Elementary Art

Grades 3-4

ABSTRACT

Students in Elementary Art for grades three and four develop further understanding of visual arts through the study of representative works of art from diverse cultures and historical periods. The elements of art and principles of design are stressed in the examination of two- and three-dimensional forms. Knowledge of different media in the creation of a variety of personal artwork is applied. Students in grade three explore varied media and techniques in two-dimensional art, while those in grade four begin to apply their understanding of three-dimensional artwork in the creation of personal projects. All students reflect on the criteria associated with technical proficiency in art, as well as personal preferences, in the implementation of appropriate scoring rubrics.

Adopted by the Somerville Board of Education on July 25, 2017
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
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<tbody>
<tr>
<td>2016 NJSLS</td>
<td>1.1.5.D.1-2, 1.3.5.D.1, 1.3.5.D.5</td>
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<td>1.3.5.D.1-5</td>
<td>1.3.5.D.1, 1.3.5.D.5, 1.4.5.B.1-5</td>
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**Essential Question:**
- In what ways is the work of varied artists alike?
- How do the times in which an artist lives affect his/her work?
- How can different media affect the message of a personal work of art?
- What criteria can be used to assess a work of art?

**Content:**
- The Creative Process
- History of the Arts and Culture
- Performance in Visual Art
- Aesthetics in Visual Art

**Skills and Topics:**
- recall the elements of art and the principles of design
- examine varied media used by artists (e.g., paint, print, sculpture)
- analyze the application of the elements of art and principles of design in sample works of art
- apply the elements of art and principles of design in personal two- and three-dimensional works of art
- investigate local artists
- identify iconic artists (e.g., Haring, Monet, Van Gogh, Warhol)
- discuss the historical and societal influences on the work of iconic artists
- differentiate among diverse genres of art (e.g., abstraction, impressionism, surrealism)
- synthesize knowledge of diverse genres of art in personal two- and three-dimensional works of art
- study the works of a local artist
- collaborate with peers to produce personal works of art
- reflect a cultural and/or historical context in personal works of art
- apply diverse media in personal works of art (e.g., drawing, paint, textiles)
- experiment with various compositional approaches (e.g., conceptual art, realism, surrealism) in the production of personal works of art
- implement in class lessons conducted by a local artist
- establish objective criteria to assess sample works of art
- utilize evaluative tools (e.g., rubrics) to assess sample and personal works of art
- employ appropriate vocabulary to critique sample and personal works of art
- determine technical proficiency in sample works of art
- incorporate expository writing skills in the assessment of personal and sample works of art
- employ a scoring rubric to assess work done with a visiting local artist

**Integration of Technology:**
- Internet, Web Quests, classroom computers, wireless laptop computers, SMART Boards, multimedia presentations, web tools, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities

**Formative Assessments:**
- Student participation, peer and self-assessments, exploratory activities

**Summative Assessments:**
- Quizzes, tests, final projects, scoring rubric for peer and teacher assessment of original and sample art works

**Performance Assessments:**
- Projects, drawings, paintings, two- and three-dimensional products, reflective journal entries, scoring rubric for peer and self-assessment

Note: Art instruction is provided once during a six day cycle.
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<tr>
<th><strong>21st Century Themes:</strong></th>
<th>☑️ Global Awareness</th>
<th>☑️ Civic Literacy</th>
<th>☐ Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>☑️ Health Literacy</th>
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<tr>
<td><strong>21st Century Skills:</strong></td>
<td>☑️ Creativity and Innovation</td>
<td>☑️ Media Literacy</td>
<td>☑️ Critical Thinking and Problem Solving</td>
<td>☑️ Life and Career Skills</td>
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<td></td>
<td>☑️ Information and Communication Technologies Literacy</td>
<td>☑️ Communication and Collaboration</td>
<td>☑️ Information Literacy</td>
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<th><strong>Resources:</strong></th>
<th>Ancillary materials, visual aids, art reproductions, teacher-created resources</th>
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<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the visual arts program. Career options include, but are not limited to, the following career clusters: Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
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*2016 NJSLS:

- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data