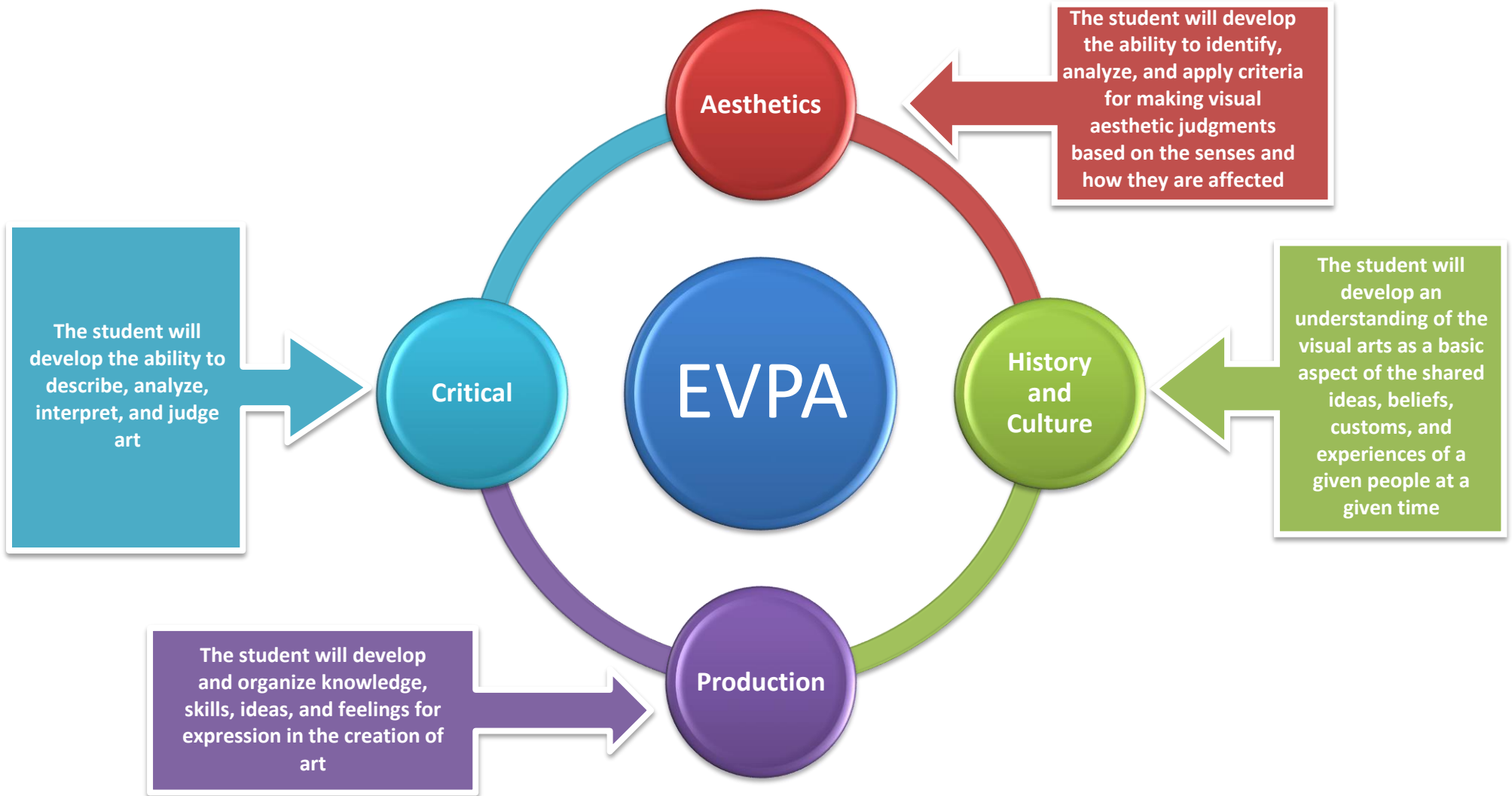


FCPS Elementary Art Curriculum 3-5



The Frederick County Public School's Elementary Visual and Performing Arts department is committed to nurturing the whole child through a rigorous, standards based curriculum delivered by first class educators. Our teachers are dedicated to challenging students to find real world connections and remain life-long participants in the Arts. Through a differentiated and creative approach to instruction infused with technology, each teacher and student has access to an Arts education which fosters artistic literacy, creativity, and self-expression. Our teachers demonstrate a standard of excellence through professional growth, artistic passion, and a spirit of embracing innovation and change.

