

Scope and Sequence

Unit #/Title		# of Days
Unit IA:	Introduction to Line	5 Days
Unit IB	Introduction to Shape	5 Days
Unit IIA	Introduction to Texture	6 Days
Unit IIB	Introduction to Pattern	6 Days
Unit IIIA	Introduction to Primary Colors	6 Days
Unit IIIB	Introduction to Secondary Colors	4 Days
Unit IV	Elements Review	8 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: Why are lines important in Art?

Unit IA: Introduction to Line

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1.2 1.2.2.A.1.2 1.4.2.1.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Line</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize different types of lines by viewing various types of lines in artwork and within the art room. Identify these lines verbally and visually. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Al Held, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Line Identification/ Experimentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge of various lines by identifying and by drawing the lines that have been studied. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Al Held, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5	<p>Lesson 3: Step-by-Step Line Drawing</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Concentrate on visually reproducing lines studied by successfully creating a simple line drawing. Complete artwork by exploring various art media. (<i>Subject and art media may be modified and adjusted based on age appropriateness.</i>) 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Al Held, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<i>building facilities, scheduling and availability of supplies</i>	(Themes may include but are not limited to: Fall trees, leaves, apples, pumpkins)	

BRIDGETON PUBLIC SCHOOLS
Art
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: Why are shapes important in Art?

Unit IB: Introduction to Shape

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Shape</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize different types of shapes by viewing various types of shapes in artwork and within the art room. Identify these shapes verbally and visually. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Pablo Picasso, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Shape Identification/ Experimentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge of various shapes by identifying and by drawing the shapes that have been studied. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Pablo Picasso, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5	<p>Lesson 3: Step-by-Step Shape Drawing/Explore Various Media Creation of Artwork</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Concentrate on visually reproducing shapes studied by successfully creating a simple shape drawing. Complete artwork by exploring various art media. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Pablo Picasso, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
			(Themes may include but are not limited to: Fall Scarecrows and Still-Life arrangements)	

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: Why is texture important in art?

Unit IIA: Introduction to Texture

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Texture</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Focus on the basic understanding of texture by comparing and contrasting visual and tactile textures. Identify and describe textures verbally 	<ul style="list-style-type: none"> Art Element Poster Texture Board Container filled with assorted textured items 	Class Participation Teacher Feedback
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Texture Identification/ Experimentation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their understanding of texture by creating a textural rubbing. 	<ul style="list-style-type: none"> Art Element Poster Texture Plates Textured Items: (leaves, bark, lace, doilies, paper clips, coins, etc.) 	Class Participation Final Presentation of artwork
4 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Step-By-Step Textural Rubbings/ Explore Various Art Media/Creation of Artwork</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Complete a textured artwork by using the skills learned in previous texture lessons. Complete the textured art by exploring various art media. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant Artists and relevant themes (<i>suggested artists include Vincent VanGogh, Claes Oldenburg</i>) Art Teacher's Book of Lists Teacher selected art media and supplies 	Class Participation Final Presentation of artwork

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: Why are patterns important in art?

Unit IIB: Introduction to Pattern

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 1: Introduction to Pattern Objectives: SWBAT <ul style="list-style-type: none"> • Recognize basic patterns by viewing samples of artwork that include a variety of patterns. • Review understanding of lines and shapes by identifying patterns that consist of lines and shapes. 	<ul style="list-style-type: none"> • Art Element Poster • Texture Board • Container filled with assorted textured items 	Class Participation Teacher Feedback
4 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 2: Pattern Identification/ Experimentation Objectives: SWBAT <ul style="list-style-type: none"> • Create a simple object by using lines and shapes. • Draw several patterns within the artwork. • Continue to explore various art media. <i>(Subject and art media may be modified and adjusted based on age appropriateness, building facilities scheduling and availability of supplies)</i> 	<ul style="list-style-type: none"> • Art Element Poster • Art Reference Books/Poster on significant artists (<i>Suggested Artists include Al Held, Henri Matisse, Wassily Kandinsky, Paul Klee</i>) • Pencil, eraser, art paper, additional art media of choice 	Class Participation Final Presentation of artwork

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Step-By-Step Pattern Drawing/Explore Various Media/Creation of Artwork</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Review concepts and skills learned about lines, shapes, texture, and pattern by successfully completing an assessment worksheet. 	<ul style="list-style-type: none"> Art Element Poster Assessment Worksheet Pencil, Eraser, Crayons 	Class Participation Completion of Assessment Teacher Observation

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: What are Primary Colors?

Unit IIIA: Introduction to Primary Colors

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Primary Colors</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Learn about Primary Colors by teacher explanation and viewing the Color Wheel. Demonstrate understanding of Primary Colors by identifying colors and their proper placement on the color wheel. 	<ul style="list-style-type: none"> Art Element Poster Color Wheel 	Class Participation Teacher Feedback
2 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Introduction to Abstract Art/Wassily Kandinsky</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Learn about Abstract Art through the introduction of artist Wassily Kandinsky. 	<ul style="list-style-type: none"> Art Element Poster Art Book/Poster on Wassily Kandinsky Bridgeton High School Art Department References 	Class Participation Presentation of Line Drawing

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 3: Introduction to Watercolor Basics Objectives: SWBAT <ul style="list-style-type: none"> • Learn the basics of watercolor painting by teacher explanation and watching teacher demonstration. • Demonstrate understanding of proper painting techniques by practicing techniques to complete artwork from previous lesson. 	<ul style="list-style-type: none"> • Art Element Poster • Art Book/Poster on Wassily Kandinsky • Bridgeton High School Art Department References • Watercolor painting supplies 	Class Participation Final Presentation of artwork

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: What are Secondary Colors?

