

Saddle River School District

K-5

Visual and Media Arts

Created/BOE Adopted August 2024

K-5

Visual/Media Arts

Overview

The Wandell School Visual/Media Arts department offers a weekly art class to Pre-K through 5th Grade. The Wandell School Art Curriculum is designed as an introduction and development of ideas, concepts, techniques and skills that will form the student's foundation of art. The curriculum will incorporate the use of the Elements of Art and Principles of Design, the application of a variety of techniques and media, and knowledge of art history by learning about various artists, eras and their masterpieces. In addition, Wandell students will explore art created by different cultures around the world and across time. Students will acquire knowledge and skills as defined in the New Jersey Students Learning Standards in the Visual and Performing Arts. This will increase their knowledge of aesthetics, production, Elements of Art and Principles of Design, critique, and art history in the Visual Arts. Each grade program is thoughtfully curated for a gradual build-up on gaining greater knowledge of valuable art techniques as well as related art vocabularies. Students will also learn about media arts by reviewing technical and symbolic elements of media arts. Students will be able to cultivate both artistic abilities and technological aptitude by engaging with media art projects and obtain a better understanding of media arts.

The Wandell School Visual/Media Arts department encourages students to engage with class discussion to raise their voices. Each week, we review the previous lesson and students engage in a class discussion of what they learned and also do and don'ts from their experience. Students are encouraged to submit written or verbal exit tickets. Students not only reflect on what they learned but also are invited to open-ended questions about exit tickets. It gives students a chance to raise their ownership of upcoming projects. Wandell students will have the opportunity to choose their project orientation (landscape vs. portrait), color and quantity of their objects for promoting ownership. This pedagogical approach provides real opportunities to make decisions that impact the learning environment!

K-5

Visual/Media Arts

Outline

Artistic Process	Anchor Standards
Creating	Conceptualizing and generating ideas. Organizing and developing ideas. Refining and completing products.
Presenting	Developing and refining techniques and models or steps needed to create products. Selecting, analyzing and interpreting work. Conveying meaning through art.
Responding	Perceiving and analyzing products. Applying criteria to evaluate products. Interpreting intent and meaning
Connecting	Synthesizing and relating knowledge and personal experiences to create products. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

K-5

Visual/Media Arts

Outline

Topics students will be learning

- ❖ Elements of Art: Identification & demonstration of Line, shape, form, space, color, value, texture,
- ❖ Principles of Art: Identification & demonstration of balance, pattern, rhythm, contrast, movement, emphasis, unity
- ❖ Art History and Multicultural Art: Various art movements, artists and cultures, as applicable
- ❖ Art & Literature: Providing compound lessons with appropriate books
- ❖ Color Theory: Primary Colors, Secondary Colors, color temperature and tints
- ❖ Painting: Demonstration of knowledge of watercolor (wet on wet and wet on dry) and acrylic or tempera (*impasto*) techniques
- ❖ Drawing: Demonstration of contour lines and shading techniques
- ❖ Crafting: Developing fine motor skills by using scissors and glue with various media (tissue paper, beans, buttons, etc.)
- ❖ 3D Printing: 4th-5th Grade students will gain a greater knowledge of three dimensional printing by using TinkerCad, MakerBot or Doodler.
- ❖ Media Art: Understanding connections to varied contexts and daily life enhances a media artist's work. Comprehending the 3D media and make a connection with the Elements and Principles of Arts.

Kindergarten Visual/Media Arts Course Description

In Kindergarten, Wandell Visual/Media Arts department provides unique program to educate the fundamental Art by using tools and materials safely. The Kindergarten students will be able to identify colors and shapes making a great connection with real-life objects. They will understand how line is used to create shapes. Students will be able to differentiate between two-dimensional and three-dimensional arts. The kindergarteners will be able to recognize basic shapes and the difference between a line and a shape. They will also understand and demonstrate how to use scissors and all art tools safely and correctly. Students in Kindergarten year will learn and exercise primary and secondary color groups. By the end of the school year, students are expected to be able to select colors that express an idea. Also, students will apply glue neatly and use appropriate methods for applying glue. Students will be able to use the correct scissor grip when cutting straight and curved lines.

Targeted Elements and Principles Art in Kindergarten: **Line, shape**, form, space, **color**, value, texture, balance, **pattern**, rhythm, contrast, movement, emphasis, unity

K Visual/Media Arts Course Proficiencies

The following is a list of proficiencies (NJSLs) that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

1.5.2.Cr3a: Explain the process of art making using vocabulary. Discuss and reflect with peers about choices made while creating art.

1.2.2.Cr1c: Explore form ideas for media art production with support.

1.2.2.Cr2a: Explore form ideas for media art production with support.

