

**FLORHAM PARK PUBLIC SCHOOLS
ART CURRICULUM
K-8**

1999

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ART CURRICULUM K-8

INTRODUCTION

Art is universal, academic, basic to understanding, and it provides a form of communication that transcends all barriers of language. A quality visual arts program employs structure and continuity on the part of the teacher and fosters individual student creative expression, discovery, and development of physical and intellectual skills.

Teacher to student teaching methodology may shift and alter as new techniques are discovered and rediscovered. However, the basic purpose for teaching the child remains the same. From the beginning of time, art has played a major and critical role in society. Visual art teach students to shape and build an aesthetically sound environment and future in our highly technological society. Anthropologists have also been able to piece strands from ancient history and cultures together through artistic and pictorial expressions over a period of thousands of years.

A discipline-based art education program balances the curriculum and helps to develop and balance the whole intellect. Experiences in art production, art history, art criticism, and aesthetics provide for the health, growth and development of the student. Art education fosters perceptual awareness, imagination, creativity, skills in critical thinking, and visual communication. It also nurtures social, aesthetic, cultural, and intellectual growth.

BROAD OBJECTIVES

K-5

I: Broad Objectives

A. General

1. To enrich student lives through the creative process.
2. To unleash creative potential.
3. To experience self-expression.
4. To deepen awareness and appreciation of beauty.
5. To develop the power of observation.
6. To provide opportunity for discovery of new means of expression.
7. To develop manual coordination.
8. To stimulate growth in organization and planning.
9. To develop imagination, experimentation and inventiveness.
10. To stimulate and encourage cultural and emotional growth, self-worth and confidence.
11. To encourage student awareness of aesthetics and critical thinking.

B. Specific

1. To encourage good work habits, care of supplies, techniques, skills, safety rules, and cooperation among pupils.
2. To encourage the ability to follow directions.
3. To encourage originality in the execution of work and in thinking.
4. To increase depth of perception.
5. To recognize and appreciate individual differences and progress.
6. To use a variety of teaching techniques to meet both the general and specific needs of individual students.
7. To increase community awareness of the visual arts in education through exhibits, volitional contests, displays, and media exposure

C. Content

1. To make students aware of aesthetics and sensory response to art and the environment.
2. To learn of our art heritage, the historical and cultural information about artists and their works of art.
3. To have an understanding of how to critique works of art. (analyzing, describing, interpreting, valuing).
4. To create art through the application of skills, techniques and processes appropriate to the media.
5. To make students aware of the variety of career opportunities in the field fine and visual arts.

New Jersey Core Content Standards Visual and Performing Arts

- Standard 1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual arts.
- Standard 1.2 Creation and Performance: All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual arts.
- Standard 1.3 Elements and Principles: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual arts.
- Standard 1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.
- Standard 1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

DEVELOPMENT IN ART

Kindergarten

The first phase of artistic growth is referred to as the scribbling stage. A child begins by making marks on paper or simply by pounding on clay. Soon the scribbling is controlled and shapes and lines are repeated. When the child begins to name the forms he puts together, the youngster is beginning to think in terms of images.

First representations are usually for a figure, a house or a tree. At this age, many opportunities must be provided for children to explore a variety of art materials. Because children have a natural curiosity and creative instinct, they should be encouraged to draw, arrange, put together, take apart, build, and to handle.

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: Kindergarten
UNIT TOPIC: Aesthetics, Creation and Performance
NJCCS: 1.1, 1.2

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Learn to draw with crayons, chalk, pastels and felt tip pens.</p> <p>Correctly hold scissors and to cut lines.</p> <p>Use the proper amounts of glue in pasting projects.</p>	<p>Crayons, chalk, pastels, felt tip pens.</p>		<p>A: <u>Drawing</u>: Introduction to the proper use and handling of the various drawing media such as crayons, pastels, colored chalk and felt tip pen. Themes shall include such topics as a self-portrait, my family, my house, trees, vehicles, and imaginary animals, in the city, clowns, sea creatures and seasonal themes.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: Kindergarten
UNIT TOPIC: Aesthetics, Creation and Performance (continued)
NJCCS: 1.1, 1.2

