

DISCIPLINE: ART - VISUAL GRADE LEVEL: 3

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stan dar d	Strand		AESTHETICS - KNOWLEDGE	Students should be able to:				
3	1.1	A.1	How did lines & drawings help sustain various cultures & time periods?		Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.	Students will be able to use lines & create multiple spaces & create shape.	I,R	*chalkboard work one together *show examples with cave drawings	2 weeks 2 – 40 min. classes
3	1.1	A.2	How does natural beauty influence art?		Communicate ideas reflecting on the nature and meaning of art and beauty	Student will be able to do outside landscapes.	I,R	Students pick outside objects to draw	2 weeks 2 – 40 min. classes
3 Science Math	1.1 5.2 4.2	A.3 B.1 A.1	How does nature's design influence man made designs?		Recognize works of art and art elements designed to imitate systems in nature	Students will learn that solid shapes are made up of flat shapes & how common man made objects are made from solid shapes.	I,R	*examples on board -work to create own	2 weeks 2 – 40 min. classes

***for each proceeding disciplines**

Note: All activities and instruction will be provided in an atmosphere structured to include the multiple needs of each student.

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GR	Stan dar d	Strand		AESTHETICS - SKILLS	Students should be able to:				
3	1.1	B.1	What is a viewed drawing? Mechanical drawing?		Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art	Students will learn through drawing that different side views will have different lines & shapes.	I,R	Show examples on board. Explain importance. Have students do own.	2 weeks 2 – 40 min. classes
3	1.1	B.2	Why is it important to visualize different types of art?		Compare and contrast works of art that communicate significant cultural meanings	Students will learn that art was & still is a major component to communicate.	I,R	Students will create comic strip without words trade with a partner to fill in words. Students will present strips together.	2 weeks 2- 40 min. classes
3	1.1	B.3	Why is unity & balance important in art? Why different?		Apply qualitative terms when responding to works of art	Students will understand how and why certain objects capture our attention more than others in the same art piece.	I,R	Students will create a drawing using objects placed on opposite sides of paper. Students will fill in open space with balance & unity to make one piece. Students will explain their completed work.	2 weeks 2- 40 min. classes
3	1.1	B.4	Why is unity & balance important in art? Why different?		Create an arts experience that communicates a significant emotion or feeling	Students will understand how and why certain objects capture our attention more than others in the same art piece.	I,R	Students will create a drawing using objects placed on opposite sides of paper. Students will fill in open space with balance & unity to make one piece. Students will explain their completed work.	2 weeks 2- 40 min. classes

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GR	Stand ard	Strand		CREATION - DANCE	Students should be able to:				
3	1.2	A.1			Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning				
3	1.2	A.2			Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings				
3	1.2	A.3			Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement				
3	1.2	A.4			Utilize arts media and technology in the creation and/or performance of short phrases and compositions.				
3	1.2	A.5			Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context				
3	1.2	A.6			Define and maintain personal space				

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GR	Stand ard	Strand		CREATION - MUSIC	Students should be able to:				
3	1.2	B.1			Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo				
3	1.2	B.2			Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone"				
3	1.2	B.3			Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor				
3	1.2	B.4			Modify elements of music within a piece to create different expressive ideas				

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GR	Stand ard	Strand		CREATION - THEATER	Students should be able to:				
3	1.2	C.1			Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations				
3	1.2	C.2			Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character				
3	1.2	C.3			Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup				
3	1.2	C.4			Project an understanding of the intent of dialogue by performing from a script				

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GR	Stand ard	Strand		CREATION - VISUAL ART	Students should be able to:				
3	1.2	D.1	Why are the basic principles important in advertising?		Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art	-students will be able to identify design elements to advertise a product. -product enhancement	I,R	Students will be shown all elements working together. Students will create one of their own.	2 weeks 2 – 40 min. classes
3	1.2	D.2	Why is it important to experience different mediums?		Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art	-students will be able to identify similarities & differences of touch & appearance	I,R	An example will be shown, procedure given. Students will fill in drawing with textured objects & mediums.	2 weeks 2 – 40 min. classes
3	1.2	D.3	What is pointillism?		Generate works of art based on selected themes	-pointillism is expressionistic art.	I,R	Students will create art with a dot.	1 – 40 min. class
3	1.2	D.4	What is an architect? What is a designer?		Investigate careers in the world of visual arts	Architect – structures Designers – products	I,R	Create a room. Create a product.	2 weeks 2 – 40 min. classes