Unit IIIB: Introduction to Secondary Colors

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Secondary Colors</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Learn about the Secondary Colors by teacher explanation and viewing the Color Wheel. Demonstrate understanding of Secondary Colors by identifying colors and their proper placement on the color wheel. 	<ul style="list-style-type: none"> Art Element Poster Color Wheel 	Class Participation Teacher Feedback
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Primary and Secondary Color Artwork</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Create a drawing by using lines and shapes, and patterns. Add color in the art media chosen by the teacher and will demonstrate knowledge of the Primary and Secondary Colors. <p><i>(Subject/Theme and art media may be chosen by the teacher based on cross curricular needs of specific schools, building facilities, scheduling and availability of supplies)</i></p>	<ul style="list-style-type: none"> Art Element Poster Color Wheel Art Reference Books/Poster on significant artists (<i>Suggested Artists include Wassily Kandinsky, Georgia O'Keefe, Henri Matisse, Piet Mondrian</i>) (Themes may include but are not limited to: Spring, Flowers, Kites, Butterflies, Bugs, Arbor Day, Earth Day) 	Class Participation Final Presentation of artwork

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade K

Essential Question: Why are the elements of art important to know and use?

Unit IV: Element Review

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	<p>Lesson 1: Element Review</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate their knowledge of the elements of art learned in Units 1, 2, and 3 by viewing artwork of teacher's choice. • Discuss/critique in order to demonstrate competency in comprehension and analysis by viewing selected artwork. 	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Book • Posters on Artist of Choice • Bridgeton High School Art Department References • Bloom's Taxonomy for Art Poster 	Class Participation Instant Feedback
6 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: "The Finale"</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Create a final artwork by successfully applying the elements, skills art media and knowledge learned in Units I, II, and III. <p><i>(Subject/Theme of art project and time required will be teacher's discretion based on scheduling of year-end activities, building facilities, availability of supplies)</i></p>	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Book • Posters on Artist of Choice • Bridgeton High School Art Department References • Bloom's Taxonomy for Art Poster <p><i>(Themes may include but are not limited to: M.A.R.E./Ocean, Cinco De Mayo, Strawberry Month, Flag Day)</i></p>	Class Participation Presentation of Artwork Student Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 3: Final Element Assessment Objectives: SWBAT <ul style="list-style-type: none"> Review concepts and skills learned about lines, shapes, texture, pattern, and color by successfully completing an assessment worksheet. 	<ul style="list-style-type: none"> Art Element Poster Art Book Posters on Wassily Kandinsky Bridgeton High School Art Department References 	Class Participation Final Presentation of artwork Instant Feedback

Scope and Sequence

Unit #/Title		# of Days
Unit IA:	Review of Line	5 Days
Unit IB	Review of Shape	5 Days
Unit IIA	Review of Texture	6 Days
Unit IIB	Review of Pattern	6 Days
Unit IIIA	Review of Primary Colors	7 Days
Unit IIIB	Review of Secondary Colors	4 Days
Unit IV	Element Review	7 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
ART

PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the different types of lines that are used in creating art? Unit IA: Review of Line

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Review of Line</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize different types of lines by viewing various types of lines in artwork and within the art room. Identify these lines verbally and visually. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Henri Matisse, Wassily Kandinsky, Paul Klee, Vincent VanGogh</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Line Identification/ Experimentation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge of lines by identifying / drawing various types of lines as a review. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Henri Matisse, Wassily Kandinsky, Paul Klee, Vincent VanGogh</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5	<p>Lesson 3: Step-By-Step Line Drawing</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Focus specifically on lines studied to successfully create a line drawing concentrating on fall items. Complete artwork by exploring various art media. <i>(Subject and art media may be modified and adjusted based on age appropriateness,</i> 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Henri Matisse, Wassily Kandinsky, Paul Klee, Vincent VanGogh</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	Class Participation Final Presentation of Artwork

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<i>building facilities, scheduling and availability of supplies</i>	(Themes may include but are not limited to: Fall trees, leaves, apples, pumpkins)	

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the different types of shapes that are used in creating art?

Unit IB: Review of Shape

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Shape Review</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize different types of shapes by viewing various types of shapes in artwork and within the art room. Identify these shapes verbally and visually. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include Pablo Picasso, Henri Matisse, Wassily Kandinsky, Paul Klee, Vincent Van Gogh</i>) Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	<p>Class Participation</p> <p>Final Presentation of Artwork</p> <p>Instant Feedback</p>
4 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Introduction to Vincent Van Gogh</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge of various lines and shapes by identifying these art elements used by Vincent Van Gogh to create "Starry Night". Create their own version of a Starry Night by recreating the lines and shapes used by the artist. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on <i>Vincent Van Gogh</i> Pencil, eraser, art paper, watercolor, tempera, paint brushes, water cups, oil pastel, crayon 	<p>Class Participation</p> <p>Final Presentation of Artwork</p> <p>Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the different types of texture that are used in creating art? Unit IIA: Review of Texture

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Review of Texture</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Focus on the basic understanding of texture by comparing and contrasting visual and tactile textures. Identify and describe textures found in the books of Eric Carle. 	<ul style="list-style-type: none"> Art Element Poster Texture Board Container filled with assorted textured items Eric Carle's children's books/posters 	Class Participation Instant Feedback
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	<p>Lesson 2: Application of Texture</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Expand their knowledge of texture by learning a new painting technique which will enable students to create texture with the application of salt. 	<ul style="list-style-type: none"> Art Element Poster Eric Carle's children's books/posters Teacher art sample(s) 	Class Participation Final Presentation of artwork Instant Feedback