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Correctly hold a paintbrush and use brush strokes while painting.</p> <p>Identify simple shapes and colors.</p> <p>Learn basic art terms relating to materials and techniques.</p>	<p>Tempera, watercolors, finger paint, paper and large brushes</p>		<p><u>Painting:</u> Use of tempera, watercolors and finger paint. Introduction to the proper use and handling of brushes, using brush strokes, spreading paint on paper, and applying new colors. Large paper and wide brushes are used for the undeveloped fine motor skills and to allow uninterrupted hand movements.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: Kindergarten
UNIT TOPIC: Aesthetics, Creation and Performance (continued)
NJCCS: 1.1, 1.2

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
	<p>Clay, play dough, plasticene.</p> <p>Burlap, cloth, mesh.</p> <p>Construction paper, tissue paper, cardboard reliefs, mosaics and objects.</p>		<p><u>Clay and Modeling Materials:</u> Beginning modeling experiences such as clay, play dough and plasticene. Allow children the opportunity for experimentation by pounding, forming balls, making coils and by pushing textures.</p> <p><u>Yarn and Cloth:</u> Easy stitching on burlap, cloth and mesh. Introduce cloth “touch” pictures.</p> <p><u>Cutting and Pasting (Collage):</u> Provide initial paper experiences such as tearing, folding, curling, crumpling, constructing, arranging and gluing. The collage shall make use of construction paper, tissue paper, cardboard reliefs, mosaics and found objects.</p>

DEVELOPMENT IN ART
GRADES 1 and 2

In the primary grades, children are at the center of their world or in the ego state. In drawings there are no correct proportions. Clay coils joined together may represent mommy, daddy or the children. Students often employ a baseline as a foundation on which to place objects such as a house or a tree. The most important characteristic of this stage is that the child has established a relationship with the world. Children will draw on only those things that are important to themselves and omit the other details. There is little relationship between color and object represented. First and second graders approach their artwork in a playful way. There is much pretending and a great use of imagination.

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: 1 & 2
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to grow in the use of familiar art media such as drawing materials, paints and clay.</p> <p>Further develop manual coordination and eye-hand coordination.</p> <p>Use a variety of lines in their drawings such as straight, curved and jagged.</p> <p>Recognize a variety of shapes such as squares, rectangles, circles, ovals, triangles and diamonds.</p>	<p>Wood, clay, crayons, tempera.</p>		<p>A: <u>Design:</u> Direct involvement with colors and shapes. Creating patterns and achieving repetition.</p> <p><u>Drawing:</u> Introduce line drawing. Encourage drawing based on personal experiences. Drawing should be suggested in large scale and rushing will be discouraged. Build upon techniques learned in kindergarten.</p> <p><u>Paint:</u> Begin to teach color awareness by identifying primary colors and by color mixing introduction to a mixed media such as crayon-resist, crayon, and tempera. Also review painting techniques.</p>

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GRADE: 1 & 2
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles (continued)
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Fill spaces with marks, dots and lines to create patterns.</p> <p>Identify the three primary colors (red, yellow and blue).</p> <p>Mix the primary colors to make a second color such as orange, green and purple.</p> <p>Recognize textures such as soft, hard, smooth and rough.</p>			<p><u>Paper Collage:</u> Build upon paper cutting experiences, paper mosaics, torn paper collages, paper masks, and pop-up collages. Encourage scissor-cutting skills and create basic shapes out of paper.</p> <p><u>Puppets:</u> Create paper bag puppets, paper cup puppets and hand puppets.</p> <p><u>Yarns, Needles and Cloth:</u> Create simple sewing techniques, threading the needles, tying knots and simple stitches such as the running stitch, cast stitch, and cross stitch.</p>

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GRADE: 1 & 2
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles (continued)
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
			<p><u>Clay Modeling:</u> Continue to provide exploration experiences with clay, the use of plasticene and play dough. Provide for spontaneous modeling to create simple pinch pots.</p> <p><u>Sculpture:</u> Teach beginning three-dimensional concepts through paper sculptures and wood for building, arranging, and constructing.</p> <p><u>Themes for Primary Art Projects:</u> Provide suitable themes such as fish in the sea, snow scenes, flower gardens, animals in the zoo, animals in the jungle, land of make-believe, creative machines, and creative vehicles.</p>

DEVELOPMENT IN ART

Grades Three and Four

Children at these ages are entering the socio-centric stage. They are moving out of their own preoccupation with themselves to discover others. There is a desire to be in groups or gangs. Students enjoy practicing their artistic skills and desire to excel in their artwork. Eye-hand coordination is improved. There is a better command of the small muscles and fine motor skills. Students often need two art periods to complete a project. Drawing and composing are done with more conscious planning. Students perceive more details and desire that their drawings be more accurate and with correct proportions.

