify and indicate the location of primary, secondary, tertiary, complimentary, analogous, monochromatic, warm, cool, intense, and dull hues in a work of art; note how color may be repeated and varied within a single work of art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses color by looking at three different works of art by one person • Students will recognize, identify and indicate the location of light, dark, and seven middle values in a work of art; note how value may be repeated and varied within a single work of art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways an artist uses value by looking at three different works by one person. 	<ul style="list-style-type: none"> • adult and student artwork • three artworks by one person • three artworks by one person 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<table border="0"> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.5</td> <td>A.1</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> </table>	1.3	D.2	1.4	A.1-3	1.5	A.1	1.3	D.2	1.4	A.1-3	1.3	D.2	1.4	A.1-3
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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 • create textures • appreciate texture in the environment • identify cultural use of texture • identify the differences between various textures(actual, artificial, natural, simulated and invented) 	<p><u>Making Art</u></p> <ul style="list-style-type: none"> • Students will create an accurate visual image of an actual textured surface (simulated texture); use artificial actual surface textures, patterns, or simulated textures appropriate to various media to create visual interest in compositions; explore the expressive properties of texture to create mood or convey feeling • Drawing • Sculpture <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will recognize, identify, and indicate the location of natural and artificial actual textures, simulated texture, and invented texture in a work of art; note how texture may be repeated and slightly varied within a single work of art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses texture by looking at three different works by one person • Students will recognize, identify and indicate the location of natural and artificial actual textures, simulated texture, and invented texture in a work of art; analyze how texture is used in the entire composition; look at different ways artist or cultures use texture by looking at three works, each by a different artist or from a different culture 	<ul style="list-style-type: none"> • scratch board, stylus tools, computer, printer, clay, tools, acrylics, brushes • three different artworks by one person • artworks by three different artists or from different cultures 	<ul style="list-style-type: none"> • teacher observation • teacher observation • Teacher observation 	<table border="0"> <tr> <td>1.2</td> <td>D.1,3</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.3</td> <td>D.2</td> </tr> <tr> <td>1.4</td> <td>A.1-3</td> </tr> <tr> <td>1.5</td> <td>A.1</td> </tr> </table>	1.2	D.1,3	1.3	D.2	1.3	D.2	1.4	A.1-3	1.3	D.2	1.4	A.1-3	1.5	A.1
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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD								
<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 produce accurate images in a variety of media of the natural and constructed environments by looking at an object while drawing, painting, or sculpting; develop simple shapes into complex ones in abstract or nonobjective compositions. <ul style="list-style-type: none"> • drawing-with scissors • painting • sculpture • Students will use a variety of additive (building) and subtractive (carving) sculpture and printmaking techniques appropriate to the characteristics of different media (plaster, wood, linoleum, cardboard, fiber) in three-dimensional compositions; explore the expressive properties of mass to create mood or convey feeling. <ul style="list-style-type: none"> • sculpture • printing 	<ul style="list-style-type: none"> • paper, paste, scissors, acrylics, brushes, computer, printer, clay, wood, found objects, glue, paris craft • cardboard, glue, fibers, clay, plaster, paris craft, clay, tools, printing tools, plates, inks, paper 	<ul style="list-style-type: none"> • 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.1,3</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.2</td> </tr> <tr> <td style="border: none;">1.2</td> <td style="border: none;">D.1,3</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.2</td> </tr> </table>	1.2	D.1,3	1.3	D.2	1.2	D.1,3	1.3	D.2
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ELEMENTS OF ART <u>Shape</u> <u>Mass</u> <u>Form</u> (continued)	Students will be able to:	<u>Art Literacy</u> <ul style="list-style-type: none"> • Students will recognize, identify, and indicate the location of simple and complex, open and solid, biomorphic and geometric shapes of various sizes in works of art; analyze how shape is used in the entire compositions. Look at the different ways three artists or cultures use shape by looking at three works, each by a different artist or from a different culture • Students will recognize, identify, and indicate the location of natural and built masses and additive and subtractive techniques in a work of art; notice how mass may be repeated and varied within a single work of art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses mass by looking at three different works by one person 	<ul style="list-style-type: none"> • three works by different artists or from different cultures • three different artworks by one person 	<ul style="list-style-type: none"> • teacher observation • teacher observation 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">1.3</td> <td style="width: 50%; border: none;">D.2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.1-3</td> </tr> <tr> <td style="border: none;">1.5</td> <td style="border: none;">A.1</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.1-3</td> </tr> </table>	1.3	D.2	1.4	A.1-3	1.5	A.1	1.3	D.2	1.4	A.1-3
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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 linear perspective (converging lines) and apply it; make compositions using both aerial (color, intensity and value changes, size changes, placement, overlapping) and linear perspective to create an illusion of depth on a two-dimensional surface; explore the expressive properties of space to create mood or convey feeling • Drawing • Painting <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will explain the concept of linear perspective; point out linear perspective in a variety of representational and surreal works of two-dimensional art by students and adults; compare expressive properties of deep space with those of shallow spaces in two-dimensional images. • 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 and linear perspective in a work of art; note how space may be varied within a single work or art, and discuss how it contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses space by looking at three different works by one person. 	<ul style="list-style-type: none"> • paper, pen and ink, computer, printer, acrylic, brushes • student and adult art work • examples of three different works by one person 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1,3 1.3 D.2</p> <p>1.3 D.2 1.4 A.1-3</p> <p>1.3 D.2 1.4 A.1-3</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/PRINCIPLES OF DESIGN
GRADES 5-6**

