

# **Madison Public Schools**

## **Grades K-2 Art Curriculum**

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## Course Overview

### Description

The elementary art program is designed to acquaint students with a wide range of art materials to be used in fostering the skills and techniques necessary to create art. The principles of art are introduced annually in order to help students translate their ideas into visual images as they move from grade to grade. Students are also exposed to the art of the masters, both as a fundamental part of art appreciation and as a foundation for the creation of their own art. Art history and art appreciation are woven into every unit in the elementary art curriculum. Every art experience should be understood as a unified activity, neither product nor process in orientation. Emphasis should be placed on: observing, becoming aware of problems, probing the unknown, searching for solutions, selections and modifying approaches, and expressing meaning in the final visual form. The total learning process, therefore, must incorporate the effective cognitive and psychomotor aspects of learning.

### Goals

This course aims to help students:

- Possess knowledge of the expressive qualities of lines, shapes, color, textures, forms and spaces
- Use the principles of line, texture and shading to produce drawings
- Understand that light is the basis for shading and create form in drawing
- Understand how to create art using different perspectives
- Use the principles of line, texture, brush strokes and color theory to produce paintings
- Learn color wheel theory and vocabulary
- Recognize and create symmetry
- Understand the difference between flat shapes and 3-dimensional forms
- Use the principles of form and space to produce 3-dimensional art
- Use the principles of duplication to produce multiple images with printmaking
- Use the principles of mixed media to produce collages, weavings and assemblages
- Acquire a familiarity with historical and contemporary artists

### Materials

**Core:** There is no textbook used in this course, rather the teacher and students will utilize a wide variety of art supplies available to them, including but not limited to drawing ink, assorted nib lettering pens, pen and ink paper, sharpies, colored markers, still life objects, clay and loom materials.

**Supplemental:** YouTube videos, various online resources

### Resources

[Suggested Resources and Activities](#)

### Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

### Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)



Unit 1 Overview	
Unit Title: Elements of Art	
Unit Summary: Students will learn how the expressive qualities of lines, shapes, colors, textures, forms and spaces are the essential ingredients to create art. Students will start by learning about line qualities (thin, thick, zig-zag, straight, curved), as well as line direction (vertical, horizontal, diagonal). Students will also learn that art can be broken down into simple shapes and they will gain an awareness that repetition of shape shows movement.	
Suggested Pacing: 10 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>• What are the elements and design principles of art?</li> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• How do the elements and principles of art help to create a meaningful piece of artwork?</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• The basic elements of art and principles of design govern art creation and composition.</li> <li>• Recognition of the basic elements of art and principles of design is the initial step toward visual literacy.</li> <li>• Students can recognize line qualities as well as line direction.</li> <li>• Students will understand how art can be broken down into simple shapes.</li> <li>• Students will understand and create movement in their art.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:	
Technical skills including: <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Craftsmanship</li> <li>• Use of materials</li> </ul> Originality/ Creativity including: <ul style="list-style-type: none"> <li>• Uniqueness</li> <li>• Personal expressiveness</li> <li>• Personal involvement</li> </ul>	
Summative Assessments: <ul style="list-style-type: none"> <li>• Students will create two pieces of art that incorporate their knowledge of line quality, direction and shapes.</li> </ul>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Students will be able to look at artwork and discover different types of lines and how they are used.	Artists use their eyes to make observations and have the ability to recognize different kinds of lines.	Look at works of art and discover types of lines, such as in “The Great Wave Off Kanagawa” by Katsushika Hokusai. Students will notice the line qualities (thin, thick, zig-zag), line direction (vertical, horizontal, diagonal), straight lines and curved lines.  Students use their arms and bodies to show their understanding of direction of lines.	1.1.5.D.2 The elements of art and principles of design are universal.  8.1.P.E.1 Use the internet to explore and investigate questions with a teacher’s support.  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	2 lessons
Students will be able to recognize different shapes in artwork and how they are used to create composition and movement.	Artists use their eyes to make observations and have the ability to recognize different kinds of shapes.	Create awareness that repetition of shape shows movement by looking at Roy Lichtenstein’s use of repeated shapes in “The Red Horseman.”  Examine and recognize shapes in an artwork by Janet Fish.	1.1.2.D.2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy	2 lessons
Students will create two pieces of art that incorporate their knowledge of line quality, direction and shapes.	The ability to understand that art can be made of simple lines and shapes helps all learners create interesting compositions.	Students will use variety of direction and quality of lines to create a background for a piece of artwork. They will then use their knowledge of basic shapes to design an interesting composition.  <a href="#">Suggested activity for Elements of Art Lesson</a>	1.1.2.D.1 The basic elements of art and principles of design govern art creation and composition.  CRP6 Demonstrate creativity and innovation	6 lessons

