

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
ART CURRICULUM
GRADES 1-6**

Our general learning objectives are assessed by student performance displaying art elements and principles of design in the categories listed below.

CONTENT AREA	ART MAKING	ART LITERACY
<p>A. <u>Elements of Art and Principles of Design</u> - line, shape, value, color, texture, mass, form and shape combined to produce compositional unity through rhythm, valance, contrast, repetition and movement.</p> <p>B. <u>Media</u> - materials and tools used by artists to create the visual elements in a work of art.</p> <p>C. <u>Techniques</u>: skillful and appropriate ways to use art media.</p>	<p>A. <u>Students will</u>: use at least 4 of the 10 basic art elements and principles, one at a time, to produce a simple composition for each one.</p> <p>B. <u>Students will</u>: introduce basic two- and three-dimensional art media and tools - crayon, felt, pen, tempera paint, clay, fabric or fiber, plaster, pencil, white and colored paper, cardboard, scissors, glue, large brushes, etc.</p> <p>C. <u>Students will</u>: develop skill and confidence in the creative use of and respect for art media; explore techniques of drawing, painting, collage, sculpture, assemblage, printmaking, batik, etc.</p>	<p>A-1. <u>Students will</u>: recognize, name and use appropriately at least four of the 10 basic art elements and principles; observe them in representational, abstract and nonobjective student and adult artwork; discuss completed student work in terms of single elements and principles.</p> <p>A-2. <u>Students will</u>: recognize, identify, and indicate the location of a least 10 basic art elements and principles in contemporary and historical works of representational, abstract, and nonobjective art; describe the sensory properties of the specific elements that embody the concepts; show how the different images being looked at are alike or different in terms of line, color, shape and so on.</p> <p>B-1. <u>Students will</u>: name each medium used in class and describe its specific sensory characteristics (texture, wetness, weight); recognize each medium in representational, abstract, and nonobjective student and adult artwork.</p> <p>B-2. <u>Students will</u>: identify and discuss the media used in class in works of art; describe how their sensory characteristics are alike or different.</p> <p>C-1. <u>Students will</u>: name each technique used in class and recognize it in representational, abstract, and nonobjective student and adult artwork.</p> <p>C-2. <u>Students will</u>: recognize similarities and differences among drawing, painting, collage, and sculptures when viewed in works of art.</p>

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<p>D. <u>Observation</u>:</p> <p>1. Natural Environment - natural objects and events, including animals.</p> <p>2. Constructed Environments - objects and events created by people.</p> <p>3. Oneself and Others - human beings.</p>	<p>D-1. <u>Students will</u>: observe and draw individual plant, insect, animal, and bird forms; explore techniques using dried natural objects like leaves, twigs, flowers and feathers.</p> <p>D-2. <u>Students will</u>: observe, then create a painting of handmade or manufactured objects like bowls, kitchen tools, or toys; construct a sculpture from egg cartons, string, cardboard cylinders, and other throw away, mass produced found objects.</p> <p>D-3. <u>Students will</u>: observe people and notice what they look like; create pictures that describe a personal experience involving active people; draw children and adults; make a self-portrait, including facial features based on proportional accuracy.</p>	<p>D-1. a) <u>Students will</u>: find basic shapes and colors that occur in nature; distinguish between biomorphic and geometric shapes; learn the difference between two- and three-dimensional objects; see the difference between mass and space.</p> <p>b) <u>Students will</u>: identify biomorphic shapes in representational, abstract, and nonobjective works of art; note how much of each landscape is devoted to ground and to sky.</p> <p>D-2. a) <u>Students will</u>: discuss shapes and colors found in manufactured objects; point out structural features of tricycles, dolls, houses and sailboats; notice textures and decorative details.</p> <p>b) <u>Students will</u>: distinguish between biomorphic and geometric or mechanical shapes; name and describe geometric shapes in different architectural styles.</p> <p>D-3. a) <u>Students will</u>: discuss facial and body features and their positions; notice differences in positions of arms and legs between figures that are standing still and those that are moving; notice how placement and shape of eyes and mouth convey different facial expressions.</p> <p>b) <u>Students will</u>: discuss three ways artists portray people; note the difference between a portrait and a self-portrait.</p>

