

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM
SEPTEMBER 2005**

INTRODUCTION & PHILOSOPHY

An education in the arts has the potential to:

- 1) strengthen our ability to be creative and inventive decision makers;
- 2) develop a wide range of skills significant to many aspects of life and work;
- 3) provide varied and powerful ways of communicating ideas, thoughts, and feelings, both as individuals and as members of communities;
- 4) enable us to understand and influence the increasingly complex technological environment affecting all aspects of our lives;
- 5) provide a strong economic base through the state's cultural attractions;
- 6) emphasize humanities education as a key to understanding the arts as products of complex social, cultural, and intellectual trends;
- 7) enrich understanding of the human experience across cultures and histories, including the accomplishments of men and women of different ethnic, racial, and cultural backgrounds;
- 8) provide valuable tools to enhance learning across all disciplines;
- 9) empower people to create, reshape, and fully participate in personal and community environments, to enhance the quality of life for all.

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The specific goals of our 1-6 discipline based art curriculum are as listed below:

1. Students will understand and respond to natural and man-made art using and building an art vocabulary; (Aesthetics)
2. Students will have knowledge and understanding about cultural and historical information about artists and works of art (Art Heritage or Art History);
3. Students will understand and interpret works of art; (Art Criticism)
4. Students will create works of art through hands on application of skills and techniques of art content using visual media to communicate and express oneself. (Art Making)

The content of art is divided into Art Literacy and Art Making. Aesthetics, art heritage and art criticism should be incorporated in all art-making experiences as well as addressed independently.

Suggested topics for incorporation into teaching art content:

1. Art Literacy
 - a. Aesthetics (valuing and understanding visuals) - the meaning of art, vocabulary, preservation of works of art, environmental awareness; (Core Standard 1.1)
 - b. Art Heritage or History (knowing about and understanding art, artists, cultures) - lives of artists, cultural differences, styles of art, careers in art; (Core Standard 1.5)
 - c. Art Criticism (understanding and interpreting art) - local architecture, public sculpture, art exhibits, community crafts, school displays. (Core Standard 1.4)
2. Art Making (using visual media to communicate or to express oneself) - visual thinking, individual sketch books, techniques in drawing, painting, graphics, weaving expression, creativity, three-dimensional concepts, puppetry, creative expression). (Core Standards 1.2, 1.3)

The art content should be taught 1-6 with the provision of:

- studio experiences (hands on activities)
- discussion
- demonstration
- critiques
- small group activity
- independent study

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Physical and human resources enhance our art curriculum and help to meet our literacy goal expectations. Listed below are some of the physical and human resources we utilize.

- Physical Resources: an art room, art space
art supplies and equipment (art budget)
display and storage space
works of art
media center
field trips
exhibits - Wheaton Village, public library, local banks
or businesses, etc.
audio-visuals - films, filmstrips, slides, reproduction
file, videotapes, computer software,
and equipment, dvds, charts, models
(sculpture)
printed media - books, periodicals, pamphlets, posters,
reports, charts
technology - computers, scanners, digital camera
- Human Resources: art teacher; district teachers; administrators; board
members; guest art teachers, teachers, etc.; artists;
art organizations - NENJ, NEAEA, etc.; civic groups;
parents; museum personnel; Wheat Village personnel

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DISTRICT GOAL

Through the teaching of Art related experiences, the Township of Franklin Public Schools shall give every pupil the opportunity to:

- 1) acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- 2) acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own;
- 3) acquire an understanding of ethical principles and values and the ability to apply them to his/her own life;
- 4) develop an understanding of his/her own worth, abilities, potentialities and limitations;
- 5) develop intellectual curiosity and eagerness for learning;
- 6) develop a knowledge of and foster an appreciation for the humanities and fine arts;
- 7) learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.
- 8) correlate art and computer technology for the lifelong skills needed to adapt to changes and constant modification of technological advances.
- 9) acquire technological skills needed to reference art sites, virtual tours and images as applicable to art related units of study.

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STATEMENT OF PURPOSE

The purpose of the Art curriculum in the Township of Franklin Public Schools is to develop individuals who have proficiencies which will enable them to:

- 1) enrich the cultural background of our students;
- 2) foster creative thinking skills;
- 3) develop observation skills;
- 4) develop perceptual discrimination;
- 5) develop manual dexterity;
- 6) expose our students to general theories, movements and styles in art;
- 7) correlate art with other subject matter;
- 8) introduce students to new and various media;
- 9) provide opportunities to experiment with various media;
- 10) expose students to the tools of art and their proper care and usage;
- 11) foster a positive attitude toward their peers and their various abilities and achievements;
- 12) develop a lasting care for the appreciation and preservation of works of art;
- 13) allow students to express ideas visually;
- 14) allow students to make judgements about art;
- 15) provide decision making experiences;
- 16) provide student interaction and idea exchanges;
- 17) develop students' self esteem;
- 18) heighten awareness of self and sensitivity to the environment;
- 19) provide knowledge of careers in art;
- 20) incorporate the use of technology through observation and the integration of the visual arts.
- 21) provide opportunities for students to reference art sites, virtual tours and visual images using the internet.

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EVALUATION COMPONENTS

Students will show satisfactory achievement of outcomes by:

- 1) student participation in art activities, discussions and critiques;
- 2) satisfactory completion of projects as evaluated by teacher;
- 3) a minimum of satisfactory progress on report cards.

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PROGRAM STANDARDS

1. Each year students will complete at least ten two dimensional projects and two three dimensional projects.
2. All students will have at least one work of art displayed within the school during each year.
3. Eighty-five percent of the students will demonstrate an understanding of and appreciation for art processes and techniques and art literacy measured by teacher observation and assessed student performances with a yearly grade average of satisfactory or better. The evaluated information will be recorded in the art instructor's grade book as: O (Outstanding), V (Very Good), G (Good), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) for each assigned activity. These letter grades correlate with the approved grade level report card grading system.

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SPECIAL EDUCATION MODIFICATIONS

The special education program in the Township of Franklin services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through six. Programs within the district meet the needs of those students classified as Eligible for Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed into appropriate programs outside of the district.

The Township of Franklin is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to insure that each student reaches his/her potential, an educational plan is designed specifically for that child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational need of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her Individual Education Plan is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year re-evaluation.

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ART CURRICULUM COMMITTEE

GRADE	TEACHER	SCHOOL
K-2	Catherine Bromwell	Mary F. Janvier
3-6	Kathleen Rosa	Caroline L. Reutter
3-6	Tina Audio	Main Road

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ART CURRICULUM WRITER

Grade K-6 Catherine Bromwell