

Proficiencies and Pacing Guide

Course Title: Visual and Performing Arts 3-6

Grade Level: 3rd Grade

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>Art Creation</p> <p>I. Understands and applies media, techniques, and process (National Standard 1)</p> <ol style="list-style-type: none"> 1. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Demonstrates proper care and safe use of materials and tools. <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <ol style="list-style-type: none"> 1. Creates artwork inspired by close observation of familiar objects and visualization/imagination. [NJ 1.3.2.D.5] 	<p>Art Creation</p> <p>I. Understands and applies media, techniques, and process (National Standard 1)</p> <ol style="list-style-type: none"> 1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1] 3. Demonstrates proper care and safe use of materials and tools. <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p>	<p>Art Creation</p> <p>I. Understands and applies media, techniques, and process (National Standard 1)</p> <ol style="list-style-type: none"> 1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Demonstrates proper care and safe use of materials and tools. <p>IV. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>II. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <ol style="list-style-type: none"> 1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies.

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>1. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork.</p> <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <p>1. Compares and contrasts artwork with the same subject/different feelings and different subject matter/similar feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one's own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]:</p> <p>a. Identifies the main idea in artwork and provides supporting details</p> <p>b. Asks and answers questions about characters, setting, and events</p>	<p>1. Creates artwork inspired by personal experiences, visualization/imagination, natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>1. Discusses art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>2. Places artwork in chronological order based on clues within the artwork.</p> <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <p>1. Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one's own artwork.</p> <p>3. Formulates and defends interpretations of artwork based on evidence within the artwork.</p> <p>4. Reads meaning in artwork and recognizes similarities between "reading" art and</p>	<p>[NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>3. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>4. Places artwork in chronological order based on clues within the artwork.</p> <p>Art Critique</p> <p>1. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <p>1. Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1]</p> <p>2. Uses new art vocabulary in oral and written language related to one's own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]:</p> <p>a. Identifies the main idea in artwork and provides supporting details</p> <p>b. Asks and answers questions about characters, setting, and events</p> <p>c. Visualization and sequencing – what happened before and after the art's</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
	reading text [NJ 1.4.2.B.3]: a. Identifies the main idea in artwork and provides supporting details b. Asks and answers questions about characters, setting, and events c. Visualization and sequencing – what happened before and after the art’s image d. Retells important information in own words.	image d. Makes connections between art and personal experiences. e. Supports interpretation with evidence in artwork.

Grade Level: 4th Grade

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
Art Creation I. Understands and applies media, techniques, and process (National Standard 1) 1. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Demonstrates proper care and safe use of materials and tools.	Art Creation I. Understands and applies media, techniques, and process (National Standard 1) 1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1] 3. Demonstrates proper care and safe use of	Art Creation I. Understands and applies media, techniques, and process (National Standard 1) 1. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 2. Demonstrates proper care and safe use of materials and tools. II. Uses formal qualities of art (elements and

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <ol style="list-style-type: none"> 1. Creates artwork inspired by close observation of familiar objects and visualization/imagination. [NJ 1.3.2.D.5] 2. Keeps a journal/sketchbook with visual and verbal reflections. <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 1. Recognizes and associates selected artists (a minimum of three) and cultures with their artwork. <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> 1. Compares and contrasts artwork with the same subject/different feelings and different subject matter/similar feelings [NJ 1.4.2.B.1] 2. Uses new art vocabulary in oral and 	<p>materials and tools.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <ol style="list-style-type: none"> 1. Creates artwork inspired by personal experiences, visualization/imagination, natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5] 2. Keeps a journal/sketchbook with visual and verbal reflections. <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 1. Discusses art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2] 2. Places artwork in chronological order based on clues within the artwork. <p>Art Critique</p>	<p>principles) to create unified composition used to communicate ideas (National Standard 2).</p> <ol style="list-style-type: none"> 1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3] <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <ol style="list-style-type: none"> 1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5] 2. Keeps a journal/sketchbook with visual and verbal reflections. <p>Art History</p> <p>I. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 1. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2] 2. Places artwork in chronological order based on clues within the artwork. <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> 1. Compares and contrasts artwork with the