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GR	Stand ard	Strand		ELEMENTS - DANCE	Students should be able to:				
3	1.3	A.1			Investigate the relationship of dance and other art forms				
3	1.3	A.2			Differentiate basic compositional structures in choreography				
3	1.3	A.3			Recognize contrasting and complementary shapes and shared weight centers in composition and performance				

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS - MUSIC	Students should be able to:				
3	1.3	B.1			Explore musical elements through verbal and written responses to diverse aural prompts and printed scores				
3	1.3	B.2			Identify and categorize sound sources by common traits				
3	1.3	B.3			Differentiate basic structures in music composition				

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GR	Stand ard	Strand		ELEMENTS - THEATER	Students should be able to:				
3	1.3	C.1			Recognize basic stage directions in the dramatization of stories/plays				
3	1.3	C.2			Examine the basic structural characteristics of the well-made play				

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS - VISUAL ART	Students should be able to:				
3	1.3	D.1	What is symmetry? Why is it an important element for the principles of art?		Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement	-students will draw basic components of the human form; head, torso, truck, arms & legs	I,R	Students will draw with teacher step by step. Students will see through their drawings how symmetry relates	2 weeks 2 – 40 min. classes
3	1.3	D.2	What elements & principals of design does the human form incorporate?		Identify elements and principles of design in specific works of art	-students will draw 2 types of the human form 1 oval in motion 1 cubed in motion	I,R	Students will draw with teacher step by step. Students will see through their drawings how symmetry relates	2 weeks 2 – 40 min. classes

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GR	Stand ard	Strand		CRITIQUE - KNOWLEDGE	Students should be able to:				
3	1.4	A.1			Utilize basic arts terminology and arts elements in all four arts domains				
3	1.4	A.2	What is behind your name?		Recognize the value of critiquing one's own work as well as the work of others	-students will be able to research meaning of their names. -students will complete a drawing using research material	I,R	-students will research their names -students will illustrate meaning & add favorite foods, hobbies. -students will present their work to class	2 weeks 2 – 40 min. classes

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GR	Stand ard	Strand		CRITIQUE - SKILLS	Students should be able to:				
3	1.4	B.1			Observe the basic arts elements in performances and exhibitions				
3	1.4	B.2			Formulate positive analysis of arts performances by peers and respond positively to critique				
3	1.4	B.3	How can elements & principles enhance the main subject or theme?		Recognize the main subject or theme in a work of art	-students will be able to change a landscape using different seasonal themes & color.	I,R	-students will be given a blank landscape -students will be given themes & colors Spring – greens, yellows, reds Fall – browns, golds, oranges. Students will create own.	2 weeks 2 – 40 min. classes

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GR	Stand ard	Strand		WORLD CULTURES – KNOWLEDGE & SKILLS	Students should be able to:				
3	1.5	A.1			Identify works of art from various historical periods and diverse cultures				
3	1.5	A.2			Recognize arts resources that exist in communities				
3	1.5	B.1			Describe the general characteristics of artworks from various historical periods and world cultures				
3	1.5	B.2			Examine art as a reflection of societal values and beliefs				

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GR	Stan dar d	Stran d		AESTETICS - KNOWLEDGE	Students should be able to:				
4	1.1	A.1	How did lines & shapes help sustain various cultures & time periods?		Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.	Students will be able to use lines to create multiple spaces & fill in new shapes.	I,R	Draw step by step on chalkboard. A line drawing to a completed composition.	1 week 1 -40 min. class
4	1.1	A.2	How does natural beauty influence art?		Communicate ideas reflecting on the nature and meaning of art and beauty	Students will be able to pick own outside objects to draw landscapes.	I,R	Students pick outside objects to draw and back, fore, and mid grounds	1 week 1 – 40 min. class
4	1.1	A.3	How does natural design influence man made designs?		Recognize works of art and art elements designed to imitate systems in nature	Students will be able to understand, visualize & create one point perspective objects & vanishing points.	I,R	A step order will be shown utilizing one vanishing point, parallel & horizontal lines.	1 week 1 – 40 min. class
Science Math	5.2 4.2	B.1 A.1							