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GRADE: 3 & 4
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Develop the ability to draw people, objects, and landscapes.</p> <p>Learn to depict beginning depth and perspective in drawings.</p> <p>Learn to overlap objects and shapes in drawings.</p> <p>Construct in both two and three dimension.</p>			<p>A: <u>Drawing:</u> Creating portraits, landscapes, cityscapes, castles, and houses. Students are encouraged to overlap shapes, achieve distance through diminishing size and the placement of objects higher on a page. Introduction to lettering and calligraphy are integrated with poetry, poster designs and cartooning. There will also be first experiences in pen and ink.</p> <p><u>Painting:</u> Review color knowledge gained in first and second grades. Mix and experiment with an expanded range of colors that include warm and cool colors.</p> <p><u>Collage:</u> Continue to build upon cutting and arranging skills. Introduce more complex art theories such as the use of positive –negative shapes, and exploding shapes. Experiences in the use of repetition in design, silhouettes, mosaics, and origami will also be offered.</p>

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GRADE: 3 & 4
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique (continued)
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Recognize and use a wider range of colors including primary, secondary, warm and cool colors.</p> <p>Engage in group activities that include mural making.</p> <p>Accept and offer criticism.</p>			<p><u>Printmaking</u>: Introduce basic printing techniques, string or cord prints as well as Styrofoam printing will be explored.</p> <p><u>Clay</u>: Create wind chimes (slab method), simple pots (coil method) and learn the appropriate terms such as kiln, firing, greenware, and bisqueware.</p> <p><u>Yarns and Cloth</u>: Experience paper weaving and beginning cardboard loom weaving. Appropriate terms such as warp, shuttle and shed will be introduced.</p> <p><u>Mural Making</u>: Drawing together on large sheets of paper, cutting and pasting murals, working together, and shaping ideas. Suitable mural themes: inside of me (imaginative x-rays), circuses, houses/homes, prehistoric worlds, space voyages, totem poles, imaginary animals, insect world, design in nature (radiation), the farm and the beach.</p>

DEVELOPMENT IN ART

Grade Five

At this age, there is a maturing of the students' understanding of art. Students display a working art vocabulary and a foundation for analyzing and creating. Two types of art students begin to emerge at this time. One is analytical and tends to visualize or mirror reality. The other places emphasis on feeling and inner directions regarding art projects. Most children fall between these two dominant trends. Students work for longer periods of time and enjoy the feeling of accomplishment. Many now experience social awareness (substance, fashion, war, pollution, environment) and use many of social themes in their drawings. Art work at this age tends to become "tighter" as students become increasingly more aware of the expectations of society. Children approaching adolescence become more critical of their drawing ability.

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GRADE: 5
UNIT TOPIC: Aesthetics, History
NJCCS: 1.1, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to build and construct both two and three dimensions.</p> <p>Display the use of drawing from different viewpoints, positions and size changes.</p> <p>Handle safely and correctly more complex tools such as Exacto blades and scribing tools.</p> <p>Continue to control and organize lines and shapes to create more complex patterns and designs.</p>			<p>A: <u>Design:</u> Review knowledge of positive and negative shapes. Create complex, abstract or geometric patterns. Learn about symmetrical, asymmetrical balance and the use of repetition to create designs and patterns.</p> <p><u>Drawing:</u> Continue use of crayons, pastels, charcoal, colored pencils, felt tip pens, plus pen with ink. Also expand on mixed media in the creation of landscapes, cityscapes, and portraits. Begin still life sketching (bicycles, shoes, stuffed, mammals, bottles, etc.). Begin to show knowledge of perspective to create depth to drawing.</p> <p><u>Painting:</u> Review color theory. Use primary, secondary, complimentary, monochromatic, tints, and shades. Continue painting with tempera and watercolor paints. Build upon previous knowledge to experiment with a mixed media approach to painting.</p>