<b>Unit 2 Overview</b>
Unit Title: Drawing
<p>Unit Summary:</p> <p>Students will use the principles of line, texture and shading to produce drawings. Students will also be able to create more complex drawings by starting with simple shapes. Students will understand that light is the basis for shading and will be able to create form in drawing. Students will learn how to create art using different perspectives, for example looking up at an object. Students will also</p>

learn how to create depth in drawings by drawing objects that are close up larger than objects that are far away. Students will also understand how to overlap when drawing to make it appear as though some objects are in front of others. Students will understand the importance of starting drawing projects with a light pencil sketch in order to create a rough draft. Students will combine all of these skills in order to create two drawing projects. They will also use the knowledge they acquire during the drawing unit as the basis of all other future projects.

Suggested Pacing: 8 lessons

## Learning Targets

Unit Essential Questions:

- How does using the principles of line, texture and shading help artists create drawings?
- Why is learning to observe before drawing important for artists?
- Why do artists make light pencil sketches when beginning drawings?
- Why is shading effective in a work of art?
- Why does shading and creating a light source make art look more realistic and 3-dimensional?
- Why does drawing from different perspectives make art have a more interesting composition?

Unit Enduring Understandings:

- Students will understand how to use the principles of line, texture and shading to produce drawings
- Students can recognize a light source in a drawing
- Students can create a light source in a drawing
- Students will understand how using different and correct perspectives in drawings can make for more realistic and interesting compositions
- Students will understand how to create depth in drawings by drawing objects that are close up larger than objects that are far away
- Students will understand how to overlap when drawing to make it appear as though some objects are in front of others.

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:

Technical skills including:

- Attention to detail
- Craftsmanship
- Use of materials

Originality/ Creativity including:

- Uniqueness
- Personal expressiveness
- Personal involvement

**Summative Assessment:** Students will complete a drawing project that incorporates all the skills as per the unit objectives

**Alternative Assessment:** Students will complete a drawing project that incorporates 1-2 skills covered in the unit

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<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLS)</b>	<b>Pacing</b>
Students will understand the importance of a preliminary pencil sketch and use the principles of line, texture and shading to produce drawings.	Students will learn to draw a rough draft incorporating their knowledge of the basic elements and principles.	Students will be given direct instruction on what to draw but will use their skills and knowledge of lines, texture and shading to complete the rough draft of the assignment.	1.3.P.D.5 Demonstrate planning, persistence, and problem solving skills while working independently, or with others, during the creative process.  8.1.P.E.1 Use the internet to explore and investigate questions with a teacher's support.	2 class periods
Students will recognize that using shading, overlap and perspective usually makes a drawing look more realistic or 3-dimensional.	Students will learn to draw simple forms in perspective so that they look 3-dimensional with and without the addition of shading	Students will practice shading, overlapping and drawing shapes in perspective.	1.4.5.B.4 Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.  9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.	2 class periods
Students will be able to create an interesting composition using their knowledge of lines, shapes, overlaps, shading and perspective.	Students will learn to incorporate their knowledge of lines, shapes, overlaps, shading and perspective to create two drawing projects.	<a href="#">Examples of suggested activities - K-2 drawing</a>	1.3.P.D.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.  CRP2 Apply appropriate academic and technical skills  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	4 class periods