1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit

spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

1.2.2.Cr1a: Discover, share, and express ideas for media artworks through experimentation, sketching, and modeling.

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

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1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11a: Compare, contrast, and describe why people from different places and times make art.

1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

1st Grade

Visual/Media Arts

Course Description

In first grade, students will explore a wide range of art mediums such as chalk pastel, watercolor pencil, tissue paper, and important figures in art history especially deepen their knowledge of Impressionism. Students are introduced to balance and space from the principles and elements of art and design, in addition to the previous year. Learning these important concepts, the first-grade learner is engaged in a wide variety of art lessons including self portrait, Van Gogh, tissue paper mosaic projects that assist them in exploring and applying what they have learned in works of art inspired by various art styles and concepts. Students will keep considering essential questions such as *How do artists determine what resources and criteria are needed to formulate artistic investigations? Which technique would you like to incorporate with your artwork?* Students will expand their knowledge of Media Arts and *understanding the 3D media and make a connection with the Elements and Principles of Arts.* by creating mixed media project. First grade students will continue to demonstrate a safe and appropriate manner using art materials.

Targeted Elements and Principles Art in first grade :Line, shape, form, space, color, value, texture, balance, pattern, rhythm, contrast, movement, emphasis, unity

1st Visual/Media Arts Course Proficiencies

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1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
1.5.2.Cr3a: Explain the process of art making using vocabulary. Discuss and reflect with peers about choices made while creating art.
1.2.2.Cr1c: Explore form ideas for media art production with support.
1.2.2.Cr2a: Explore form ideas for media art production with support.
1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
1.2.2.Cr1a: Discover, share, and express ideas for media artworks through experimentation, sketching, and modeling.
1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

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1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
1.5.2.Cn11a: Compare, contrast, and describe why people from different places and times make art.
1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

2nd Grade

Visual/Media Arts

Course Description

Students in the second grade will understand the components of a landscape and still life design while utilizing core concepts taught in the previous year. Students will understand and identify the 4 main components of a formal landscape structure in famous works of art. (Fore-ground, mid-ground, background, horizon line which creates space from the Elements of Design). The second graders will observe the objects that form a still life composition and how objects change when light, position and motion are altered. Students will gain a greater knowledge of texture and unity in addition to line, shape, space, color, balance, pattern and unity throughout the year. The second grade students will also immerse themselves in mixed media applications, as well as color and shape identification. The second graders will build on prior knowledge of the color wheel and apply this knowledge to a personal work of art. Students will review and recognize two or more artists and create projects inspired by them. Students will compare media art pieces that show ideas from everyday life and connect to students' personal experiences. Students will be encouraged to carry on the appropriate procedures, routines, and rules in the Art room.

Targeted Elements and Principles Art in second grade: Line, shape, form, space, color, value, texture, balance, pattern, rhythm, contrast, movement, emphasis, unity

2nd Visual/Media Arts Course Proficiencies

The following is a list of proficiencies (NJSLS) that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

1.5.2.Cr3a: Explain the process of art making using vocabulary. Discuss and reflect with peers about choices made while creating art.

1.2.2.Cr1c: Explore form ideas for media art production with support.

1.2.2.Cr2a: Explore form ideas for media art production with support.

1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit

spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

1.2.2.Cr1a: Discover, share, and express ideas for media artworks through experimentation, sketching, and modeling.

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit

spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

1.2.2.Cr1a: Discover, share, and express ideas for media artworks through experimentation, sketching, and modeling.

1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions and experiences of the presentation of media artworks.

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

1.5.2.Cn11a: Compare, contrast, and describe why people from different places and times make art.

1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules, and fairness.

3rd Grade Visual/Media Arts Course Description

The third grade students will review their knowledge of the Principles and Elements of Art to create well thoughtout works of art that express meaning. In addition to previously reviewed vocabularies such as line, shape, space, color, texture, balance, pattern, students will review and recognize form, value and emphasis. Students will also understand and apply value and mark making techniques, such as stippling, hatching and cross hatching to their compositions with a choice of mediums. Students will develop communicating ideas for building visual literacy continually brought into focus such as observing carefully, describing what is seen, making connections with their knowledge, and sharing new information using art vocabulary. The third grade students will create a media art unit by asking “*How do media artists generate ideas and formulate artistic intent?*” The students will also obtain a better understanding of art critique in positive manner with analyze and discuss orally and written. Especially, the third grade tudents will assess their work by monitor their artistic progress of various unit goals and implementing problem solving strategies continuously throughout artistic process. This important process provides real opportunities to make decisions that impact the learning environment!