	Connections	3	4	5
CRITICAL	<p>NCCAS Anchor Standard #4 Anchor Standard #7</p> <p>Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.R.4</p> <p>CCSS.ELA-Literacy.CCRA.SL.1</p> <p>CCSS.ELA-Literacy.CCRA.L.1</p> <p>CCSS.ELA-Literacy.CCRA.L.4</p> <p>(3-4) CCSS.ELA-Literacy.CCRA.R.9</p>	<p>AR.300.15 Recognize that art represents what people see, know, imagine and feel</p> <p>AR.300.15.01 Identify lines, colors, shapes and textures in an artwork</p> <p>AR.300.15.02 Identify subject matter of various works of art</p> <p>AR.300.15.02.a Portrait AR.300.15.02.b Landscape AR.300.15.02.c Cityscape AR.300.15.02.d Seascape AR.300.15.02.e Still Life</p> <p>AR.300.20 Discuss and identify how the following art vocabulary are used throughout the year when looking at art</p> <p>AR.300.20.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping, Background, Middleground, Foreground, Perspective <i>Texture:</i> See, Feel <i>Value:</i> Monochromatic, Shade,</p>	<p>AR.400.15 Recognize that art represents what people see, know, imagine, and feel</p> <p>AR.400.15.01 Identify lines, colors, shapes and textures in an artwork</p> <p>AR.400.15.02 Identify subject matter of various works of art</p> <p>AR.400.15.02.a Portrait AR.400.15.02.b Landscape AR.400.15.02.c Cityscape AR.400.15.02.d Seascape AR.400.15.02.e Still Life</p> <p>AR.400.15.03 Identify styles of various works of art</p> <p>AR.400.15.03.a Abstract AR.400.15.03.b Realistic</p> <p>AR.400.20 Discuss and identify how the following art vocabulary are used throughout the year when looking at art</p> <p>AR.400.20.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary, Tertiary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal, Parallel <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping,</p>	<p>AR.500.15 Recognize that art represents what people see, know, imagine, and feel</p> <p>AR.500.15.01 Identify lines, colors, shapes and textures in an artwork</p> <p>AR.500.15.02 Identify subject matter of various works of art</p> <p>AR.500.15.02.a Portrait AR.500.15.02.b Landscape AR.500.15.02.c Cityscape AR.500.15.02.d Seascape AR.500.15.02.e Still Life</p> <p>AR.500.15.03 Identify styles of various works of art</p> <p>AR.500.15.03.a Abstract AR.500.15.03.b Realistic</p> <p>AR.500.20 Discuss and analyze how the following art vocabulary are used throughout the year when looking at art</p> <p>AR.500.20.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary, Tertiary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal, Parallel <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping, Background, Middleground, Foreground,</p>

	Connections	3	4	5
CRITICAL	<p>NCCAS Anchor Standard #4 Anchor Standard #7</p> <p>Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.R.4</p> <p>CCSS.ELA-Literacy.CCRA.SL.1</p> <p>CCSS.ELA-Literacy.CCRA.L.1</p> <p>CCSS.ELA-Literacy.CCRA.L.4</p> <p>(3-4) CCSS.ELA-Literacy.CCRA.R.9</p>	<p>Tint</p> <p>AR.300.20.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical</p> <p><i>Contrast</i> Focal Point and <i>Emphasis</i> Rhythm</p> <p>AR.300.20.c SUBJECT MATTER <i>Portrait</i> <i>Landscape</i> <i>Cityscape</i> <i>Seascape</i> <i>Still Life</i></p> <p>AR.300.20.d Color Wheel AR.300.20.e Art Tools AR.300.20.f Medium/Media</p>	<p>Background, Middleground, Foreground, Perspective, Positive, Negative</p> <p><i>Texture:</i> See, Feel <i>Value:</i> Monochromatic, Shade, Tint</p> <p>AR.400.20.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical</p> <p><i>Contrast</i> <i>Focal Point and Emphasis</i> <i>Rhythm</i> Variety Unity Proportion</p> <p>AR.400.20.c SUBJECT MATTER <i>Portrait</i> <i>Landscape</i> <i>Seascape</i> <i>Cityscape</i> <i>Still Life</i></p> <p>AR.400.20.d Color Wheel AR.400.20.e Art Tools AR.400.20.f Media/Medium AR.400.20.g STYLE Abstract Realistic</p> <p>AR.400.20.h Culture AR.400.20.i Mood</p>	<p>Perspective, Positive, Negative</p> <p><i>Texture:</i> See, Feel <i>Value:</i> Monochromatic, Shade, Tint</p> <p>AR.500.20.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical</p> <p><i>Contrast</i> <i>Focal Point and Emphasis</i> <i>Rhythm</i> <i>Variety</i> <i>Unity</i> <i>Proportion</i></p> <p>AR.500.20.c SUBJECT MATTER <i>Portrait</i> <i>Landscape</i> <i>Cityscape</i> <i>Seascape</i> <i>Still Life</i></p> <p>AR.500.20.d Color Wheel AR.500.20.e Art Tools AR.500.20.f Media/Medium AR.500.20.g STYLE <i>Abstract</i> <i>Realistic</i> AR.500.20.h Culture AR.500.20.i Mood</p>