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GR	Stand ard	Strand		AESTHETICS - SKILLS	Students should be able to:				
4	1.1	B.1	What is a viewed drawing? & mechanical drawing?		Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art	Students will learn through drawing that different side views will have different lines & shape	I,R,S	Show examples on board. Explain importance. Have students do own	1 week 1 – 40 min. class
4	1.1	B.2	Why is it important to visualize different types of art?		Compare and contrast works of art that communicate significant cultural meanings	Students will continue to understand that art was and still is a major component of communication	I,R,S	Students create a poster, drawing a profile of a missing person	1week 1 – 40 min. class
4	1.1	B.3	Why is it important to visualize different types of art?		Apply qualitative terms when responding to works of art	Students will understand how & why certain objects capture our attention more than others in the same place.	I,R,S	Students create a poster, drawing a profile of a missing person	1 week 1 – 40 min. class
4	1.1	B.4	Why is it important to visualize different types of art?		Create an arts experience that communicates a significant emotion or feeling	Students will understand how & why certain objects capture our attention more than others in the same place.		Students create a poster, drawing a profile of a missing person	1 week 1 – 40 min. class

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GR	Stand ard	Strand		CREATION - DANCE	Students should be able to:				
4	1.2	A.1			Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning				
4	1.2	A.2			Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings				
4	1.2	A.3			Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement				
4	1.2	A.4			Utilize arts media and technology in the creation and/or performance of short phrases and compositions.				
4	1.2	A.5			Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context				
4	1.2	A.6			Define and maintain personal space				

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GR	Stand ard	Strand		CREATION - MUSIC	Students should be able to:				
4	1.2	B.1			Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo				
4	1.2	B.2			Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone"				
4	1.2	B.3			Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor				
4	1.2	B.4			Modify elements of music within a piece to create different expressive ideas				

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GR	Stand ard	Strand		CREATION - THEATER	Students should be able to:				
4	1.2	C.1			Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations				
4	1.2	C.2			Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character				
4	1.2	C.3			Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup				
4	1.2	C.4			Project an understanding of the intent of dialogue by performing from a script				

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GR	Stand ard	Strand		CREATION - VISUAL ART	Students should be able to:				
4	1.2	D.1	Why are the basic principles important in advertising?		Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art	Students will be able to identify design elements to advertise. -Product enhancement	I,R,S	Students will be shown all elements working together to create a Cape May County Poster.	2 weeks 2 – 40 min. classes
4	1.2	D.2	Why is it important to experience different medium?		Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art	Students will be able to identify similarities & differences of touch & appearance by weaving	I,R	Students will be shown how wearing different materials enhance their texture and design.	2 weeks 2 – 40 min. classes
4	1.2	D.3	What is plotting to enlarge?		Generate works of art based on selected themes	Students will apply the plotting process to enlarge/design a billboard.	I,R	Students will utilize the plotting process to enlarge a drawing with multiple objects and grounds.	3 weeks 3 – 40 min. classes
4	1.2	D.4	What is a designer?		Investigate careers in the world of visual arts	Students will apply the plotting process to enlarge/design a billboard.	I,R,S	Students will utilize the plotting process to enlarge a drawing with multiple objects and grounds.	3 weeks 3 – 40 min. classes

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GR	Stand ard	Strand		ELEMENTS - DANCE	Students should be able to:				
4	1.3	A.1			Investigate the relationship of dance and other art forms				
4	1.3	A.2			Differentiate basic compositional structures in choreography				
4	1.3	A.3			Recognize contrasting and complementary shapes and shared weight centers in composition and performance				

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GR	Stand ard	Strand		ELEMENTS - MUSIC	Students should be able to:				
4	1.3	B.1			Explore musical elements through verbal and written responses to diverse aural prompts and printed scores				
4	1.3	B.2			Identify and categorize sound sources by common traits				
4	1.3	B.3			Differentiate basic structures in music composition				

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GR	Stand ard	Strand		ELEMENTS - THEATER	Students should be able to:				
4	1.3	C.1			Recognize basic stage directions in the dramatization of stories/plays				
4	1.3	C.2			Examine the basic structural characteristics of the well-made play				