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	Lesson 3: Texture Collage Objectives: SWBAT ♦ Complete a textured collage by using the salt treated paper with commercial grade paper to create a fall tree and background in the style of Eric Carle.	<ul style="list-style-type: none"> • Art Element Poster • Eric Carle's children's books/posters • Teacher art sample(s) 	Class Participation Final Presentation of artwork Instant Feedback

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the different types of patterns that are used in creating art? Unit IIB: Review of Pattern

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 1: Pattern Perception Objectives: SWBAT <ul style="list-style-type: none"> • Recognize basic patterns by completing a worksheet/sampler that includes several examples of patterns. • Listen attentively to the story "Elmer in the Snow" by David McKee and will review and complete a drawing of Elmer using lines and shapes. 	<ul style="list-style-type: none"> • Art Element Poster • Worksheet • Elmer in the Snow by David McKee • Oval template • Pencil, eraser, paper 	Class Participation Instant Feedback
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 2: Elmer's Environment Objectives: SWBAT <ul style="list-style-type: none"> • Create a sky background by using salt painting technique. • Master the impasto painting technique to create the texture of the snow. 	<ul style="list-style-type: none"> • Art Element Poster • Elmer in the Snow by David McKee • Pencil, eraser, paper, • Painting supplies, wallpaper paste or soap powder, sponges, ultra-fine glitter 	Class Participation Final Presentation of artwork Instant Feedback

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 3: Designing Elmer Objectives: SWBAT <ul style="list-style-type: none"> • Create a pattern within Elmer's body by using colored squares. • Demonstrate collage skills learned in Unit 1 by placing Elmer in his environment. 	<ul style="list-style-type: none"> • Art Element Poster • Elmer in the Snow by David McKee • Pencil, Eraser, artwork, scissors, glue 	Class Participation Final Presentation of artwork Instant Feedback

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the Primary Colors?

Unit IIIA: Review of Primary Colors

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Review of Primary Color/Color Wheel</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate understanding of the Primary Colors by identifying the colors and their proper placement on the color wheel. • Compare and contrast Abstract Artists Wassily Kandinsky and Piet Mondrian by viewing selected artworks 	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Reference materials on Wassily Kandinsky and Piet Mondrian • Worksheet 	Class Participation
3 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5	<p>Lesson 2: Design Mondrian</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate how Piet Mondrian utilizes lines to create spaces in his artwork by using lines in a similar style to divide their own paper. • Successfully create spaces within their artwork by using lines. 	<ul style="list-style-type: none"> • Art Element Poster • Art Book/Poster on Piet Mondrian • Bridgeton High School Art Department References 	Class Participation Presentation of Line Drawing

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 3: Review of Painting Skills Objectives: SWBAT <ul style="list-style-type: none"> Demonstrate understanding of proper painting skills by practicing techniques to complete artwork from previous lesson using only the Primary Colors. 	<ul style="list-style-type: none"> Art Element Poster Art Book/Poster on Piet Mondrian Bridgeton High School Art Department References Painting supplies 	Class Participation Final Presentation of artwork

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the Secondary Colors?

Unit IIIB: Review of Secondary Colors

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Review of Secondary Colors</p> <p>Objectives: SWBAT Demonstrate recognition and understanding of Secondary Colors by identifying their proper placement on the Color Wheel</p>	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel 	Class Participation
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Primary and Secondary Color Artwork</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Create a drawing by using lines and shapes, and patterns. • Add color in the art media chosen by the teacher and will demonstrate knowledge of the Primary and Secondary Colors. <p><i>(Subject/Theme and art media may be chosen by the teacher based on cross curricular needs of specific schools, building facilities, scheduling and availability of supplies)</i></p>	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Reference Books/Poster on significant artists (<i>Suggested Artists include Wassily Kandinsky, Georgia O'Keefe, Henri Matisse, Piet Mondrian</i>) <p>(Themes may include but are not limited to: Spring, Flowers, Kites, Butterflies, Bugs, Arbor Day, Earth Day)</p>	Class Participation Final Presentation of artwork

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 1

Essential Question: What are the Elements of Art? Unit IV: Element Review

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	<p>Lesson 1: Element Review</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate their knowledge of the elements of art learned in Units I, II, and III by viewing artwork of teacher's choice. • Discuss and critique to demonstrate competency in comprehension and analysis by viewing selected artwork. 	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Book • Posters on Artist of Choice • Bridgeton High School Art Department References • Bloom's Taxonomy for Art Poster 	Class Participation Instant Feedback
4 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: "The Finale"</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Create a final artwork by successfully applying the elements, skills art media and knowledge learned in Units I, II, and III. <p><i>(Subject/Theme of art project and time required will be teacher's discretion based on scheduling of year-end activities, building facilities, availability of supplies)</i></p>	<ul style="list-style-type: none"> • Art Element Poster • Color Wheel • Art Book • Posters on Artist of Choice • Bridgeton High School Art Department References • Bloom's Taxonomy for Art Poster <p><i>(Themes may include but are not limited to: M.A.R.E./Ocean, Cinco De Mayo, Strawberry Month , Flag Day)</i></p>	Class Participation Presentation of Artwork Student Assessment Instant Feedback

TL LINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 3: Final Element Assessment Objectives: SWBAT <ul style="list-style-type: none"> Review concepts and skills learned about lines, shapes, texture, pattern, and color by successfully completing an assessment worksheet. 	<ul style="list-style-type: none"> Art Element Poster Art Book Posters on Artists studied Bridgeton High School Art Department References 	Class Participation Final Presentation of artwork Instant Feedback

Scope and Sequence

Unit #/Title		# of Days
Unit IA:	Review of Elements	6 Days
Unit IB	Manikins in Motion	4 Days
Unit IIA	Figure Drawing/Nutcracker	5 Days
Unit IIB	Impressionistic Figures/Degas's Dancers	6 Days
Unit IIIA	Rapunzel in Her Tower	6 Days
Unit IIIB	Rapunzel's Thank You	6 Days
Unit IV	Relief Sculpture	7 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: How are the Elements of Art used in artwork?