Targeted Elements and Principles Art in third grade : Line, shape, form, space, color, value, texture, balance, pattern, rhythm, contrast, movement, emphasis, unity

3rd Visual/Media Arts Course Proficiencies

The following is a list of proficiencies (NJSLs) that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively, represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively, represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Re7a: Speculate about artistic processes, interpret, and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

4th Grade Visual/Media Arts Course Description

The fourth grade students will be exposed to a wide range of multicultural art and how it has been used throughout history. Students will also gain understanding for the uses of these works and how artists throughout history have used these works to influence their own. Students at the 4th grade level will understand the integral components of a composition and its construction, using overlapping objects, depth and observed value. Students will obtain a better understanding of 3D printing and the relationship between shape vs. form by creating a 3D Pen project which relates to geometry. Students will use visualization, spatial reasoning and geometric modeling to solve a problem through design. Students will review the use of Google slides and make a presentation of a research project of Art History. This multi layer unit is not only for learning about art history but also gain a greater knowledges of Media Art. Additionally, students will build on the concept of critiques with a positive manner, as it relates to the artistic process and analysis of one's work.

Targeted Elements and Principles Art in fourth grade :Line, shape, form, space, color, value, texture, balance, pattern, rhythm, contrast, movement, emphasis, unity

4th Visual/Media Arts Course Proficiencies

The following is a list of proficiencies (NJSLs) that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively, represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively, represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Re7a: Speculate about artistic processes, interpret, and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

5th Grade

Visual/Media Arts

Course Description

Students at the level of fifth grade will embrace and verify what they have learned in previous years. The fifth grade students will be able to engage with art project which encourage taking in charge having ownership and their voice. Students will also engage with color theory project which will support for smooth transition to the Eric S.. Smith Middle School. Students at the 5th grade level will obtain a greater knowledge of 3D Printing by learning how to use the 3D program, TinkerCad and create a project with 3D printer MakerBot. Students will also build and expand upon their core art foundation of the elements, principles, drawing, painting, printmaking and in addition to, focus on an exploration of careers related to art and design. Woven throughout the unit will also be an emphasis on the discovery of oneself as an artist, an individual who is capable of creatively expressing and communicating their endless ideas through a variety of art media. Fifth grade students will focus on collaboration and the generation of ideas as a foundation for creative work. Lastly, students will further their skill of the art critique in a positive manner, as they collaboratively observe, analyze, and respond to various artworks.

Targeted Elements and Principles Art in fifth grade :Line, shape, form, space, color, value, texture, balance, pattern, rhythm, contrast, movement, emphasis, unity

5th Visual/Media Arts Course Proficiencies

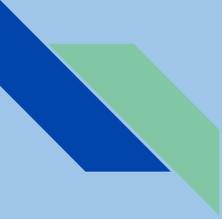
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- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
- 1.5.5.Cr2c: Individually or collaboratively, represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during art making and design projects.
- 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art making that is meaningful to the makers.
- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
- 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
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- 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in art making.
- 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

- 1.5.5.Re7a: Speculate about artistic processes, interpret, and compare works of art and other responses.
- 1.5.5.Re7b: Analyze visual arts including cultural associations.
- 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.
- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

- 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
- 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
- 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
- 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.



K-5 Visual/Media Arts Assessments

K- 2

Students will be graded based on following rubric:

- 25% of **STUDENT VOICE** - Class participation/Cooperation
- 25% of Effort/Learning/Progress
- 25% of Creativity/Originality/Quality
- 25% of Design/Craftsmanship/Attention to Detail

Project rubrics which may include assessment in one or more of the following:

- Originality of product
- Student's engagement in revision/improvement process
- Student's willingness to take risks / think outside the box
- Student documentation of the artistic process
- Degree to which student challenged oneself and considered design alternatives
- Degree of individuality reflected in artwork
- Degree to which student considered/generated multiple project ideas

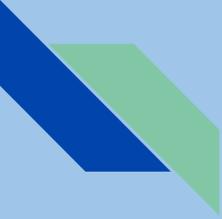
Grade 3 - 5

Students will be graded based on following rubric:

- 25% of **STUDENT VOICE** - Class participation/Cooperation
- 25% of Effort/Learning/Progress
- 25% of Creativity/Originality/Quality
- 25% of Design/Craftsmanship/Attention to Detail

Project rubrics which may include assessment in one or more of the following:

- Originality of product
- Student's engagement in revision/improvement process
- Student's willingness to take risks / think outside the box
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- Degree to which student challenged oneself and considered design alternatives
- Degree of individuality reflected in artwork
- Degree to which student considered/generated multiple project ideas



K-5 Visual/Media Arts Instructional Resources

K- 2

[NGAkids App for iPad](#)

[An Eye for Art: Focusing on](#)

[Great Artists and Their Work](#)

Grade 3 - 5

[Process and Product](#)

[Quick Draw](#)

[Fun Art History](#)