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GRADE: 5
UNIT TOPIC: Aesthetics, History
NJCCS: 1.1, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Review the color theory with attention to primary, secondary, complimentary, monochromatic, tints, and shades,</p> <p>Continue to participate in large group activities.</p> <p>Work independently and to display originality in ideas.</p>			<p><u>Printmaking:</u> More complex forms of printing, embossings, repeated vegetable printing, and stamp designing.</p> <p><u>Collage:</u> Review previous concepts. Achieve partial three-dimensional effects (relief) through folding, fringing, and the pleating of paper. Paper stained glass designs are introduced as well as other paper relief textures.</p> <p><u>Crafts:</u> Continue growth in weaving, stitching designs, basic knotting and macramé. Students will build upon previous clay and sculpture experiences.</p> <p><u>Suitable Themes:</u> Cityscapes, designing homes, still life sketching, cities in outer space, portraits, landscapes, festivals, three-ring circuses and worlds of the future.</p>

**ART CURRICULUM
GRADES 6-8
BROAD OBJECTIVES**

I: Broad Objectives:

1. To enrich life through the creative purpose.
2. To unleash creative potential.
3. To experience self-expression.
4. To deepen and increase aesthetic awareness and appreciation.
5. To develop the power of observation.
6. To discover new means of expression.
7. To develop physical and technical skills.
8. To grow in organization and planning.
9. To develop imagination and inventiveness.
10. To demonstrate knowledge in the ability to critique.
11. To experience cultural and emotional growth.

II: Specific:

1. To encourage good safe work habits, care of supplies, techniques and skills and cooperation among pupils.
2. To encourage originality in the execution of work, thinking, perception (look and truly see), and to strive for individual progress.
3. To incorporate, and use art terminology and vocabulary during projects and lessons. Various media, filmstrips, slides, magazines, posters, reproductions, computer programs and videos are used to reinforce the program.
4. To view, discuss, and reference the art of many cultures, nationalities, gender and races. These works and styles are reinforced through filmstrips, slides, magazines, posters, videos, hands on lessons, and gallery and

museum visits.

5. To learn through doing, talking. Discussion will involve ways art enters our lives through the media and our surroundings (architecture, fashion, crafts, transportation, etc.).
6. Evaluate and interpret works of art constructively through discussion and demonstration using appropriate works of art.

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Use of crayons (color).	Crayons		<p>A: Discuss and create with crayons. Draw upon previous experience when illustrating.</p> <p>Show other possibilities in broad stroke, color overlap, various pressure treatment, stipple, resist, etching and batik.</p> <p>Show and discuss artists' illustrations of land and seascapes. Know various styles, use of color and perspective.</p> <p>Students will sketch a landscape using two or more crayon techniques. The perspective techniques, overlapping increase and decrease in size and aerial (dark to light) will be examined and shown in the work.</p> <p>Evaluate their own pieces and pieces of other artists and students.</p>

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation Performance, Elements and Principles, Critique
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Paint use (color).	Tempera, watercolor, acrylic, oil. Compass, protractor.		<p>A: Discuss types of paint and their visual and tactile effects (tempera, watercolor, acrylic, oil).</p> <p>Demonstrate and discuss color: hot to cool, harmonious, compliments, analogous, value (shades/tints) and monochromatic. Learn color theory relative to the color wheel: primary, secondary, and tertiary.</p> <p>Create a color wheel using only primary base colors. Develop skills in color mixing and brush techniques.</p>

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation Performance, Elements and Principles, Critique (continued)
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
			<p>Learn to use a compass and protractor to create and section the color wheel.</p> <p>Develop analogous color design:</p> <ol style="list-style-type: none"> a. Show and discuss various artists' works who created pieces using this technique. b. Using interlocking shapes, (abstract, geometric, free form or organic create an interesting design filling the whole paper). c. Using only two primary colors and white, paint each area a slightly different hue or value. d. Discuss contemporary, abstract, and semi-abstract art, its concepts and strengths.