<b>Unit 3 Overview</b>
Unit Title: Painting and Color Theory
<p>Unit Summary:</p> <p>Students will use the principles of line, texture, brushstrokes, properties of watercolor and tempura paint, as well as basic color wheel vocabulary/theory to produce paintings. Students will begin the unit by learning color wheel vocabulary and theory. They will become proficient in recognizing, as well as mixing, primary, secondary and complementary colors. Students will also be able to characterize warm and cool colors. The properties of watercolor paints will be fully explored: its tendency to bleed, its translucent nature, pigment to water ratios, and resist techniques with oil pastels/crayons. Students will also gain experience using tempura paint and notice the difference between the effect that paint has as opposed to watercolor.</p>

Suggested Pacing: 8 lessons

## Learning Targets

Unit Essential Questions:

- What kind of information does the color wheel provide?
- How does the color wheel provide clues about the mixing of colors?
- Why are primary colors so important?
- How do artists use warm/cool colors to create interesting composition and mood in their artwork?
- How can understanding the principles of line, texture, brushstrokes, properties of watercolor and tempura painting techniques allow students to create interesting paintings?

Unit Enduring Understandings:

- Students understand the principles of line, texture, brushstrokes in paintings.
- Students understand the properties of watercolor paint as well as tempura paint.
- Students understand that the color wheel can be used as a tool.
- Students know basic color wheel vocabulary: primary, secondary, warm and cool colors.
- Students know how to mix colors using watercolor and tempura paint.
- Students know how to use resist painting technique effectively.

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:

Technical skills including:

- Attention to detail
- Craftsmanship
- Use of materials

Originality/ Creativity including:

- Uniqueness
- Personal expressiveness
- Personal involvement

**Summative Assessment:**

- Students will use the principles of line, texture, brushstrokes, properties of watercolor and tempura paint, as well as color theory to create paintings

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSL)	Pacing
Students will gain experience using watercolor and tempura paint techniques	Students will understand how to use watercolors effectively: bleeding, washes, pigment to water ratio, resist techniques. Students will also understand appropriate painting techniques with tempura paint	After guided instruction, students will practice using watercolor and tempura techniques on their painting projects.	1.4.5.B.4 Levels of proficiency can be assessed through analysis of how artists apply the elements of art and the principles of design.	Ongoing through painting unit



Students will be able use the color wheel as a source of information about colors and their relationships to each other (Primary, secondary, warm, cool colors)	Students will be able to mix secondary colors using paint and understand the difference between warm/cool colors and how to use them effectively in compositions	Color-wheel painting sheets with the color wheel presented in different formats; students will practice mixing primary colors to create secondary colors and then be able to recognize the warm and cool colors on their completed color wheels	1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.  9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Ongoing through painting unit
Students will use the principles of line, texture, brushstrokes, properties of watercolor and tempura paint, as well as basic color wheel vocabulary/theory to produce paintings	Students will understand how to combine elements, principles, color theory and painting techniques to create paintings	<a href="#">Suggested activities k-2 painting unit</a>	1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.  CRP6 Demonstrate creativity and innovation	8 class periods

## Unit 4 Overview

Unit Title: Clay

Unit Summary:

Students will become familiar with the difference between 2-dimensional and 3-dimensional art. They will learn basic handbuilding clay techniques including: how to make a slab, how to make a pinch pot, how to make a coil pot, how to slip and score and how to combine these techniques and skills to make an interesting clay sculpture. Students will also gain understanding of the process of firing clay in the kiln and how glaze works. Students will complete two clay projects and glaze them.

Suggested Pacing: 5 lessons

## Learning Targets

Unit Essential Questions:

- What is the difference between 2-dimensional and 3-dimensional art and the processes through which artists create the different kinds of art?
- What are the basic skills and techniques necessary to make a successful piece in clay?
- How is the kiln involved in clay production and how does the clay/glaze change after firing?
- How do artists use different glazes or non-ceramic paints to effectively finish clay pieces?

Unit Enduring Understandings:

- Students will understand how to transform their thinking from 2-dimensional design to 3-dimensional art.

- Students will understand the basic qualities of clay and the most effective techniques when working with it.
- Students will develop a basic knowledge of glaze and will be able to visualize its application.
- Students will gain experience and understanding of clay equipment including the kiln, slab roller and other ceramic tools.

