

READINGTON PUBLIC SCHOOL DISTRICT

Kindergarten - Grade 8 Visual Arts Curriculum

Authored by:

Ms. Mary Coyle, Elementary Art Teacher
Ms. Dana Pierro, Elementary Art Teacher
Mrs. Tracy Fitzgerald, Middle School Art Teacher
Mrs. Kari McGann, Supervisor of Humanities

Reviewed by:

Dr. Barbara Sargent
Superintendent of Schools

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Members of the Board of Education:

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President
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Wayne Doran
Ray Egbert
William Goodwin
Vincent Panico
Eric Zwerling
Christopher Allen
Anna Shi

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach which includes common beliefs: (1) artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Readington Township’s curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education.

The art curriculum has been developed for the Readington Township School District as is based on the newly published National Core Arts Standards, which are defined as Dance, Media Arts, Music, Theater, and Visual Arts. The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

According to the Department of Education’s Fast Response Survey System (FRSS) report, Arts Education In Public Elementary and Secondary Schools 1999-2000 and 2009-2010 Americans’ reports of lifetime learning in the arts (as children or as adults) show that about one-third of our citizens have taken lessons or classes in music; about 17 percent have done so in visual arts, about 12 percent in dance, and about 6 percent in theatre. These percentages have been declining at least for the past three decades. With these statistics in mind, the curriculum is built upon the foundational belief that arts provide a means for individuals to collaborate and connect with others in an inclusive environment as they create, prepare, and share artwork that bring communities together. Research shows that “arts experiences boost critical thinking, teaching students to take the time to be more careful thorough in how they observe the world.” Art provides a framework for student learning that might otherwise be unavailable to students.

The Visual Arts Curriculum for the Readington Township School District will provide assistance and support to Readington visual arts teachers and administrators in the implementation of a comprehensive K-8 visual arts program. The material described in this guide will assist visual arts teachers in designing visual arts lesson plans that give each student the chance to meet the content and performance, or achievement, standards in visual arts. It is intended to give visual arts teachers a flexible guideline in the design and delivery of a meaningful and relevant visual arts program that is planned, ongoing, and systematic.

II. COMPONENTS OF EFFECTIVE FINE ARTS EDUCATION

The components of a successful balanced fine arts program in the K-8 school setting include:

Creating – Conceiving and developing new artistic ideas and work.

Performing/Producing/Presenting-

Performing (dance, music, theatre): Realizing artistic ideas and work through

interpretation and presentation.

Presenting (visual arts): Interpreting and sharing artistic work.

Producing (media arts): Realizing and presenting artistic ideas and work.

Responding- Understanding and evaluating how the arts convey meaning.

Connecting- Relating artistic ideas and work with personal meaning and external content.

III. GOALS (Linked to Core Curriculum Content Standards, 21st Century Standards) and the National Core Arts Standards (Dance, Media Arts, Music, Theatre and Visual Arts)

National Core Arts Standards:

Creating:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting/Producing:

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

Anchor Standard 5: Develop and refine artistic work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Standards for the 21st- Century Learner

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills for dispositions to engage in public conversations and debate around issues of common concern.

3.3.4 Create products that can apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.1 Assess the quality and effectiveness of the learning product. **Inquire, think critically, and gain knowledge.**

Skills

Does the student have the right proficiencies to explore a topic or subject further?

Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

Use prior and background knowledge as context for new learning.

Develop and refine a range of questions to frame the search for new understanding.

Find, evaluate, and select appropriate sources to answer questions.

Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Demonstrate mastery of technology tools for assessing information and pursuing inquiry.

Collaborate with others to broaden and deepen understanding.

Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Demonstrate creativity by using multiple resources and formats.

Maintain a critical stance by questioning the validity and accuracy of all information.

Demonstrate the adaptability by changing the inquire focus, questions, resources, or strategies when necessary to achieve success.

Display emotional resilience by persisting in information searching despite challenges.

Display persistence by continuing to pursue information to gain a broad perspective.

Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

Respect copyright/intellectual property rights of creators and producers.

Seek divergent perspectives during information gathering and assessment.

Follow ethical and legal guidelines in gathering and using information.

Contribute to the exchange of ideas within the learning community.

Use information technology responsibly.

Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

Use interaction with and feedback from teachers and peers to guide own inquiry process.

Monitor gathered information, and assess for gaps or weaknesses.

Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

- 2.3.1 Connect understandings to the real world
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

- 2.4.1 Determine how to act on information (accept, reject, or modify).
- 2.4.1 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

3.2.1 Demonstrate leadership and confidence by presenting ideas to other in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

3.4.2 Assess on own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Pursue personal and aesthetic growth

4.1 Skills

Does the student have the right proficiencies to explore a topic or subject further?