Unit IA: Review of Elements

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1	Lesson 1: Review of Art Elements Objectives: SWBAT <ul style="list-style-type: none"> Demonstrate their knowledge of the elements of art learned in Kindergarten and First Grade by viewing artwork of teacher's choice. Discuss and explore how the Elements are used in the artwork. 	<ul style="list-style-type: none"> Art Element Poster Color Wheel Art Book Posters on Artist of Choice Bridgeton High School Art Department References Bloom's Taxonomy for Art Poster 	Class Participation Instant Feedback District Art Rubric
	1.1.2.D.2			
2 days	1.2.2.A.1	Lesson 2: Review of Painting Skills Objectives: SWBAT <ul style="list-style-type: none"> Review the Art Elements of Line, Shape, Pattern, Texture and Color by successfully applying these elements to create a fall themed artwork. <i>(Subject/Theme of art project and time required will be teacher's discretion based on scheduling, building facilities, availability of supplies)</i>	<ul style="list-style-type: none"> Art Element Poster Color Wheel Art Book Posters on Artist of Choice Bridgeton High School Art Department References Bloom's Taxonomy for Art Poster Pencil, eraser, art paper, painting supplies 	Class Participation Instant Feedback District Art Rubric
	1.2.2.A.2			
	1.3.2.D.1			
	1.3.2.D.2			
	1.3.2.D.3			
	1.3.2.D.4			
	1.3.2.D.5			
	1.4.2.A.1			
	1.4.2.A.2			
	1.4.2.A.3			
1.4.2.A.4				

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.A.4	Lesson 3: Art Element Painting Objectives: SWBAT <ul style="list-style-type: none"> Review concepts and skills learned about lines, shapes, texture, pattern, and color as well as various painting techniques by successfully completing a fall painting. 	<ul style="list-style-type: none"> Art Element Poster Color Wheel Art Book Posters on Artist of Choice Bridgeton High School Art Department References Bloom's Taxonomy for Art Poster Pencil, eraser, art paper, painting supplies. 	Class Participation Final Presentation of artwork Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: Why are Manikins used in art?

Unit IB: Manikins in Motion

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Manikin Drawing</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create a contour line drawing of a figure by viewing the various poses of a manikin. Understand how their body moves by recreating the poses of the manikin and by then drawing several sketches of these poses. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse-Lautrec, Diego Giacometti</i>) Pencil, eraser, art paper 	<p>Class Participation</p> <p>Instant Feedback</p> <p>District Art Rubric</p>
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Contour Line and Perspective</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Show their understanding of movement by creating a contour line drawing of manikins in motion. Demonstrate their understanding of simple perspective by drawing three manikins and placing them in the foreground, middle ground, and background positions. 	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse-Lautrec, Diego Giacometti</i>) Pencil, eraser, art paper, black sharpie 	<p>Class Participation</p> <p>Instant Feedback</p> <p>District Art Rubric</p>
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Review of Warm and Cool Colors</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Identify warm and cool colors by viewing the color wheel and teacher selected visual. <p>Illustrate their understanding of warm and cool colors by successfully completing "Manikins in Motion".</p>	<ul style="list-style-type: none"> Art Element Poster Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse-Lautrec, Diego Giacometti</i>) Pencil, eraser, art paper, black sharpie, watercolor supplies 	<p>Class Participation</p> <p>Final Presentation of Artwork</p> <p>Instant Feedback</p> <p>District Art Rubric</p>

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: What is Figure Drawing?

Unit IIA: Figure Drawing / Nutcracker

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	Lesson 1: Nutcracker Drawing Objective: SWBAT <ul style="list-style-type: none"> • Create a drawing of a Nutcracker figure by using simple lines and shapes after studying "The Nutcracker Suite". 	<ul style="list-style-type: none"> • Art Element Poster • "The Nutcracker Suite" story, illustrations, music, video • Pencil, eraser, art paper 	Class Participation Instant Feedback District Art Rubric
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4 1.4.2.B.1 1.4.2.B.2 1.4.2.B.3	Lesson 2: Painting of Nutcracker Objective: SWBAT <ul style="list-style-type: none"> • Further their knowledge of painting skills by practicing various techniques to complete their Nutcracker. <p><i>(Note: Due to time restraints and scheduling, subjects/lessons may need to be modified and additional time permitted to complete based on necessity).</i></p>	<ul style="list-style-type: none"> • Art Element Poster • "The Nutcracker Suite" story, illustrations, music, video • Pencil, eraser, art paper, painting supplies 	Class Participation Final Presentation of Artwork Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: What is Impressionism?