	Connections	3	4	5
HISTORICAL/CULTURAL	<p>NCCAS Anchor Standard #8 Anchor Standard #10 Anchor Standard #11</p> <p>Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.R.3 CCSS.ELA-Literacy.CCRA.R.6 CCSS.ELA-Literacy.CCRA.SL.2</p> <p>(3-4) CCSS.ELA-Literacy.CCRA.W.9</p> <p>(5) CCSS.ELA-Literacy.CCRA.W.7 CCSS.ELA-Literacy.CCRA.W.9</p>	<p>AR.300.25 Discuss and identify the ways in which works of art express ideas about self, other people, places, and events</p> <p>AR.300.25.01 Demonstrate how a variety of cultures express ideas about people, places, and events</p> <p>AR.300.25.02 Experience how different art elements and art materials are used in a variety of cultures</p> <p>AR.300.30 Identify ways that people use art for purposes in the community</p> <p>AR.300.30.01 Interpret ways that people use art to enhance the appearance of their home and community</p> <p>AR.300.30.02 Identify ways art is used to communicate ideas</p> <p>AR.300.30.03 Discuss the role of an art museum in a community</p> <p>AR.300.35 Identify how artists create art in different ways</p> <p>AR.300.35.a Subject Matter AR.300.35.b Style AR.300.35.c Technique AR.300.35.d Media/Art Tools AR.300.35.e Culture</p>	<p>AR.400.25 Identify and evaluate the ways in which works of art express ideas about self, other people, places, and events</p> <p>AR.400.25.01 Demonstrate how a variety of cultures express ideas about people, places, and events</p> <p>AR.400.25.02 Experience how different art elements and art materials are used in a variety of cultures</p> <p>AR.400.30 Identify ways that people use art for purposes in the community</p> <p>AR.400.30.01 Interpret ways that people use art to enhance the appearance of their home and community</p> <p>AR.400.30.02 Identify ways art is used to communicate ideas</p> <p>AR.400.30.03 Discuss the role of an art museum in a community</p> <p>AR.400.35 Identify how artists create art in different ways</p> <p>AR.400.35.a Subject Matter AR.400.35.b Style AR.400.35.c Technique AR.400.35.d Media/Art Tools AR.400.35.e Culture</p>	<p>AR.500.25 Evaluate the ways in which works of art express ideas about self, other people, places, and events</p> <p>AR.500.25.01 Demonstrate how a variety of cultures express ideas about people, places, and events</p> <p>AR.500.25.02 Experience how different art elements and art materials are used in a variety of cultures</p> <p>AR.500.30 Identify ways that people use art for purposes in the community</p> <p>AR.500.30.01 Interpret ways that people use art to enhance the appearance of their home and community</p> <p>AR.500.30.02 Identify ways art is used to communicate ideas</p> <p>AR.500.30.03 Discuss the role of an art museum in a community</p> <p>AR.500.35 Identify how artists create art in different ways</p> <p>AR.500.35.a Subject Matter AR.500.35.b Style AR.500.35.c Technique AR.500.35.d Media/Art Tools AR.500.35.e Culture</p>

Connections		3	4	5