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation Performance, Elements and Principles, Critique
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Drawing (self-portrait/facial study).			<p>A: Show examples of realistic caricature and cartoon faces discuss how each can be effective.</p> <p>Study facial proportions, draw in simple features (nose, mouth, ear, etc.)</p> <p>Use a mirror. Have students sketch themselves, identify certain distinguishing features. Certain features can be exaggerated on paper in caricature form.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: 6
UNIT TOPIC: Aesthetics, Creation Performance, Elements and Principles, Critique (continued)
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
			<p>Go over profile sketching. Sketch the profile of a student sitting next to the artist.</p> <p>Use pastel over the portrait/caricature drawing to add life and interest.</p> <p>Discuss success of the caricature and profile. Compare to professional artists' experiences.</p>

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Stencil usage – winter/holiday theme.	Stencil knife Tempera, crayon, pastel, spray		<p>A: Illustrate stencil creations using positive and negative space. Show border patterns and stained glass examples.</p> <p>Demonstrate use of stencil knife. Show how to safety cut the stencil.</p> <p>Show how stencils can be executed with watercolor, tempera, crayon, pastel and spray.</p> <p>Design then cut a stencil using a winter or holiday theme. Design a card or poster repeating the stencil design. Discuss other uses for stencils both commercial and decorative.</p>

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Printmaking (linoleum block prints).	Linoleum block, ink, brayer		<p>A: Present the art of printmaking with a linoleum block, ink and brayer.</p> <p>Define and demonstrate materials and skills used in block printing.</p> <p>Know how to use tools safely.</p> <p>Learn terminology.</p> <p>Design, transfer, cutout then print linoleum block on printing paper (single then multiple designs).</p> <p>Discuss and show examples of other printing/reproduction methods. Show some examples by craftsmen and artists (junk printing, etching, rubbings).</p>

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GRADE: 6
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1,1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Masks (sculpture).			<p>A: Discuss the history of symbolism (past and present) and cultural significance of the mask.</p> <p>Explore various media in mask making (paper, clay, wood rubber paper mache, ceramic, cornhusks, etc.).</p> <p>Demonstrate slab method to construct a clay mask. Show how to form facial features. Construct a clay mask.</p> <p>Complete facial forms with paint, feathers, string, ribbons, beads and assorted found objects.</p> <p>Discuss mask results – students can use their imagination to improvise fictional or non-fictional stories to go along with their masks.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: 6
UNIT TOPIC: 1.1, 1.2, 1.3, 1.5
NJCCS: Aesthetics, Creation and Performance, Elements and Principles, History/Culture

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Perspective techniques (one point pen).</p>	<p>Slides Videos</p>		<p>A: Examine perspective, techniques, terms and skills. Define: one-point perspective, vanishing point, horizon line (eye level).</p> <p>Using slides, illustrations and video examples view significant artists who historically used perspective in their art.</p> <p>Utilize one-point perspective in the design of roads/sidewalks, fences, tunnels, buildings and geometric forms.</p>

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GRADE: 6
UNIT TOPIC: Critique, History/Culture
NJCCS: 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Art styles and artists.	Slides, prints, illustrations, prints and videos.		<p>A: Infuse, where appropriate, discussion of various artists, styles, cultural influences and historical political periods. Slides, filmstrips, illustrations, prints and videos will be used to reinforce the learning process of artists, art styles and the influence on society.</p> <p>Evaluate and interpret art orally, in writing, and through demonstration using appropriate terminology.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Tempera paints (hex sign designs).	Protractor, compass, ruler		<p>A: Discuss the history, meaning and use of the hex.</p> <p>Introduce and review the concepts and creating of the hex design using a protractor, compass and ruler.</p> <p>Using previously learned color theory, develop color schemes to compliment the student's line drawings of the hex.</p> <p>The executed objective of this activity enables students to experience the use of graphic tools, and the creation of designs based from a center point using and refining paint blending and fine brush techniques.</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Tempera resist (painting).			<p>A: Present the concept of resist painting.</p> <p>Review types of resist: crayon, wax, rubber cement, India Ink over tempera.</p> <p>Painting can be still life, contemporary design, seasonal motif.</p> <p>Through resist, students grasp, the value of the new technique and strengthen and enhance painting skills.</p>