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<p>E. <u>Imagination:</u></p> <p>1. Memory and Fantasy - mental images of real objects and events.</p> <p>2. Anticipation - mental images of future objects or events.</p>	<p>E-1. <u>Students will:</u> create a work of art based on an event from memory; build an impossible animal from clay; paint a creature from another world; use techniques such as scale change, distortion, and juxtaposition, to create a surrealist work of art.</p> <p>E-2. <u>Students will:</u> imagine the future - “What will you do tomorrow?” “On your vacation?” “What will things look like when you are grown up?” “When you are old?” Create a work of art 2- or 3-D based on futuristic images.</p>	<p>E-1. a) <u>Students will:</u> talk about remembering, imagining, and about seeing images in our mind’s eye; discuss the differences between real and unreal images, between possible and impossible events.</p> <p>b) <u>Students will:</u> distinguish between images that are real (either looked at or remembered) and those that are imagined.</p> <p>E-2. a) <u>Students will:</u> discuss the relationship of past, present and future; consider how people, pets, houses, and trees may change as they grow older; explore the kinds of feelings that thoughts of the future may evoke.</p> <p>b) <u>Students will:</u> observe how objects and art look in present day life and imagine how they will look in the future.</p>
<p>F. <u>Perception:</u></p> <p>1. Personal - direct experience with objects and events.</p>	<p>F-1. <u>Students will:</u> observe, feel, smell, taste, and listen to a variety of materials, objects, and events in the everyday world; learn to discriminate colors, textures, weights, dimensions, sounds, spatial positions, and shapes of the immediate environment.</p>	<p>F-1. a) <u>Students will:</u> talk about directly perceived sensory qualities in our environment; relay personal, individual perceptual responses with the understanding that differences in perception will occur among students.</p> <p>b) <u>Students will:</u> discuss the sensory properties of artwork (qualities that can be seen and felt) while looking at it; identify the nature of shapes (square-round), lines (thick-thin), values (dark-light), textures (rough-smooth), colors (bright-dull), space (deep-shallow), and so on.</p>

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<p>F. <u>Perception</u> (continued)</p> <p>6) Historical - experience objects and events of the past.</p> <p>7) Cultural - experience objects and events of another race of culture.</p> <p>8) Art and Artists - experience artwork, the artistic process and the people who create it (past and present).</p>	<p>F-2. <u>Students will:</u> create art objects inspired by historical American craft items (clay, candle holders, decorative cut paper, simple stitchery, tin, tole, etc).</p> <p>F-3. <u>Students will:</u> create art objects that explore ethnic or multicultural themes (Black, Chicano, Eskimo, Native American, Indian, Vietnamese, European, Australian, etc.)</p> <p>F-4. a) <u>Students will:</u> create visual or verbal statements as a result of seeing an artist or an original work of art either in school, on a field trip to an artist's studio, an art museum, an art gallery, or on a video.</p>	<p>F-2. a) <u>Students will:</u> describe how early American art and crafts are like or different from art and craft objects produced today; discuss form and function.</p> <p>b) <u>Students will:</u> discuss how the quality of early American life affected the kinds of objects historically produced in American art and crafts, and how it affected what they looked like.</p> <p>F-3. a) <u>Students will:</u> identify and name special technical and aesthetic qualities used in ethnic and cultural arts selected for study.</p> <p>b) <u>Students will:</u> look at specific art objects from the ethnic group or culture selected for study. In the case of Navajo weavings, for example, students will discuss aspects of pattern: distinguish between straight and wavy lines, symmetrical balance, geometric and biomorphic shapes, large and small scale, depth and flat pattern; recognize examples of Navajo weaving and the materials from which they are made.</p> <p>F-4. a-1) <u>Students will:</u> explain the artist's artistic processes and how it is similar to those of the children; explain how the museum acquires and cares for the artwork it displays; understand why an artist's work is displayed in museums or galleries; name and know the location of at least two art museums, one in the U.S. and one in Europe.</p>

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<p>F. <u>Perception</u> (continued)</p>	<p>F-4. a) (continued)</p> <p>b) <u>Students will</u>: create visual or verbal statements as a result of seeing a contemporary artist or an original work of contemporary art either in school, on a field trip to an artist's studio, an art museum, an art gallery, or on a video.</p>	<p>F-4. a-2) <u>Students will</u>: recognize the work of at least two famous artists; know where each artist was from and what medium or style of art they were associated with; explain what makes their art work famous.</p> <p>F-4. b-1) <u>Students will</u>: explain a contemporary artist's artistic process and how it is similar to those of the children; explain how the museum acquires and cares for the contemporary artwork it displays; understand why a contemporary artist's work is displayed in museums or galleries; name and know the location of at least two art museums, one in the U.S. and one in Europe.</p> <p>b-2) <u>Students will</u>: recognize the work of at least one contemporary artist, know where they are from and what style of art or media they use; discuss what might make this artist or artwork famous some day!</p>