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.3.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

Is the student aware that the foundational traits for 21st – century learning require self-accountability that extends beyond skills and dispositions?

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

V. ASSESSMENT

Readington Township School District utilizes a multitude of assessments to inform and fuel teaching, as well as school reforms. The assessments that are used provide teachers and the district with crucial information about what exactly is working—and not working—for our students’ fine arts education. Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether a student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline of visual arts. Teachers developed Cornerstone Performance Assessments in grades 2, 5, and 8 using the National Fine Arts Curriculum as a guide. The cornerstone performance assessments:

- are curriculum embedded (as opposed to externally imposed)
- recur over the grades, becoming increasingly sophisticated over time
- establish authentic contexts for performance
- assess understanding and transfer via genuine performance
- integrate 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content
- evaluate performance with established rubrics
- engage students in meaningful learning while encouraging the best teaching
- provide content for a student’s portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)

VI. GROUPING ARRANGEMENT

The K- 8 visual arts program in the Readington Township School District is a basic visual arts program.

- **Grades K-5**
Students attend art classes in grades K-5 by regular heterogeneous classrooms.
- **Grades 6 – 8**
Students attend art classes in grades 6 – 8 dependent upon the schedule and the student’s choice of art class for their particular grade. Classes are heterogeneous.

VII. K-5 SCOPE AND SEQUENCE

Primary Grades Units of Study in Visual Art:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Unit 1 Sept./Oct.	<i>Elements of Art- Color (Introduce)</i>	<i>Elements of Art-Texture (Developing)</i>	<i>Principle of Design-Balance (Developing)</i>	<i>Principle of Design- Movement</i>	<i>Ongoing Development of Mixed Media,</i>	<i>Collaborative Art</i>

				(Developing)	Print- Making, 3-D Forms, and/ or Paper Crafts	
Unit 2 Oct./Nov		Elements of Art- Value (Introduce)	Principle of Design- Proportion (Introduce)	Elements of Art-Space (Introduce)	Expanding upon Principles and Elements of Design based upon master artists and their specific techniques	Sketchbook and Critiquing— development of art skills and practices needed for middle school and beyond (ongoing)
Unit 3 Nov./Dec.	Elements of Art- Shape (Introduce)	Elements of Art-Space (Developing)	Principle of Design- Emphasis (Introduce)	Ongoing Development of Principles and Elements of Design		
Unit 4 Jan.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums		Mastering the use of various mediums and studying various art movements and their relevance to our society and other cultures
Unit 5 Feb./Mar.	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Exploratory art using various mediums	Expanding upon Principles and Elements of Design based upon master artists and their specific technique	
Unit 6 Mar./Apr.	Elements of Art- Line (Introduce)	Elements of Art-Color (Developing)	Principle of Design-Variety (Introduce)	Introduce Mixed Media, Printmaking, 3-D Forms and/ or Paper Crafts		
Unit 7 May/June	Elements of Art- Texture (Introduce)	Principle of Design-Balance Pattern & Repetition (Introduce)	Principle of Design- Movement (Introduce)	Continue Mixed Media, Printmaking, 3-D Forms and/ or Paper Crafts		

VII. UNITS OF STUDY IN VISUAL ART

K-5 Elementary Visual Art :

Kindergarten Visual Arts
Desired Results
<p>Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. <i>Investigate-Plan-Make</i> <i>VA: Cr1.1Ka Engage in exploration and imaginative play with materials.</i> <i>VA: Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</i></p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. <i>Investigate</i></p>

VA: Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.

VA: Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment.

VA: Cr2.3.Ka Create art that represents natural and constructed environments.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.Ka Explain the process of making art which creating.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.Ka Explain the purpose of a portfolio or collection.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 Ka Identify uses of art within one's personal environment.

VA: Re 7.2.Ka Describe what an image represents.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.Ka Explain reasons for selecting a preferred artwork.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.Ka Create art that tells a story about a life experience.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.Ka Identify a purpose of an artwork.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources

presentation.

- *Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.*
- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*
- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

Students will understand that...

- *Understanding the Basic Elements of Art - Line, Color & Shape*
- *Using the Basic Elements of Art to Create Specific Works of Art*
- *Identify Basic Elements of Design in other works of Art*

and criteria are needed to formulate artistic investigations?

- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*

- *How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
- *How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?*

What questions will foster inquiry, understanding, and transfer learning?

- *What makes art great?*
- *Who is an artist?*

Students will know/learn...