Unit IIB: Impressionistic Figures / Degas's Dancers

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Impressionism</p> <p>Objective SWBAT</p> <ul style="list-style-type: none"> Identify examples of Impressionism by viewing various works of art. Compare and contrast the artwork of the Impressionists to the Realists by studying several teacher selected works of art. 	<ul style="list-style-type: none"> Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse –Lautrec, Diego Giacometti</i>) Handout 	Class Participation Instant Feedback District Art Rubric
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Review Figure Drawing</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Display their understanding of movement by creating contour line drawings of a dancer in several poses. 	<ul style="list-style-type: none"> Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse –Lautrec, Diego Giacometti</i>) Pencil, eraser, art paper Model 	Class Participation Instant Feedback District Art Rubric
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Colorful Dancer</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Successfully complete their "Colorful Dancer" by utilizing the coloring and painting skills acquired in previous lessons. 	<ul style="list-style-type: none"> Art Reference Books/Posters on significant artists (<i>Suggested artists include: Edgar Degas, Mary Cassatt, Auguste Renoir, Toulouse –Lautrec, Diego Giacometti</i>) Pencil, eraser, art paper, colored pencils watercolor supplies 	Class Participation Final Presentation of Artwork Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: What are Textural Rubbings?

Unit IIIA: Rapunzel in Her Tower

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1	Lesson 1: Introduction to the Story of Rapunzel Objective SWBAT <ul style="list-style-type: none"> Become familiar with the story of Rapunzel and the Medieval Time Period by listening to the story and verbally answering questions. 	<ul style="list-style-type: none"> Art Reference Books/Posters on the Medieval Period and the Fairy Tale "Rapunzel". Handout 	Class Participation Instant Feedback District Art Rubric
	1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4			
2 days	1.1.2.D.1	Lesson 2: Textured Castles Objective: SWBAT <ul style="list-style-type: none"> Identify a castle by viewing several examples. Review the Art Element of Texture by completing several textural rubbings. Successfully "build" their castles by using textural rubbings. 	<ul style="list-style-type: none"> Art Reference Books/Posters on the Medieval Period and the Fairy Tale "Rapunzel". Pencil, eraser, art paper, textured items or plates, crayons without wrappers, scissors and glue, paper cutter 	Class Participation Instant Feedback District Art Rubric
	1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4			
3 days	1.1.2.D.1	Lesson 3: Rapunzel and Her Knight in Shining Armor Objective: SWBAT <ul style="list-style-type: none"> Successfully complete a figure drawing showing perspective by the Knight in the foreground and Rapunzel in her tower window in the background. Personalize their artwork by adding color and detail. 	<ul style="list-style-type: none"> Art Reference Books/Posters on the Medieval Period and the Fairy Tale "Rapunzel" Pencil, eraser, art paper, colored pencils watercolor supplies, crayons, yarn, glue, scissors, glitter, sequins 	Class Participation Final Presentation of Artwork Instant Feedback District Art Rubric
	1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4			

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: What are Illuminated Letters?

Unit IIB: Rapunzel's Thank You

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Illuminated Letter/Thank You Note</p> <p>Objective SWBAT</p> <ul style="list-style-type: none"> Identify Illuminated Letters created in the medieval times by monks by viewing samples. Practice creating a large, fat letter Review line and pattern by creating visual interest around their letter. 	<ul style="list-style-type: none"> Art Reference Books/Posters on lettering styles/illuminated letters/Art of the Middle Ages/pictures of castles/towers The story of Rapunzel Handout Paper, pencil, eraser 	Class Participation Instant Feedback District Art Rubric
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Review of Formal Letter Format</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Show their understanding of letter format by writing a simple note of thanks from Rapunzel. Design their illuminated letter as their letterhead. Continue to refine painting skills by practicing various techniques as demonstrated by teacher. 	<ul style="list-style-type: none"> Art Reference Books/Posters on Lettering styles/illuminated letters/Art of the Middle Ages/pictures of castles/towers The story of Rapunzel Diagram of a formal Thank-you Handout Paper, pencil, eraser, metallic paints and supplies 	Class Participation Instant Feedback District Art Rubric
3 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Rapunzel's Thank-You</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Successfully complete their Illuminated Letter and Thank-You note by utilizing the painting skills acquired in previous lessons and the Elements of Line and Pattern. Correctly complete their Thank-You note from Rapunzel by following the format provided of a formal letter. 	<ul style="list-style-type: none"> Art Reference Books/Posters on Lettering styles/illuminated letters/Art of the Middle Ages/pictures of castles/towers The story of Rapunzel Diagram of a formal Thank-you Handout Paper, pencil, eraser, metallic paints and supplies, metallic markers, crayons 	Class Participation Final Presentation of Artwork Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
AR.1
PACING CHART/CURRICULUM MAP

Course: Art, Grade 2

Essential Question: What is Relief Sculpture?

Unit IV: Relief Sculpture

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 1: Introduction to Relief Sculpture</p> <p>Objective SWBAT</p> <ul style="list-style-type: none"> Compare and contrast the differences between 3-dimensional and relief sculpture. Create a simple sketch of their relief sculpture. 	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to sculpture/ Dragon pictures "The Night and the Dragon by Tommie dePaola Compare/Contrast Handout Paper, pencil, eraser <p><i>Theme and art media of sculpture will be teacher's choice. Lesson plan developed using Celluclay and is an extension of the Rapunzel Unit.</i></p>	Class Participation Instant Feedback District Art Rubric
1 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 2: Dragons</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Create a relief sculpture from their sketch by manipulating Celluclay. 	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to sculpture/ Dragon pictures "The Night and the Dragon by Tommie dePaola Compare/Contrast Handout Paper, pencil, eraser Waxed paper, Celluclay and modeling supplies, burlap or fabric, card board 	Class Participation Instant Feedback District Art Rubric
2 days	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	<p>Lesson 3: Painting the Dragon</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Understand what a base coat of paint is by choosing one color to paint entire dragon. <p>Create and develop their individual style by adding details with assorted paints.</p>	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to sculpture/ Dragon pictures "The Night and the Dragon by Tommie dePaola Compare/Contrast Handout Paper, pencil, eraser Waxed paper, Celluclay and modeling supplies, burlap or fabric, card board 	Class Participation Instant Feedback District Art Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 day	1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.3 1.4.2.A.4	Lesson 4: Embellish the Dragon Objective: SWBAT <ul style="list-style-type: none"> Give their dragon personality by adding an assortment of items to add texture and visual interest. 	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to sculpture/ Dragon pictures "The Night and the Dragon by Tomie dePaola Compare/Contrast Handout Paper, pencil, eraser Waxed paper, Cellulay and modeling supplies, burlap or fabric, card board 	Class Participation Instant Feedback Final Presentation of Artwork District Art Rubric