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GR	Stand ard	Strand		ELEMENTS - VISUAL ART	Students should be able to:				
4	1.3	D.1	Why are different styles important?		Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement	Students will be able to comprehend & implement design thru different styles of jewelry.	I,R	Students will create matching styles of jewelry.	2 weeks 2 – 40 min. classes
4	1.3	D.2	What elements & principles of design does the human form incorporate?		Identify elements and principles of design in specific works of art	Students will draw 2 types of the human form. 1 dual in motion & shade 1 cubed in motion & shade	I,R,S	Students will draw the 15 basic components of the human form; torso, trunk, and limbs	2 weeks 2 – 40 min. classes

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GR	Stand ard	Strand		CRITIQUE - KNOWLEDGE	Students should be able to:				
4	1.4	A.1			Utilize basic arts terminology and arts elements in all four arts domains				
4	1.4	A.2	What's behind your portrait?		Recognize the value of critiquing one's own work as well as the work of others	Students will be able to draw face with facial features, scale, and proportion student will reinforce capabilities in using different mediums	I, R	Basic facial features will be shown to complete portrait. Face will be split up into 4 quarters – with each one done in a different medium.	4 weeks 4 – 40 min. class
GR	Stand ard	Strand		CRITIQUE - SKILLS	Students should be able to:				
4	1.4	B.1			Observe the basic arts elements in performances and exhibitions				
4	1.4	B.2			Formulate positive analysis of arts performances by peers and respond positively to critique				
4	1.4	B.3	What is a stencil? How can it be used to create a main theme?		Recognize the main subject or theme in a work of art	Students will be able to create a stencil & apply it to create a main subject in their art piece.	I,R	Students will be shown an example & demonstration of techniques. Students will create a sense of depth by overlapping.	2 weeks 2 – 40 min. classes

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GR	Standard	Stran d		WORLD CULTURES – KNOWLEDGE & SKILLS	Students should be able to:				
4	1.5	A.1	Is the human body the perfect machine?		Identify works of art from various historical periods and diverse cultures	Students will be introduced to the human form & how it’s been one of the most important art subjects thru-out time periods & various cultures	I,R	Thru step by step drawing with teachers using cube style & oval sphere style, students will incorporate style & draw forms in several moving positions.	3 weeks 3 – 40 min. classes
	4.2	A.1, 2,3							
4	1.5	A.2			Recognize arts resources that exist in communities				
4	1.5	B.1	Is the human body the perfect machine?		Describe the general characteristics of artworks from various historical periods and world cultures	Students will be introduced to the human form & how it’s been one of the most important art subjects thru-out time periods & various cultures	I,R	Thru step by step drawing with teachers using cube style & oval sphere style, students will incorporate style & draw forms in several moving positions.	3 weeks 3 – 40 min. classes
4	1.5	B.2	Why is weaving an important craft?		Examine art as a reflection of societal values and beliefs	Students will be able to understand why weaving is an important craft learned from one generation to the next.	I,R	Students will create a woven pot or pan holder/placemat.	3 weeks 3 -40 min. classes

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BOARD APPROVAL DATE: February 19, 2009

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GR	Stand ard	Strand		AESTHETICS - KNOWLEDGE	Students should be able to:				
5	1.1	A.1	Why is functionalism & Formalism important in structural designs?		Examine works of art that have a utilitarian purpose (Functionalism)	Students will be able to utilize basic shapes learned to create a free standing structure or form.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.2	Why is functionalism & Formalism important in structural designs?		Analyze works of art that place emphasis on structural arrangement (Formalism)	Students will be reinforcing their understanding of basic geometry and how it relates to designing of structures.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.3	Why do different forms & shapes work naturally better than others for structural design?		Describe how an element of an art form contributes to the aesthetic value of a particular work	Students will be able thru construction of their forms realize shapes work better than other for fit.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.4	Why do different forms & shapes work naturally better than others for structural design?		Describe the compositional design in selected works of art or performance	Students will critique their own work when finished.	R	Students presentations explain why and how their forms took shape.	1 week 1 – 40 min. class

DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

NOTE: All activities and instruction will be provided in an atmosphere that includes the multiple needs of each student.