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UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Paint-over (painting skills/ color theory).			<p>A: Using student imagination, combine black and white newspaper photos (collage).</p> <p>Review color theory.</p> <p>Introduce Peter Mox, Leroy Nieman and other pop artists and illustrators, discuss their use of technique and color.</p> <p>Choose an interesting newspaper photo/collage and colorize it value, hue and detail).</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Detail sketching (pencil).			<p>A: Explain right/left brain theory in relationship to creativity.</p> <p>Choosing an interesting drawing, painting or sketch, students will turn their picture upside down and sketch it exactly as viewed.</p> <p>Take a detailed monochromatic picture cover it, then sketch it as it is gradually uncovered, paying strict attention to detail.</p> <p>Discuss how both techniques force the student to pay closer attention to special relationships and detail.</p> <p>Colored pencil will be used to finish one of the pencil sketches. Review broad stroke, cross-hatching, overlapping color, and perspective.</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Perspective techniques (two point).</p>			<p>A: Show differences of one and two point perspective.</p> <p>Draw shapes in two-point perspective. Overlap shapes, shade and highlight using charcoal pencil.</p> <p>Design a house using two-point perspective. Review architectural styles, show examples, discuss structures in their surroundings, and view architects and their styles. (Louis Sullivan, Frank Lloyd Wright).</p> <p>Finish off house design, landscape, add detail, and then watercolor (review watercolor techniques).</p>

**FLORHAM PARK PUBLIC SCHOOLS
ART CURRICULUM**

GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Toothpick Designs (sculpture).			<p>A: Introduce three-dimensional art. Discuss patterns, rhythm, positive/negative space movement and balance.</p> <p>View and discuss sculpture, the artists, materials, concepts and motivation.</p> <p>Address problems in three-dimensional designs, constructional of special relationships.</p> <p>Create a sculpture design using small units to construct a larger unified form.</p> <p>View and discuss success of projects, be able to understand and interpret other artists' sculptures.</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Watercolor and India Ink.	Watercolor, Ink India		<p>A: Demonstrate and discuss watercolor and India Ink techniques.</p> <p>Design holiday or greeting card in pencil, then ink and watercolor.</p> <p>Design the inside of the card. Use calligraphy/creative lettering for the message.</p> <p>Create an accompanying envelope.</p> <p>Show the commercial and creative value of this art motif.</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance
NJCCS: 1.1, 1.2

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Cra-pas (crayon pastel)	Cra-pas		<p>A: Demonstrate the skills and techniques used in cra-pas painting.</p> <p>Re-emphasize positive and negative space.</p> <p>Student artists will use cra-pas to add color to one of their previously sketched perspective drawings.</p>

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GRADE: 7
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Artists.	Films, videos, slides, art prints		<p>A: Discuss famous artists and their styles as shown through filmstrips, videos, slide and prints. Evaluate and interpret in relationship to students' current art pieces.</p> <p>Identify significant artists and artistic works representing various historical periods, world cultures, and social political influences.</p> <p>Interpret the meaning expressed in visual arts.</p>

**FLORHAM PARK PUBLIC SCHOOLS
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GRADE: 7
UNIT TOPIC: Critique
NJCCS: 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Critique			<p>A: Evaluate and interpret works of art orally, in writing, and through demonstration using appropriate terminology.</p> <p>Offer constructive critique in the evaluation of their own and others work.</p> <p>Evaluate and incorporate into their own work the critique of others.</p>

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GRADE: 8
UNIT TOPIC: Creation and Performance, Elements and Principles, Critique, History/Culture
NJCCS: 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Coat-of-Arms (Multi-Media Design),			<p>A: Discuss history.</p> <p>Show examples: family, civil (town, county, state), past students' work.</p> <p>Research family/personal history.</p> <p>Pencil sketch for composition.</p> <p>Final draft in India Ink and watercolor.</p>