Scope and Sequence

Unit #/Title	# of Days
Unit I: Patterns Galore	10 Days
Unit II: Mexican Folk Art	10 Days
Unit III: Heraldic Symbols	10 Days
Unit IV: Hiding With Rousseau	10 Days
Total Number of Days	40 Days

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 3

Essential Questions: How are patterns created?

Unit I: Patterns Galore

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5	Lesson 1: Patterns Galore Objective SWBAT <ul style="list-style-type: none"> • Demonstrate their knowledge of lines segments, horizontal, vertical, parallel, by successfully using rulers to create a simple line design. • Apply the concept of overlapping and under lapping by adding simple art shapes to create visual interest. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Paper, pencil, shape patterns eraser, markers, crayons , rulers <i>Teacher's choice: try using various color families to modify this lesson based on skills.</i>	Class Participation Instant Feedback District Art Rubric

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 2: Mapping a Mondrian</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Identify the artwork of Piet Mondrian and abstract art by studying several pieces created in this style Adapt prior mapping skills learned in the classroom by translating the spatial relationships into their artwork. <p>Apply skills learned in Lesson 1 to create their own Mondrian piece.</p>	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to Mondrian and abstract art Compare/Contrast Handout Paper, pencil, eraser Black glue, oil or chalk pastels, or teacher's choice Teacher/student samples 	Class Participation Instant Feedback District Art Rubric
3 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 3: Funny Bones</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Investigate the Hispanic tradition "Los Dias De Los Muertos", a day to honor their loved ones who died by reading a brief history. Create their own "Funny Bones" drawing by using a variety of lines and shapes to emphasize the parts and proportions of a skeleton. Draw on their imagination to create skeletons going about the daily activities of the living. 	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining "The Day of The Dead" Student packet Assorted Paper, pencil, eraser, markers Scissors, glue, white straws, found materials 	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
AR1
PACING CHART/CURRICULUM MAP

Course: Art, Grade 3

Essential Question: What is Folk Art?

Unit II: Mexican Folk Art

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5	<p>Lesson 1: Mola Art</p> <p>Objective SWBAT</p> <ul style="list-style-type: none"> Understand the traditions and history of Folk Art by viewing samples of this art style. Verbally identify the origins of traditional Molas by viewing samples. Design their own Mola by using traditional flora and fauna line drawings. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Visuals of Molas and Folk Art Brown kraft paper, pencil, eraser, crayons or oil pastel, watercolors and painting supplies <p><i>Teacher's choice: try using various are media including fabric and fabric paint.</i></p>	Class Participation Instant Feedback District Art Rubric
5 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5	<p>Lesson 2: Mexican Metal Tooling</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize the importance of the history of Mexican metal tooling by listening to a teacher explanation and by viewing samples. Demonstrate their understanding of the craft of metal tooling by watching a teacher demonstration of the technique. Successfully apply skills learned to complete one tooled metal project. 	<ul style="list-style-type: none"> Art Reference Books/Posters pertaining to Mexican Folk Art 4 x 4 Paper (rough draft), pencil, eraser Pre-cut heavy gauged tooling foil, wooden stylus tools, colored sharpies Teacher/student samples 	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 3

Essential Question: What is Papier Mache?

Unit III: Heraldic Symbols

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3	<p>Lesson 1: History and Design of a Coat of Arms</p> <p>Objective SWBAT</p> <ul style="list-style-type: none"> Become familiar with the traditions and the importance of a Coat of Arms by studying visuals of and reading hand-outs on heraldic designs. Compare and contrast authentic and traditional design elements of shields to artistic interpretations. Plan a rough draft for their own shield by incorporating personal and traditional elements. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Visuals of Medieval Shields and Heraldic Designs Oak tag, pencil, eraser, papier mache supplies, tempera and painting supplies, jewels or other embellishing items <p><i>Teacher's choice: project is not limited to papier mache but may be completed as a drawing or painting or created in a modeling medium.</i></p>	<p>Class Participation Instant Feedback District Art Rubric</p>
7 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3	<p>Lesson 2: Introduction to Papier Mache</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Recognize the difference between Celluclay and papier mache by viewing a sampler of each product. Demonstrate their understanding of the papier mache application technique by successfully applying the mixture to their shield. Transfer their preliminary drawing to their shield by utilizing all design and art elements thus far. Demonstrate their knowledge of painting skills acquired by successfully completing their shield. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Visuals of Medieval Shields and Heraldic Designs Oak tag, pencil, eraser, papier mache supplies, tempera and painting supplies, jewels or other embellishing items <p><i>Teacher's choice: project is not limited to papier mache but may be completed as a drawing or painting or created in a modeling medium</i></p>	<p>Class Participation Instant Feedback District Art Rubric</p>

BRIDGETON PUBLIC SCHOOLS
Art
PACING CHART/CURRICULUM MAP

Course: Art, Grade 3

Essential Question: What are horizon line, foreground, background and middle ground in a painting?