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		AESTHETICS - SKILLS	Students should be able to:				
5	1.1	B.1	What is abstract expressionist style?		Describe the compositional design in selected works of art or performance	Students will be able to comprehend design elements, color & style in printing. Students will create an abstract expressionist painting.	I,R.	Discussion on how warm, cool colors and shape react.	2 weeks 2 -40 min. classes
5	1.1	B.2	Why are paint strokes different in application?		Incorporate personal life experiences into an aesthetic response about an artwork	Students will be able to comprehend design elements, color & style in printing. Students will create an abstract expressionist painting.	I,R	All colors and shapes react; cool colors recess, warm prelude.	2 weeks 2 -40 min. classes
5	1.1	B.3	Why is painting influenced with feeling as much as application and style?		Examine how exposure to various cultures and styles influence individuals? feelings toward art forms and artworks	Students will be able to apply paint and shape consciously and subconsciously.	I,R	Application of shape first, followed by cool colors, then warm colors.	2 weeks 2 -40 min. classes
5	1.1	B.4	Why is painting influenced with feeling as much as application and style?		Communicate ideas about the social and personal value of art	Shown in students painting	I,R	Present orally painting	2 weeks 2 -40 min. classes

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - DANCE	Students should be able to:				
5	1.2	A.1			Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic				
5	1.2	A.2			Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process				
5	1.2	A.3			Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development				
5	1.2	A.4			Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus)				
5	1.2	A.5			Investigate arts-related careers				

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - MUSIC	Students should be able to:				
5	1.2	B.1			Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff				
5	1.2	B.2			Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice				
5	1.2	B.3			Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups				
5	1.2	B.4			Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies				
5	1.2	B.5			Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition				
5	1.2	B.6			Investigate arts-related careers				

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - THEATER	Students should be able to:				
5	1.2	C.1			Discuss and demonstrate the connection between body, movement, and voice in theatrical expression				
5	1.2	C.2			Create characterizations in context through manipulation of vocal and physical qualities and circumstances				
5	1.2	C.3			Collaboratively plan and execute group scenes stemming from improvisational scenes				
5	1.2	C.4			Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations				
5	1.2	C.5			Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character				
5	1.2	C.6			Investigate arts-related careers				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - VISUAL ART	Students should be able to:				
5	1.2	D.1	Why are the basic principles and elements in art important in collage production?		Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art	Students will be able to enhance their capabilities with formulating the elements and applying the principles of art in creating a color collage.	I,R	Students will sketch a drawing then be responsible for application of construction papers size, shape, pattern, and balance.	2 week 2 – 40 min. classes
5	1.2	D.2			Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties				
5	1.2	D.3	Is jewelry design just using fine gems?		Recognize and use various media and materials to create different works of art	Students will be able to create a style set pattern for jewelry pieces.	I,R	Student will design and create a matching set using beads and wire.	2 week 2 – 40 min. classes
5	1.2	D.4			Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual				
5	1.2	D.5	What is advertising & design?		Investigate arts-related careers	Through all previous E.Q.'s students are aware of architectural careers and designing.	I,R		All classes

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS – DANCE	Students should be able to:				
5	1.3	A.1			Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works				
5	1.3	A.2			Analyze the principles of choreography applied in a master dance work				
5	1.3	A.3			Differentiate among the various artistic and non-artistic contributions involved in dance production				
5	1.3	A.4			Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture				
5	1.3	A.5			Interpret compositional use of dance elements for expressive purposes				

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS – MUSIC	Students should be able to:				
5	1.3	B.1			Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems				
5	1.3	B.2			Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS- THEATER	Students should be able to:				
5	1.3	C.1			Examine the range of roles and characterizations possible in theatrical production and performance				
5	1.3	C.2			Examine the relationship between physicality and character development				
5	1.3	C.3			Identify various tactics employed by actors to create believable, motivated action				
GR	Stand ard	Strand		ELEMENTS - VISUAL ART	Students should be able to:				
5	1.3	D.1	How do flowing lines create feelings?		Describe the emotional significance conveyed in the application of the elements	Students will create flower watercolor paintings using flowing lines to create a calm & graceful feeling.	R	Students will learn that specific manipulation of the brush will create a unique line.	2 weeks 2 – 40 min. classes
5	1.3	D.2	What is your watercolor painting about?		Describe a work of art that clearly illustrates a principle of design	Students will combine line strokes with color students will orally present their work to class.	I,R	Students will put an emphasis on color with strokes. Students will describe their work and why it looks the way it does.	2 weeks 2 – 40 min. classes