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GRADE: 8
UNIT TOPIC: Creation and Performance, Elements and Principles, Critique, History/Culture
NJCCS: 1,2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Coats-of-Arms.			<p>Lettering in calligraphy: review techniques, and practice lettering styles.</p> <p>Demonstrate, ribbons, banners, scrolls. Apply to design.</p> <p>Nourish pride in developing a personal coat-of-arms.</p> <p>Create a work of art that communicates personal opinions, thoughts, and ideas.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Figure sketching.			<p>A: Demonstrate and develop the concept of figure sketching through the use of stick, scribble, contour, and geometric forms.</p> <p>Study proportions and relationships of the body to the human form.</p> <p>Have students model for contour drawings using various poses of five to seven minutes each.</p> <p>Do quick action poses two to three minutes in duration. The scribble style will be used to develop the sweep of the body stance.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture - continued
NJCCS: 1.1, 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Figure sketching (continued)			<p>Illustrate separate sections of the body. The head (stress proportions and placement of features) and the hands (details of knuckles, nails, thumb).</p> <p>View various artists and how they used and developed the human form. Show in their works the various historical and cultural influences the figure portrays.</p> <p>Discuss constructively students and professional artists.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Elements and Principles
NJCCS: 1.1, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Practical use of figure sketch			<p>Discuss, view and demonstrate the use of tempera, watercolors, pastel, crayon, colored pencil and various combinations for use in composite illustrations and advertisements.</p> <p>Use the human form to create an advertisement for a new brand name product. Review layout, creative lettering, and color theory.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Sketching.			<p>A: Introduce and demonstrate various lead pencil techniques (cross hatching, parallel lines, shading, blending).</p> <p>Discuss and decide on subject matter appropriate for techniques.</p> <p>Show and discuss the development of points of interest. How artists' structures emphasis in their works.</p> <p>View artists' pieces, have students pick up interesting parts of the drawing, discuss how and why the artist may have sketched it that way. Discuss the differences between how objects appear versus the way an artist envisions them.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique - continued
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Sketching (continued).			<p>A: Practice sketching sessions will take place: still life, detail of single object, sketch filling in only negative space.</p> <p>Develop and reinforce technical drawing skills.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3,

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
India Ink (black and white).	India Ink, soap eraser		<p>A: View and discuss in detail stipple, cross-hatching and contour.</p> <p>Choose a pencil sketch to execute in India Ink.</p> <p>Do a sketch in pencil showing value. Go over in stipple India Ink form. Erase pencil over ink using a soap eraser.</p>

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UNIT TOPIC: Aesthetics, Creation and Performance, Element and Principles, Critique
NJCCS: 1.1, 1.2, 1.3, 1.4

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Scratch Board (white on black).	Knife		<p>A: Compare scratchboard with pencil and India Ink showing the negative use of scratchboard along with similarities and differences.</p> <p>Demonstrate the different tips and styles in line drawing, scraffitto and scratch art. Stress safety in using the knife.</p> <p>Students will do a pencil sketch and transfer the sketch onto scratchboard and scratch out using the scratchboard knife.</p> <p>Discuss the results of the piece, compare this project to pencil and India Ink pieces.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Ceramics (sculpture-craft).	Kiln, graze, potter's wheel		<p>A: Introduce clay (ceramics), discuss its historical, social, and cultural influence on history.</p> <p>Discuss terminology and demonstrate techniques: hand building (coil, slab, pinch pot, enclosed form), mold method, potter's wheel.</p> <p>Introduce and demonstrate glazing. Glaze project by dipping, pouring or painting pots.</p>

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GRADE: 8
UNIT TOPIC: 1.1, 1.2, 1.3, 1.5
NJCCS: Aesthetics, Creation and Performance, Elements and Principles, History/Culture

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Ceramics (continued).			<p>A: Understand the stacking and firing of the kiln. Go over safety features in the firing process. Make sure kiln is vented correctly.</p> <p>Demonstrate the potter's wheel. Throw a plate, cylinder bowl.</p> <p>Work individually on the potter's wheel.</p> <p>Experience the potter's wheel and create an imaginative, exciting, utilitarian clay piece.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture
NJCCS: 1.1, 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Polymer painting.	Slides, videos, filmstrips		<p>A: View slides, videos and filmstrip on artists, styles and techniques. Identify significant artists and works in various historical periods and world cultures.</p> <p>Demonstrate polymer/acrylic painting techniques.</p> <p>Show differences and similarities between oil, tempera and acrylics.</p> <p>Practice and explore color mixing and blending on small pieces of cardboard.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture - continued
NJCCS: 1.1, 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Polymer painting (continued).		Evaluate the quality of students' own work. Make positive suggestions for next painting.	A: Paint a landscape, seascape or still life (copy or original) on canvas board with polymer paints.