Unit IV: Hiding With Rousseau

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 1: Introduction to Henri Rousseau</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Become familiar with the artist Henri Rousseau and his artistic style by viewing samples of his work and by reading a brief history about the artist. • Create a jungle animal and plants by using simple lines and shapes and the use of horizon line, foreground, background, and middle ground. • Sketch their ideas for their painting by incorporating elements used by Rousseau. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Art Reference Books/Posters on Henri Rousseau • Oak tag/Paper/Canvas, pencil, eraser, Painting supplies <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric

TIME	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
6 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	Lesson 2: Painting Like Rousseau Objective: SWBAT <ul style="list-style-type: none"> • Recall the use of the color families by verbally identifying them on the color wheel. • Demonstrate their understanding of various painting techniques by successful application of the chosen medium. • Complete an assessment on Rousseau by summarizing their likes and dislikes about the artist and his work. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Art Reference Books/Posters on Henri Rousseau • Oak tag/Paper/Canvas, pencil, eraser, Painting supplies • Student Assessment <p><i>Teacher's choice. Art media and subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric

Scope and Sequence

Unit #/Title	# of Days
Unit I: Mexican Folk Painting	10 Days
Unit II: Native American Shields/Introduction	10 Days
Unit III: Art with a Twist	10 Days
Unit IV: Tissue Paper Painting	10 Days
Total Number of Days	40 Days

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 4

Essential Question: What is symbolic art?

Unit I: Mexican Folk Painting

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 1: Introduction to Amate Painting</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Review the history of Mexican Folk Painting and learn about the symbolic art of Amate Paper by listening to an explanation and by viewing samples of artwork. Become familiar with Amate Painting by studying Aztec Symbols and traditional designs. Sketch their ideas for their painting by incorporating traditional design elements. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on Mexican Folk Art and Amate Painting Brown kraft paper, paper bag, pencil, eraser, black sharpies painting supplies Design Hand-outs <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion.</i></p>	<p>Class Participation Instant Feedback District Art Rubric</p>
7 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 2: Amate Painting</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Draw final design by referring to initial sketch and hand-outs. Demonstrate their understanding of various painting techniques by successful application of the chosen medium to begin painting their Amate design. Self-critique their final artwork by completing an assessment. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on Mexican Folk Art and Amate Painting Brown kraft paper, paper bag, pencil, eraser, black sharpies, painting supplies Design Hand-outs <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion</i></p>	<p>Class Participation Instant Feedback District Art Rubric</p>

BRIDGETON PUBLIC SCHOOLS
ART

PACING CHART/CURRICULUM MAP

Course: Art, Grade 4

Essential Question: Why did Native American Indians use symbolism in their artwork?

Unit II: Native American Shields/Introduction

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 1: Introduction to Native American Shields</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn about the unique symbolism of Native Americans by studying the Anasazi Indians and their symmetrical designs. Compare and contrast traditional Amate designs with Native American designs by viewing samples of each culture's artwork. Sketch their ideas for their painting by incorporating traditional design elements. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on Mexican Folk Art/Amate Painting and Native American Art/Shields Brown kraft paper, paper bag, pencil, eraser, crayons, painting supplies Design Hand-outs <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric
7 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 2: Native American Shield</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Draw final design by referring to initial sketch and hand-outs. Demonstrate their understanding of color families by choosing one family to complete their shield. Self-critique their final artwork by completing an assessment. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on Native American Art/Shields Brown kraft paper, paper bag, pencil, eraser, crayons, painting supplies Design Hand-outs Beads, feathers, yarns, shells <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion</i></p>	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 4

Essential Question: What is print making and how is it created?

Unit III: Art with a Twist

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 1: Introduction to Michelangelo</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn about the unique method of painting used to paint the Sistine Chapel by recreating the way Michelangelo painted. Compare and contrast the traditionally painted artwork of Michelangelo with the artwork completed while lying on his back. Create a simple line drawing while laying their back to recreate the difficult circumstances that Michelangelo faced when he painted the chapel. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on Renaissance Art and the Old Masters Pictures of the Sistine Chapel <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric
6 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 2: Introduction to Print Making</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Become familiar with the process of printmaking by being introduced to the stamping technique. Incorporate skills and principles previously learned such as over and under lapping, pattern and repetition to create a simple, stamped print. Explore various objects to create a stamped print. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters/DVD or Video on Printmaking Art paper, pencil, eraser, printing supplies, objects <p><i>Teacher's choice: Art media and subject may be substituted at teacher's discretion</i></p>	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
AKI
PACING CHART/CURRICULUM MAP

Course: Art, Grade 4

Essential Question: What is Tissue Paper Painting?

Unit IV: Tissue Paper Painting

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 1: Introduction to Tissue Paper Painting</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Learn about the unique method of painting using tissue paper by using this technique to create a floral arrangement. Compare and contrast tissue paper painting with watercolor painting by viewing examples of each. Review still-life drawing skills by drawing a simple floral still-life. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on watercolor artists Flower pictures and still-life items Art paper, pencil, eraser <p><i>Teacher's choice: Art subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric
7 days	1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 2: Tissue Paper Painting</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their understanding of tissue paper painting by applying tissue colors to drawing to create a watercolor-like effect. Add detail and visual interest by integrating watercolor pencils, crayons and watercolor paint into their artwork. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on watercolor artists Water soluble tissue paper Art paper, pencil, eraser Flower pictures and still-life items, watercolor pencils, crayons and watercolor paints and supplies <p><i>Teacher's choice: Art subject may be substituted at teacher's discretion</i></p>	Class Participation Instant Feedback District Art Rubric