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Standar d	Strand		CRITIQUE - KNOWLEDGE	Students should be able to:				
5 Math	1.4 4.2	A.1 A.1	What is an area & coverage unit?		Classify elements of unity or repetition in a work of art	Students will use their math capabilities in area principles to create a mosaic	I,R	Students will create a mosaic using area coverage & color code.	2 weeks 2 – 40 min. classes
5 Math	1.4 4.2	A.2 A.1	How does 1 point perspective create depth?		Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art	Students will be able to use a point & line to create visual depth.	I,R	Applicational steps done collaboratively on board. Students do one on their own.	2 weeks 2 – 40 min. classes
5 Lang. arts	1.4	A.3	How do you explain created pieces of art?		Describe the technical proficiency of the artist's work, orally and in writing	Students will be able to pick favorite art piece & present to class.	I,R	Students use their own work to explain creative process from start to finish.	Any class any time during a class.

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CRITIQUE - SKILLS	Students should be able to:				
5	1.4	B.1			Critique performances and exhibitions based on the application of the elements of the art form				
5	1.4	B.2			Identify and differentiate among basic formal structures within artworks				
5	1.4	B.3			Consider the impact of traditions in the critique of works of art				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		WORLD CULTURES – KNOWLEDGE	Students should be able to:				
5	1.5	A.1	Why is weaving an important craft to know?		Reflect on a variety of works of art representing important ideas, issues, and events in a society.	Students will learn the importance of baskets as tools. For many cultures pre industry & post students will understand the importance in weaving currently for function.	I,R,S	Students will create a functional basket using the proper weaving technique with reeds.	3 weeks 3 – 40 min. classes
5	1.5	A.2	Is the human body the perfect machine?		Recognize that a chronology exists in all art forms.	Students will learn that the human form has been one of the most important art subjects thru-out time periods & cultures.	I,R,S	Thru step by step drawing with teacher, student will draw proportional human form figures -students will do oscillate skeleton drawings from free standing skeleton.	3 weeks 3 – 40 min. classes
Science Math									

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 4

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		WORLD CULTURES - SKILLS	Students should be able to:				
5	1.5	B.1	What are the differences between abstract & realism painting? Why are they different? Do you think one is better than the other? Why?		Compare and contrast the contributions of significant artists from an historical period.	Students will analyze a Monet painting and a Homer painting to compare similarities and differences, before painting a color shape cool & warm painting of their own. Students will realize that both painters approach are the same with different application.	I,R	Same lesson plans use for aesthetic skills	Same lesson plans use for aesthetic skills
5	1.5	B.2	What are the differences between abstract & realism painting? Why are they different? Do you think one is better than the other? Why?		Hypothesize how the arts have impacted world culture.	Students will analyze a Monet painting and a Homer painting to compare similarities and differences, before painting a color shape cool & warm painting of their own. Students will realize that both painters approach are the same with different application.	I,R	Same lesson plans use for aesthetic skills	Same lesson plans use for aesthetic skills

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		AESTHETICS - KNOWLEDGE	Students should be able to:				
5	1.1	A.1	Why is functionalism & Formalism important in structural designs?		Examine works of art that have a utilitarian purpose (Functionalism)	Students will be able to utilize basic shapes learned to create a free standing structure or form.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.2	Why is functionalism & Formalism important in structural designs?		Analyze works of art that place emphasis on structural arrangement (Formalism)	Students will be reinforcing their understanding of basic geometry and how it relates to designing of structures.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.3	Why do different forms & shapes work naturally better than others for structural design?		Describe how an element of an art form contributes to the aesthetic value of a particular work	Students will be able thru construction of their forms realize shapes work better than other for fit.	R	Discussion of how and why different shapes work for structural design. Students will manipulate space & shape to construct free standing structures. Students' through trial and error, conform pieces to fit.	4 weeks 4 – 40 min. classes
5	1.1	A.4	Why do different forms & shapes work naturally better than others for structural design?		Describe the compositional design in selected works of art or performance	Students will critique their own work when finished.	R	Students presentations explain why and how their forms took shape.	1 week 1 – 40 min. class

NOTE: All activities and instruction will be provided in an atmosphere that includes the multiple needs of each student.