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 make realistic, abstract, or nonobjective compositions using three or more basic art elements and principle (line, shape, color, negative space, etc) that display each of the three kinds of balance (radial, symmetry, asymmetry); use a variety of media <ul style="list-style-type: none"> • drawing • painting • printing <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will identify two kinds of balance (symmetrical and asymmetrical) and elements used to achieve it in realistic, abstract, and nonobjective student and adult art; understand compositional usefulness and expressive properties of each kind of balance. • Students will recognize, identify and indicate the elements that embody the principle of symmetrical, asymmetrical and radial balance in a work of art; discuss how balance contributes to compositional unity and meaning; look at similarities and differences in the ways one artist uses balance by looking at three different works by one person. 	<ul style="list-style-type: none"> • pastels, paper, pencils, computer, printer, acrylics, tempera, inks, brushes, fabrics, fabric crayons, iron • student and adult art work • three different works by one person 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1,3 1.3 D.2</p> <p>1.3 D.2 1.4 A.1-3</p> <p>1.3 D.2 1.4 A.1-3</p>

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GRADES 5-6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<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 make compositions using at least three of the basic art elements and principles (line, shape, color, negative space, etc.) that employ effective contrasts to create a center of interest; make one composition for each of the following art elements; line, shape, value, color and texture <ul style="list-style-type: none"> • drawing • cut and paste • fibers • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will find and describe contrasts in examples of representational, abstract and nonobjective student and adult artwork; describe how contrasts have been used to achieve mood and compositional unity • 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; discuss how contrast-opposition and dominance-subordination contributes to compositional meaning and unity; look at similarities and differences in the way one artist uses contrast-opposition and dominance-subordination by looking at three works by one person 	<ul style="list-style-type: none"> • pencils, crayons, chalk, paper, computer, printer, paper, scissors, glue, yarns, loom, fabrics, linoleum, tools, brayers, ink • student and adult art work • example of three works by one artist 	<ul style="list-style-type: none"> • teacher observation • teacher observation • teacher observation 	<p>1.2 D.1,3 1.3 D.2</p> <p>1.3 D.2 1.4 A.1-3</p> <p>1.3 D.2 1.4 A.1-3</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM/PRINCIPLES OF DESIGN
GRADES 5-6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD														
<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 compositions using three or more of the basic art elements and principles (line, shape, color, negative space, etc.) that display rhythm by duplicating a motif • printmaking <p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will discuss differences between simple and complex rhythms, and among rhythms with repeated, similar and different elements; find examples of these kinds of 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, slow, simple and complex rhythms achieved by using repeated, similar, and different elements; analyze how rhythm is used in the entire composition; look at the different ways artists or cultures use rhythm by looking at three works, each by a different artist or from a different culture 	<ul style="list-style-type: none"> • paper, cardboard, erasers, stylus tools, inks, linoleum, wood • student and adult art work • three examples of adult art work by one artist or from a different culture 	<ul style="list-style-type: none"> • 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.1,3</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.2</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D.2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.1-3</td> </tr> <tr> <td style="border: none;">1.3</td> <td style="border: none;">D,2</td> </tr> <tr> <td style="border: none;">1.4</td> <td style="border: none;">A.1-3</td> </tr> <tr> <td style="border: none;">1.5</td> <td style="border: none;">A.1</td> </tr> </table>	1.2	D.1,3	1.3	D.2	1.3	D.2	1.4	A.1-3	1.3	D,2	1.4	A.1-3	1.5	A.1
1.2	D.1,3																		
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1.3	D,2																		
1.4	A.1-3																		
1.5	A.1																		

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ART CURRICULUM/PRINCIPLES OF DESIGN
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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 • create an arrangement and movement 	<p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will recognize, identify and indicate examples of directional movement of three artists or cultures; notice the similarities and differences in organized or structured movement from that of unstructured movement 	<ul style="list-style-type: none"> • student and adult art work 	<ul style="list-style-type: none"> • teacher observation 	<p>1.3 D 2 1.4 A 1-3</p>

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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 • identify regular and irregular design • identify relationships between music, art, dance and poetry 	<p><u>Art Literacy</u></p> <ul style="list-style-type: none"> • Students will recognize the relationships of repetition as used in visual and performing arts and literature; identify and name the areas of relationships when looking or listening to works in the area of the arts; analyze how repetition is important to the art form. 	<ul style="list-style-type: none"> • student and adult art work; literature 	<ul style="list-style-type: none"> • teacher observation 	<p>1.3 D.2 1.4 A.1-3</p>