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:

Technical skills including:

- Attention to detail
- Craftsmanship
- Use of materials

Originality/ Creativity including:

- Uniqueness
- Personal expressiveness
- Personal involvement

**Summative Assessment:**

- Students will use their understanding of clay properties and techniques to create two clay projects. Students will also effectively glaze their projects.

**Alternative Assessment:**

- Students will use their understanding of clay properties and techniques to create one clay project, with or without glaze.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Students will be able to understand the properties of clay and will learn basic handbuilding techniques	Students will learn how to make a slab, pinch pot, coil pot and how to slip and score pieces of clay together so that they do not fall apart	Students will practice each of the handbuilding skills before being required to create a completed project, allowing them to gain familiarity with the properties of clay	1.3.P.D.1 Demonstrate the safe and appropriate use and care of art materials and tools.  CRP1 Act as a responsible and contributing citizen and employee.	1 lesson
Students will be able to create 2 clay pieces using basic handbuilding techniques	Students will transform their thinking from 2-d to 3-d and use their knowledge of slabs, pinch pots, coil pots, and slip and score in order to create 2 clay sculptures	<a href="#">Suggested activities k-2 clay</a>	1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.  8.2.2.A.2 Describe how designed products and systems are useful at school, home and work	2 lessons
Students will be able to understand the properties of glaze in order to glaze their two completed clay projects	Students will understand how glaze transforms projects once fired in the kiln	Students will visualize the application of glaze and plan their designs before applying the glaze to their projects	1.3.P.D.5 Demonstrate planning, persistence, and problem solving skills while working independently, or with others, during the creative process.	2 lessons

Unit 5 Overview
Unit Title: Paper Art (Weaving and Collage)
Unit Summary: Students will use paper weaving and collage techniques to create two pieces of artwork. Students will gain familiarity and develop skills with scissors by cutting freely into paper to make a variety of shapes. They will also learn to select and arrange symmetrical and repeated shapes in order to create interesting collage compositions. Students will also learn a variety of cutting and folding techniques to create texture on their collages. In addition, students will learn to utilize their paper manipulation skills in order to weave paper. They will understand basic weaving vocabulary: loom, warp and weft. Students will also understand the importance of the over-under pattern in order to weave.
Suggested Pacing: 8 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>• What is crafting or decorative art?</li> <li>• How can weaving be looked at as art?</li> <li>• How can paper be cut, ripped, glued, folded, and/or manipulated to create a piece of art?</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• Students can recognize how manipulating paper will create an interesting collage composition</li> <li>• Students will cut shapes out of paper and use their planning as well as their knowledge of art principles to create a collage</li> <li>• Students will recognize that weaving is a functional skill as well as a form of art</li> <li>• Students will understand the basic weaving vocabulary as well as the importance of the over-under pattern</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:</p> <p>Technical skills including:</p> <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Craftsmanship</li> <li>• Use of materials</li> </ul> <p>Originality/ Creativity including:</p> <ul style="list-style-type: none"> <li>• Uniqueness</li> <li>• Personal expressiveness</li> <li>• Personal involvement</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students will create a paper collage using scissors, paper manipulating, knowledge of art principles and glue techniques</li> </ul>

- Students will create a paper weaving using their understanding of basic weaving vocabulary and the over/under pattern

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Students will be able to decide when to cut or rip shapes, trace or draw free form shapes in order to achieve the desired effect in their paper art. Students will also gain experience using construction paper, tissue paper, oak tag and cardboard.	Students practice tracing as well as drawing shapes and then cutting them out. Students will also practice ripping paper when appropriate.	Students will complete two paper art projects that combine their paper cutting, ripping, manipulating, glueing and weaving skills.	1.3.2D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.	Ongoing through paper art unit
Students will be able to create a collage using paper cutting, folding, glueing techniques	Students will use their knowledge of art principles, as well as planning, to create an interesting collage composition	<a href="#">suggested collage activity</a>	1.3.P.D.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.  8.2.2.A.2 Describe how designed products and systems are useful at school, home and work	4 lessons
Students will be able to create a weaving using paper.	Students will learn basic weaving vocabulary (warp, loom, weft) and over/under pattern in order to weave	<a href="#">suggested weaving activities</a>	1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.  9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.	4 lessons