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		AESTHETICS - SKILLS	Students should be able to:				
5	1.1	B.1	What is abstract expressionist style?		Describe the compositional design in selected works of art or performance	Students will be able to comprehend design elements, color & style in printing. Students will create an abstract expressionist painting.	I,R.	Discussion on how warm, cool colors and shape react.	2 weeks 2 -40 min. classes
5	1.1	B.2	Why are paint strokes different in application?		Incorporate personal life experiences into an aesthetic response about an artwork	Students will be able to comprehend design elements, color & style in printing. Students will create an abstract expressionist painting.	I,R	All colors and shapes react; cool colors recess, warm prelude.	2 weeks 2 -40 min. classes
5	1.1	B.3	Why is painting influenced with feeling as much as application and style?		Examine how exposure to various cultures and styles influence individuals? feelings toward art forms and artworks	Students will be able to apply paint and shape consciously and subconsciously.	I,R	Application of shape first, followed by cool colors, then warm colors.	2 weeks 2 -40 min. classes
5	1.1	B.4	Why is painting influenced with feeling as much as application and style?		Communicate ideas about the social and personal value of art	Shown in students painting	I,R	Present orally painting	2 weeks 2 -40 min. classes

NOTE: All activities and instruction will be provided in an atmosphere that includes the multiple needs of each student.

DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - DANCE	Students should be able to:				
5	1.2	A.1			Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic				
5	1.2	A.2			Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process				
5	1.2	A.3			Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development				
5	1.2	A.4			Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus)				
5	1.2	A.5			Investigate arts-related careers				

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - MUSIC	Students should be able to:				
5	1.2	B.1			Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff				
5	1.2	B.2			Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice				
5	1.2	B.3			Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups				
5	1.2	B.4			Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies				
5	1.2	B.5			Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition				
5	1.2	B.6			Investigate arts-related careers				

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - THEATER	Students should be able to:				
5	1.2	C.1			Discuss and demonstrate the connection between body, movement, and voice in theatrical expression				
5	1.2	C.2			Create characterizations in context through manipulation of vocal and physical qualities and circumstances				
5	1.2	C.3			Collaboratively plan and execute group scenes stemming from improvisational scenes				
5	1.2	C.4			Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations				
5	1.2	C.5			Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character				
5	1.2	C.6			Investigate arts-related careers				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CREATION - VISUAL ART	Students should be able to:				
5	1.2	D.1	Why are the basic principles and elements in art important in collage production?		Individually or collaboratively create two and three- dimensional works of art employing the elements and principles of art	Students will be able to enhance their capabilities with formulating the elements and applying the principles of art in creating a color collage.	I,R	Students will sketch a drawing then be responsible for application of construction papers size, shape, pattern, and balance.	2 week 2 – 40 min. classes
5	1.2	D.2			Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties				
5	1.2	D.3	Is jewelry design just using fine gems?		Recognize and use various media and materials to create different works of art	Students will be able to create a style set pattern for jewelry pieces.	I,R	Student will design and create a matching set using beads and wire.	2 week 2 – 40 min. classes
5	1.2	D.4			Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual				
5	1.2	D.5	What is advertising & design?		Investigate arts-related careers	Through all previous E.Q.'s students are aware of architectural careers and designing.	I,R		All classes

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS – DANCE	Students should be able to:				
5	1.3	A.1			Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works				
5	1.3	A.2			Analyze the principles of choreography applied in a master dance work				
5	1.3	A.3			Differentiate among the various artistic and non-artistic contributions involved in dance production				
5	1.3	A.4			Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture				
5	1.3	A.5			Interpret compositional use of dance elements for expressive purposes				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS – MUSIC	Students should be able to:				
5	1.3	B.1			Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems				
5	1.3	B.2			Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions				

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS- THEATER	Students should be able to:				
5	1.3	C.1			Examine the range of roles and characterizations possible in theatrical production and performance				
5	1.3	C.2			Examine the relationship between physicality and character development				
5	1.3	C.3			Identify various tactics employed by actors to create believable, motivated action				

DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		ELEMENTS - VISUAL ART	Students should be able to:				
5	1.3	D.1	How do flowing lines create feelings?		Describe the emotional significance conveyed in the application of the elements	Students will create flower watercolor paintings using flowing lines to create a calm & graceful feeling.	R	Students will learn that specific manipulation of the brush will create a unique line.	2 weeks 2 – 40 min. classes
5	1.3	D.2	What is your watercolor painting about?		Describe a work of art that clearly illustrates a principle of design	Students will combine line strokes with color students will orally present their work to class.	I,R	Students will put an emphasis on color with strokes. Students will describe their work and why it looks the way it does.	2 weeks 2 – 40 min. classes

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Standar d	Strand		CRITIQUE - KNOWLEDGE	Students should be able to:				
5 Math	1.4 4.2	A.1 A.1	What is an area & coverage unit?		Classify elements of unity or repetition in a work of art	Students will use their math capabilities in area principles to create a mosaic	I,R	Students will create a mosaic using area coverage & color code.	2 weeks 2 – 40 min. classes
5 Math	1.4 4.2	A.2 A.1	How does 1 point perspective create depth?		Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art	Students will be able to use a point & line to create visual depth.	I,R	Applicational steps done collaboratively on board. Students do one on their own.	2 weeks 2 – 40 min. classes
5 Lang. arts	1.4	A.3	How do you explain created pieces of art?		Describe the technical proficiency of the artist's work, orally and in writing	Students will be able to pick favorite art piece & present to class.	I,R	Students use their own work to explain creative process from start to finish.	Any class any time during a class.

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DISCIPLINE: ART - VISUAL GRADE LEVEL: 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught (Month and approximate number of weeks covered)
GR	Stand ard	Strand		CRITIQUE - SKILLS	Students should be able to:				
5	1.4	B.1			Critique performances and exhibitions based on the application of the elements of the art form				
5	1.4	B.2			Identify and differentiate among basic formal structures within artworks				
5	1.4	B.3			Consider the impact of traditions in the critique of works of art				

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GR	Stand ard	Strand		WORLD CULTURES – KNOWLEDGE	Students should be able to:				
5	1.5	A.1	Why is weaving an important craft to know?		Reflect on a variety of works of art representing important ideas, issues, and events in a society.	Students will learn the importance of baskets as tools. For many cultures pre industry & post students will understand the importance in weaving currently for function.	I,R,S	Students will create a functional basket using the proper weaving technique with reeds.	3 weeks 3 – 40 min. classes
5	1.5	A.2	Is the human body the perfect machine?		Recognize that a chronology exists in all art forms.	Students will learn that the human form has been one of the most important art subjects thru-out time periods & cultures.	I,R,S	Thru step by step drawing with teacher, student will draw proportional human form figures -students will do oscillate skeleton drawings from free standing skeleton.	3 weeks 3 – 40 min. classes
Science Math									

* For each proceeding disciplines **NOTE: All activities and instruction will be provided in an atmosphere that includes the multiple needs of each student.**

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GR	Stand ard	Strand		WORLD CULTURES - SKILLS	Students should be able to:				
5	1.5	B.1	What are the differences between abstract & realism painting? Why are they different? Do you think one is better than the other? Why?		Compare and contrast the contributions of significant artists from an historical period.	Students will analyze a Monet painting and a Homer painting to compare similarities and differences, before painting a color shape cool & warm painting of their own. Students will realize that both painters approach are the same with different application.	I,R	Same lesson plans use for aesthetic skills	Same lesson plans use for aesthetic skills
5	1.5	B.2	What are the differences between abstract & realism painting? Why are they different? Do you think one is better than the other? Why?		Hypothesize how the arts have impacted world culture.	Students will analyze a Monet painting and a Homer painting to compare similarities and differences, before painting a color shape cool & warm painting of their own. Students will realize that both painters approach are the same with different application.	I,R	Same lesson plans use for aesthetic skills	Same lesson plans use for aesthetic skills

* For each proceeding disciplines **NOTE: All activities and instruction will be provided in an atmosphere that includes the multiple needs of each student.**