Scope and Sequence

Unit #/Title		# of Days
Unit I:	Everyday Art Room collage: Assessment	10 Days
Unit II:	Egyptian Art	10 Days
Unit III:	Weaving	10 Days
Unit IV:	Bookmaking	10 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 5

Essential Question: What are the Elements and Principles of Art and Design? Unit I: Everyday Art Room Collage: Assessment

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.5.D.2 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 1: Art Room Collage: Assessment</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their prior knowledge and understanding of the Elements and Principles of Art and Design by completing a simple art assessment. Review over lapping and under lapping by arranging everyday art room items to create a balanced composition. Identify and review Abstract Art and Artists by viewing samples of artwork. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on watercolor artists Art paper, pencil, eraser Reference Books/Pictures on Abstract Art/Artists <p><i>Teacher's choice: Art subject and media may be substituted at teacher's discretion.</i></p>	<p>Class Participation</p> <p>Instant Feedback</p> <p>District Art Rubric</p>
6 days	1.1.5.D.2 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 2: Painting Assessment</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate their prior knowledge and understanding of color theory and painting skills by completing a painting assessment. Refine their color theory and painting knowledge by applying these skills to their composition. Add design to background of their collage by utilizing previously learned printmaking method. 	<ul style="list-style-type: none"> Art element poster Teacher/student sample Art Reference Books/Posters on watercolor artists Art paper, pencil, eraser Painting supplies Printmaking supplies <p><i>Teacher's choice: Art subject and media may be substituted at teacher's discretion</i></p>	<p>Class Participation</p> <p>Instant Feedback</p> <p>District Art Rubric</p>

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 5

Essential Question: What are Hieroglyphics?

Unit II: Egyptian Art

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.1	<p>Lesson 1: Becoming an Egyptian Scribe</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Become familiar with the history of Egyptian Hieroglyphics by studying the life and works of a Scribe. Study the important contributions of an Archeologist. Learn how to write their name by studying the Egyptian/Hieroglyphic alphabet. 	<ul style="list-style-type: none"> Egyptian Hieroglyphic Poster/handouts Art Reference Books/Posters on Egyptian Art and Hieroglyphics Art paper, pencil, eraser <p><i>Teacher's choice: Art subject and media may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric
7 days	1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.1	<p>Lesson 2: Egyptian Artifacts</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Explore the values and beliefs of Egypt through artistic forms. Recall their past knowledge of various modeling media by practicing techniques reviewed. Design their own Egyptian relic by researching and drawing a preliminary sketch. Create their ancient relic utilizing the teacher chosen modeling media by referring to their preliminary drawing. Complete their relic by applying previous painting skills and knowledge. 	<ul style="list-style-type: none"> Egyptian Hieroglyphic Poster/handouts Art Reference Books/Posters on Egyptian Art and Hieroglyphics Guest Speaker/Expert in ancient artifacts Art paper, pencil, eraser Modeling media: clay, Celluclay, Papier Mache, clay tools and supplies Painting supplies Gemstones/embellishments <p><i>Teacher's choice: Art subject and media may be substituted at teacher's discretion</i></p>	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 5

Essential Question: How has weaving changed the way we live?

Unit III: Weaving

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 1: Introduction to Weaving</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Discuss the use of symmetry in Textile Art by viewing examples of basketry, rugs, clothes, and weavings. • Learn how many cultures utilize textiles as both utilitarian and decorative usages by studying the characteristics of each. • Become skilled at designing a symmetrical weaving pattern by understanding the concept of weaving and demonstrating their understanding of symmetry. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Art Reference Books/Posters on Weaving and Textiles. • Newsprint paper, pencil, eraser <p><i>Teacher's choice: Art subject may be substituted at teacher's discretion.</i></p>	Class Participation Instant Feedback District Art Rubric
8 days	1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.2 1.4.5.A.3 1.4.5.B.1 1.4.5.B.2 1.4.5.B.3	<p>Lesson 2: Weaving</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the weaving techniques observed by these techniques to their own weaving. • Demonstrate their understanding of vocabulary specific to weaving. • Add detail and visual interest by integrating a variety of textures. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Art Reference Books/Posters on Weaving and Textiles. • Newsprint paper, pencil, eraser • Weaving supplies, assorted yarns, burlap, dowels, card board looms • Texture items: feathers, beads shells etc. <p><i>Teacher's choice: Art subject may be substituted at teacher's discretion</i></p>	Class Participation Instant Feedback District Art Rubric

BRIDGETON PUBLIC SCHOOLS
ART
PACING CHART/CURRICULUM MAP

Course: Art, Grade 5

Essential Question: What are the steps in making a book?

Unit IV: Bookmaking

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.5.D.2 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 1: Shaped Booklet</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Write and illustrate a shaped storybook by incorporating simple geometric shapes and colors. • Learn the process of building a book by dissecting a simple storybook. • Work in cooperative groups and will brainstorm ideas and themes for their books. • Use chosen theme to design a cover, and write and illustrate a story. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Books by Author/Illustrators of Children's books • Art paper, lined paper, pencil, eraser, coloring art media 	Class Participation Instant Feedback District Art Rubric
3 days	1.1.5.D.2 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.3.5.D.6 1.4.5.A.2 1.4.5.A.3 1.4.5.B.4 1.4.5.B.5	<p>Lesson 2: Year End Autograph Book</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Create a year-end autograph book by using previously learned book-making skills. 	<ul style="list-style-type: none"> • Art element poster • Teacher/student sample • Books by Author/Illustrators of Children's books • Art paper, lined paper, pencil, eraser, coloring art media 	Class Participation Instant Feedback District Art Rubric