PRODUCTION	NCCAS Anchor Standard #1 Anchor Standard #2 Anchor Standard #3 Anchor Standard #5 Anchor Standard #10 Anchor Standard #11 Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.W.5	<p>AR.300.40 Create art influenced by a variety of cultures</p> <p>AR.300.45 Demonstrate appropriate use of grade level art media and art tools throughout the year</p> <p>AR.300.45.01 Create an artwork that helps improve motor coordination</p> <p>AR.300.45.01.a Cutting</p> <p>AR.300.45.01.b Drawing</p> <p>AR.300.45.01.c Three-Dimensional Art</p> <p>AR.300.45.01.d Painting</p> <p>AR.300.45.01.e Printing</p> <p>AR.300.45.01.f Coloring</p> <p>AR.300.45.01.g Pasting</p> <p>AR.300.45.01.h Textile Art</p> <p>AR.300.45.01.i Mixed-Media/Collage</p> <p>AR.300.50 Create visual effects by manipulating and experimenting with art materials</p> <p>AR.300.50.01 Use a variety of art media, art tools and technology with students to create different outcomes</p> <p>AR.300.50.02 Explore a variety of techniques with one specific medium</p> <p>AR.300.55 Create artwork using the following art concepts throughout the year</p>	<p>AR.400.40 Create art influenced by a variety of cultures</p> <p>AR.400.45 Demonstrate appropriate use of grade level art media and art tools throughout the year</p> <p>AR.400.45.01 Create an artwork that helps improve motor coordination</p> <p>AR.400.45.01.a Cutting</p> <p>AR.400.45.01.b Drawing</p> <p>AR.400.45.01.c Three-Dimensional Art</p> <p>AR.400.45.01.d Painting</p> <p>AR.400.45.01.e Printing</p> <p>AR.400.45.01.f Coloring</p> <p>AR.400.45.01.g Pasting</p> <p>AR.400.45.01.h Textile Art</p> <p>AR.400.45.01.i Mixed-Media/Collage</p> <p>AR.400.50 Create visual effects by manipulating and experimenting with art materials</p> <p>AR.400.50.01 Use a variety of art media, art tools and technology with students to create different outcomes</p> <p>AR.400.50.02 Explore and demonstrate a variety of techniques with one specific medium</p> <p>AR.400.55 Create artwork using the following art concepts throughout the year</p>	<p>AR.500.40 Create art influenced by a variety of cultures</p> <p>AR.500.45 Demonstrate appropriate use of grade level art media and art tools throughout the year</p> <p>AR.500.45.01 Create an artwork that helps improve motor coordination</p> <p>AR.500.45.01.a Cutting</p> <p>AR.500.45.01.b Drawing</p> <p>AR.500.45.01.c Three-Dimensional Art</p> <p>AR.500.45.01.d Painting</p> <p>AR.500.45.01.e Printing</p> <p>AR.500.45.01.f Coloring</p> <p>AR.500.45.01.g Pasting</p> <p>AR.500.45.01.h Textile Art</p> <p>AR.500.45.01.i Mixed-Media/Collage</p> <p>AR.500.50 Create visual effects by manipulating and experimenting with art materials</p> <p>AR.500.50.01 Use a variety of art media, art tools and technology with students to create different outcomes</p> <p>AR.500.50.02 Explore and demonstrate a variety of techniques with one specific medium</p> <p>AR.500.55 Create artwork using the following art concepts</p>

	Connections	3	4	5
PRODUCTION	<p>NCCAS</p> <p>Anchor Standard #1 Anchor Standard #2 Anchor Standard #3 Anchor Standard #5 Anchor Standard #10 Anchor Standard #11</p> <p>Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.W.5</p>	<p>AR.300.55.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping, Background, Middleground, Foreground, Perspective <i>Texture:</i> See, Feel Value: Monochromatic, Shade, Tint</p> <p>AR.300.55.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical <i>Contrast</i> <i>Focal Point and Emphasis</i> <i>Rhythm</i></p> <p>AR.300.55.c Create artwork by subject matter <i>Portrait</i> <i>Landscape</i> <i>Cityscape</i> <i>Seascape</i> <i>Still Life</i></p> <p>AR.300.55.d Color Wheel AR.300.55.e Art Tools AR.300.55.f Media/Medium</p> <p>AR.300.60 Recognize health and safety hazards in the use of art tools, materials, and techniques</p>	<p>AR.400.55.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary, Tertiary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal, Parallel <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping, Background, Middleground, Foreground, Perspective, Positive, Negative <i>Texture:</i> See, Feel <i>Value:</i> Monochromatic, Shade, Tint</p> <p>AR.400.55.