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles
NJCCS: 1.1, 1.2, 1.3

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Copper enameling (handicraft).			<p>A: Explain, view and demonstrate the craft and associate enamel products.</p> <p>Enforce safety procedures in the use of the kiln and copper pieces.</p> <p>Students will choose a copper shape/shapes, apply the enamel then fire the pieces to be used as clip earrings, tie clasps or buttons.</p>

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture
NCCS: 1.1, 1.2, .1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Perspective (interior design).			<p>A: Review rules of perspective: one point, two point.</p> <p>Design a room or entranceway using the rules of perspective. The design should originally be realistic but after viewing and discussing the works of Salvador Dali and Rene Magritte a surrealist style may be used.</p> <p>Design will be artist's choice (bedroom, kitchen, etc.) Pencil will be used for the design then finished with colored pencils, watercolor or pen and ink.</p>

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GRADE: 8
UNIT TOPIC: Critique, History/Culture
NCCS: 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
Review artists and current art movements.			A: Show and discuss examples. Compare students' style and work.

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GRADE: 8
UNIT TOPIC: Aesthetics, Creation and Performance, Elements and Principles, Critique, History/Culture
NCCS: 1.1, 1.2, 1.3, 1.4, 1.5

Concept	Reference and Resource	Assessment	Interdisciplinary Units (I)/ Activities (A)
<p>Review art materials, styles and techniques used in 6th, 7th, and 8th grade art programs.</p>			<p>A: Understand art elements such as color, line, rhythm, space form, perspective, etc.</p> <p>Produce arts pieces that will have refined perceptual, physical and technical skills.</p> <p>Express orally the means by which the student/artist evaluates the quality of his/her work and the works of others.</p> <p>Discuss how the artists can express themselves physically, verbally and aesthetically through their pieces and how historical, social and cultural influences can shape the arts.</p> <p>Identify design problems in structures, objects and space.</p> <p>The number of activities will be limited by time constraints and needs of the students.</p>

OTHER EXPERIENCES – 6th, 7th and 8th Grades:
NJCCS: 1.3

- A. Some children complete projects sooner than others. They may choose materials to use or the teacher will suggest, demonstrate or encourage them to try using unfamiliar media, combining media or media with which they need more experience (mono printing, chalk on velour, illustration book, poem, batik, tie die or work in the art of design on the computer).
- B. Art class students will arrange projects in the front display cases and art bulletin board.
- C. Students' art work will also be displayed at various art shows such as: "Through Children's' Eyes," a K-8 grade exhibit sponsored by the Morris County Art Educator, "Teen Art Festival" a judged middle school, high school exhibit held at Morris County College, "Youth Art Month Art Show" at the Florham Park Library during the month of March.
- D. Holiday exhibits will be varied and culturally balanced.
- E. Through the art program, the children will be encouraged to work cooperatively toward a given goal, to create items suitable for display at home and throughout the school and above all to give the students a feeling of pride and enjoyment from seeing their pieces on exhibit.
- F. Students will work on scenery and props in coordination with the various dances and theatrical presentations. The experience will demonstrate the relationship of the visual and performing arts.
- G. Students will experience the computer and the new and exciting technology available to them.

RESOURCE AREAS:

- A. Libraries are a value source of information for the artist. The library is used for research, videos, slides, illustrations and technology.
- B. Local museums and galleries are readily available to the student artist.
- C. The television can be a strong source of information with many programs related to artists, styles and traditions.
- D. Workshops, conferences and seminars keep the art instructor on top of new innovative products, and techniques.
- E. Magazines such as “Scholastic Art,” and “Art and Man” plus slides, videos, filmstrips add to the student’s experience.
- F. The computer is available to all students and contains software and internet access invaluable to the art students.