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<p>written language related to one's own artwork.</p> <p>3. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]:</p> <ol style="list-style-type: none"> Identifies the main idea in artwork and provides supporting details Asks and answers questions about characters, setting, and events 	<p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> Compares and contrasts artwork with the same subject and different feelings [NJ 1.4.2.B.1] Uses new art vocabulary in oral and written language related to one's own artwork. Formulates and defends interpretations of artwork based on evidence within the artwork. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]: <ol style="list-style-type: none"> Identifies the main idea in artwork and provides supporting details Asks and answers questions about characters, setting, and events Visualization and sequencing – what happened before and after the art's image Retells important information in own words. 	<p>same subject and different feelings [NJ 1.4.2.B.1]</p> <ol style="list-style-type: none"> Uses new art vocabulary in oral and written language related to one's own artwork. Reads meaning in artwork and recognizes similarities between "reading" art and reading text [NJ 1.4.2.B.3]: <ol style="list-style-type: none"> Identifies the main idea in artwork and provides supporting details Asks and answers questions about characters, setting, and events Visualization and sequencing – what happened before and after the art's image Makes connections between art and personal experiences. Supports interpretation with evidence in artwork.

Grade Level: 5th Grade

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>Art Creation</p> <p>I. Understands and applies media, techniques, and process (National Standard 1)</p> <ol style="list-style-type: none"> Uses a variety of 	<p>Art Creation</p> <p>I. Understands and applies media, techniques, and process (National Standard 1)</p> <ol style="list-style-type: none"> Use a variety of materials/techniques to 	<p>Art Creation</p> <ol style="list-style-type: none"> Understands and applies media, techniques, and process (National Standard 1) Use variety of materials/techniques to

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>materials/techniques to create 2-D and 3-D artwork including but not limited to clay –combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form). [NJ 1.3.2.D.1]</p> <p>2. Draws from observation using; contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <p>1. Use verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>1. Creates artwork inspired by close observation of familiar objects. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>I. Understand the visual arts in relation to</p>	<p>create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>2. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>3. Demonstrates proper care and safe use of materials and tools.</p> <p>II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <p>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>1. Creates artwork inspired by natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>2. Creates artwork that a)imitates nature (Realism); b)is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism)</p> <p>3. Keeps a journal/sketchbook with visual and verbal reflections.</p>	<p>create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1]</p> <p>3. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1]</p> <p>4. Demonstrates proper care and safe use of materials and tools. Demonstrates proper care and safe use of materials and tools.</p> <p>I. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2).</p> <p>1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>II. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>1. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5]</p> <p>2. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>I. Understand the visual arts in relation to</p>
<p>I. Understand the visual arts in relation to</p>		<p>I. Understand the visual arts in relation to</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
<p>history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 1. Recognizes selected famous artworks, artists, styles to include a minimum of three artists. <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> 1. Identifies media and techniques used to produce artworks. 2. Adjusts writing about art for purpose and audience; captures feeling in artworks in words. 3. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, revise. 4. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation) 	<p>Art History</p> <p>II. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 3. Discusses technological advance that changed the way artists work, e.g., steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter. [NJ 1.2.2.A.2] 4. Places artwork in chronological order based on clues within the artwork. <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> 1. Identifies media and techniques used to produce artworks. 2. Adjusts writing about art for purpose and audience; captures feeling in artworks in words. 3. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise. 4. Reads meaning in artwork and recognizes similarities between “reading” art and reading “ <ol style="list-style-type: none"> a. Generates questions about characters and/or setting to improve interpretation b. Recognizes the artists’ purpose c. Summarizes artwork’s content/meaning 	<p>history and cultures (National Standard 4)</p> <ol style="list-style-type: none"> 1. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2] 2. Places artwork in chronological order based on clues within the artwork. <p>Art Critique</p> <p>I. Reflects on and assesses the merits of artwork (National Standard 5,6)</p> <ol style="list-style-type: none"> 1. Adjusts writing about art for purpose and audience; captures feeling in artworks in words. 2. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise. <ol style="list-style-type: none"> d. Makes connections between art and personal experiences. e. Recognizes the artist’s purpose f. Summarizes artwork’s content/meaning 3. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion 4. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-12 days)
	5. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)	