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical <i>Contrast</i> <i>Focal Point and Emphasis</i> <i>Rhythm</i> Variety Unity Proportion</p> <p>AR.400.55.c Create artwork by subject matter <i>Portrait</i> <i>Landscape</i> <i>Seascape</i> <i>Cityscape</i> <i>Still Life</i></p> <p>AR.400.55.d Color Wheel AR.400.55.e Art Tools AR.400.55.f Media/Medium AR.400.55.g STYLE Abstract Realistic</p> <p>AR.400.55.h Culture AR.400.55.i Mood</p> <p>AR.400.60 Recognize health and safety hazards in the use of art tools, materials and techniques</p>	<p>throughout the year</p> <p>AR.500.55.a ART ELEMENTS <i>Color:</i> Primary, Secondary, Warm, Cool, Neutral, Complementary, Tertiary <i>Line:</i> Thick, Thin, Dotted, Dashed, Zig-Zag, Jagged, Curved, Straight, Horizontal, Vertical, Diagonal, Parallel <i>Shape and Form:</i> Geometric, 2D, 3D, Organic <i>Space:</i> Overlapping, Background, Middleground, Foreground, Perspective, Positive, Negative <i>Texture:</i> See, Feel <i>Value:</i> Monochromatic, Shade, Tint</p> <p>AR.500.55.b ART PRINCIPLES <i>Pattern and Repetition</i> <i>Balance:</i> Symmetrical, Asymmetrical <i>Contrast</i> <i>Focal Point and Emphasis</i> <i>Rhythm</i> <i>Variety</i> <i>Unity</i> <i>Proportion</i></p> <p>AR.500.55.c Create artwork by subject matter <i>Portrait</i> <i>Landscape</i> <i>Seascape</i> <i>Cityscape</i> <i>Still Life</i></p> <p>AR.500.55.d Color Wheel AR.500.55.e Art Tools AR.500.55.f Media/Medium AR.500.55.g STYLE Abstract Realistic</p> <p>AR.500.55.h Culture AR.500.55.i Mood</p> <p>AR.500.60 Recognize health and safety hazards in the use of art tools, materials and techniques</p>

	Connections	3	4	5
AESTHETICS	<p>NCCAS Anchor Standard #4 Anchor Standard #6 Anchor Standard #7 Anchor Standard #8 Anchor Standard #9</p> <p>Common Core ELA (3-5) CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.7 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.L.1 CCSS.ELA-Literacy.CCRA.L.6</p> <p>(4-5) CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.SL.3</p> <p>(3) CCSS.ELA-Literacy.CCRA.R.3</p> <p>(5) CCSS.ELA-Literacy.CCRA.R.9</p>	<p>AR.300.65 Develop the ability to critique art and defend how art makes you feel</p> <p>AR.300.65.01 Students can share their views about art by explaining what they like or dislike</p> <p>AR.300.65.02 Students will talk about their own art, their peers art and art by a variety of artists</p> <p>AR.300.65.03 Discuss artwork using art vocabulary</p> <p>AR.300.65.04 Use written and oral evaluative tools</p> <p>AR.300.65.04 Participate in aesthetic activities</p> <p>AR.300.70 Continue to develop the ability to discuss an artwork’s meaning</p> <p>AR.300.70.01 Practice writing an artist statement</p>	<p>AR.400.65 Continue to develop the ability to critique art and defend how art makes you feel</p> <p>AR.400.65.01 Students can share their views about art by explaining what like or dislike</p> <p>AR.400.65.02 Students will talk about their own art, their peers art and art by a variety of artists</p> <p>AR.400.65.03 Discuss artwork using art vocabulary</p> <p>AR.400.65.04 Use written and oral evaluative tools</p> <p>AR.400.65.05 Participate in aesthetic activities</p> <p>AR.400.70 Continue to develop the ability to discuss an artwork’s meaning</p> <p>AR.400.70.01 Practice writing an artist statement</p>	<p>AR.500.65 Demonstrate the ability to critique art to critique and defend how art makes you feel</p> <p>AR.500.65.01 Students can share their views about art by explaining what they like or dislike</p> <p>AR.500.65.02 Students will talk about their own art, their peers art and art by a variety of artists</p> <p>AR.500.65.03 Discuss artwork using art vocabulary</p> <p>AR.500.65.04 Use written and oral evaluative tools</p> <p>AR.500.65.05 Participate in aesthetic activities</p> <p>AR.500.70 Demonstrate the ability to discuss an artwork’s meaning</p> <p>AR.500.70.01 Write an artist statement</p>