Grade Level: 6th Grade

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
Art Creation IV. Understands and applies media, techniques, and process (National Standard 1) 3. Uses a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay –combination of slab and/or pinch, digital media, linear and atmospheric perspective, painting/mixed media, sculpture (open and closed form). [NJ 1.3.2.D.1] 4. Draws from observation using; contour line, value to model form, proportion, thumbnail sketches to document thinking and plan work. V. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2). 1. Use verbal and visual art vocabulary	Art Creation IV. Understands and applies media, techniques, and process (National Standard 1) 4. Use a variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 5. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1] 6. Demonstrates proper care and safe use of materials and tools. V. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2). 1. Use basic verbal and visual art vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]	Art Creation 5. Understands and applies media, techniques, and process (National Standard 1) 6. Use variety of materials/techniques to create 2-D and 3-D artwork including but not limited to clay – coil construction, digital media, drawing, painting, sculpture (additive/construction and subtractive/modeling), printmaking, fiber art, and mixed media. [NJ 1.3.2.D.1] 7. Creates two and three-dimensional work of art using various basic elements, mediums, and methods [NJ 1.3.2.D.1] 8. Demonstrates proper care and safe use of materials and tools. Demonstrates proper care and safe use of materials and tools. II. Uses formal qualities of art (elements and principles) to create unified composition used to communicate ideas (National Standard 2). 2. Use basic verbal and visual art

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
<p>to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>VI. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>3. Creates artwork inspired by close observation of familiar objects. [NJ 1.3.2.D.5]</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>II. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>2. Recognizes selected famous artworks, artists, styles to include a minimum of three artists.</p> <p>Art Critique</p> <p>II. Reflects on and assesses the merits of artwork and the work of others (National Standard 5,6)</p> <p>5. Identifies media and techniques used to produce artworks.</p> <p>6. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>7. Understands the similarity between</p>	<p>VI. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>3. Creates artwork inspired by natural connections, extensions with math, language arts, science, social studies. [NJ 1.3.2.D.5]</p> <p>4. Creates artwork that a) imitates nature (Realism); b) is concerned with design and composition (Formalism); c) expresses a feeling or emotion (Expressionism)</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>III. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>5. Discusses technological advance that changed the way artists work, e.g., steel and architecture, computer and graphic designer/architect, digital cameras and photographer, camera and painter. [NJ 1.2.2.A.2]</p> <p>6. Places artwork in chronological order based on clues within the artwork.</p> <p>Art Critique</p> <p>II. Reflects on and assesses the merits of artwork and the work of others (National Standard 5,6)</p>	<p>vocabulary to demonstrate knowledge [NJ 1.3.2.D.3]</p> <p>III. Creates artwork demonstrating a range of concepts, ideas, and subject matter (National Standard 3, 6)</p> <p>3. Creates artwork inspired natural connections, extensions with math, language arts, science and social studies. [NJ 1.3.2.D.5]</p> <p>4. Keeps a journal/sketchbook with visual and verbal reflections.</p> <p>Art History</p> <p>II. Understand the visual arts in relation to history and cultures (National Standard 4)</p> <p>3. Recognizes art as a historical record and explains work as characteristic of the period in which it was produced. [NJ 1.2.2.A.2]</p> <p>4. Places artwork in chronological order based on clues within the artwork.</p> <p>Art Critique</p> <p>II. Reflects on and assesses the merits of artwork and the work of others (National Standard 5,6)</p> <p>5. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>6. Understands the similarity between</p>

Unit 1: Art is a Language (10-12 days)	Unit 2: Art Takes Many Forms (10-12 days)	Unit 3: Art is a Universal Experience (10-13 days)
<p>planning and revising artworks and the writing process – develop, evaluate, revise.</p> <p>8. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>	<p>6. Identifies media and techniques used to produce artworks.</p> <p>7. Adjusts writing about art for purpose and audience; captures feeling in artworks in words.</p> <p>8. Understands the similarity between planning and revising artworks and the writing process – develop, evaluate, and revise.</p> <p>9. Reads meaning in artwork and recognizes similarities between “reading” art and reading “</p> <p>g. Generates questions about characters and/or setting to improve interpretation</p> <p>h. Recognizes the artists’ purpose</p> <p>i. Summarizes artwork’s content/meaning</p> <p>10. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>	<p>planning and revising artworks and the writing process – develop, evaluate, and revise.</p> <p>j. Makes connections between art and personal experiences.</p> <p>k. Recognizes the artist’s purpose</p> <p>l. Summarizes artwork’s content/meaning</p> <p>7. Reads about art for understanding: facts and implied meaning; distinguishes between fact and opinion</p> <p>8. Interprets art using Feldman’s art criticism process (description, analysis, interpretation, and evaluation)</p>