- *Color-Primary and Secondary Colors*
- *Shape-Basic Shapes*
- *Line-Different types*
- *Texture-Introduce students to different types of texture*
- *Identify various art forms*
- *Compare various art forms*
- *Discuss the role of the illustrator in literature*
- *Be aware of resources outside the classroom that are arts related*
- *Become aware that art is showcased in museums and galleries that are open to the public*
- *Become aware of crafts that are produced in the community*
- *Demonstrate an appreciation for various art forms*
- *Name and use patterns*
- *Identify textures*
- *Name and use primary colors*
- *Name and use warm colors*
- *Identify and name geometric shapes*
- *Use art tools and materials safely*
- *Discuss subject matter in artworks*
- *Recall subjects in artwork by increasing observational skills and memory*
- *Become sensitive to the subject matter in art prints through storytelling and discussion*
- *Participate in discussing the work of classmates*
- *Recognize the parallels between music, literature, and the visual arts*
- *Develop an appreciation of multi-cultural artworks*
- *Be aware of resources outside the classroom that are arts related*
- *Be aware that art is showcased in museums and galleries that are open to the public*
- *Become aware of crafts that are produced in the community*
- *Demonstrate an appreciation for various art forms*

Students will be able to...

- *Discuss art programs and community exhibits with the art teacher and others*
- *Participate in cultural arts events*
- *Experience galleries, both virtually and personally*
- *Participate in school and community based art shows*
- *Be aware of art galleries and museums*
- *Appreciate artwork in storybooks*
- *View and discuss artworks produced in different cultures*

- Identify various art forms
- Compare various art forms
- Discuss the role of the illustrator in literature
- Respond to the work of others in the class discussion
- Use basic art vocabulary to discuss artwork
- Examine the artistic endeavors of others through the use of art prints, art books, videos and slides
- Experience the art making process
- Talk about artwork
- Decide when artwork is complete
- Become familiar with the expressive capabilities of crayons, pencils, paint, paper, and modeling material
- Use materials appropriately
- Follow all safety instructions
- Produce works of art pertaining these elements
- Recognize these elements within other works of art
- Complete and understand art lessons based upon various art mediums
- Recognize the parallels between music, literature and the visual arts
- Develop an appreciation of multi-cultural artworks
- View and discuss artworks produced in different cultures
- Be aware of art galleries and museums
- Appreciate artwork in storybooks
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Experience galleries, plays, concerts, and other arts related activities
- Develop fine motor skills
- Experience manipulative activities such as cutting, coloring, and gluing
- Develop skill in stenciling, weaving, and bead stringing
- Gain knowledge of the elements of design

Assessment Evidence

Performance Tasks:

- Rubric
- Completed Artwork
- Effort
- Develop fine motor skills:
 - Experience manipulative activities such as cutting, folding, coloring, and gluing.
 - Develop skill in stenciling, weaving, and bead stringing
- Use art tools and materials safely
 - Use materials appropriately
 - Follow all safety instructions
- Examine the artistic endeavors of others through the use of art prints, art books, videos and slides
 - Discuss subject matter in artworks
 - Recall subjects in artwork by increasing observational skills and memory
 - Become sensitive to the subject matter in art prints through storytelling and discussion

Other Evidence:

- Teacher Observation
- Class Discussion
- Self-Assessment
- Gain knowledge of the elements of design
 - Name and use patterns
 - Identify textures
 - Name and use primary colors
 - Name and use warm colors
 - Identify and name basic 3 dimensional geometric shapes
- Experience art making processes
 - Talk about artwork
 - Decide when artwork is complete
 - Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials

Professional Resources

- Books (but not limited to)-

- *Getting to Know the World Artists* by Mike Venezia
- *Artists in Time* by Scholastic
- *The Noisy Paintbox* by Barb Rosenstock
- *Websites (but not limited to)*
 - *ngakids.com (Artzone)*
 - *youtube.com*
 - *crayola.com*
 - *pinterest.com*

First Grade Visual Arts

Desired Results

Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.1a Explore uses of materials and tools to create works of art or design.

VA: Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA: Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.1a Use art vocabulary to describe choices while creating art.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 1a Select and describe works of art that illustrate daily life experiences of one's self and others.

VA: Re 7.2.1a Compare images that represent the same subject.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.1a Classify artwork based on different reasons for preferences.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.1a Identify times, places, and reasons by which students make art outside of school.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen

understanding

Relate

VA: Re11.1.1a Understand that people from different places and times have made art for a variety of reasons.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Students will understand that...

- Reviewing basic elements of art - texture, space and color
- Introducing basic elements of art - value, balance, pattern and repetition

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods or processes are considered when preparing artworks for presentation or preservation?

- *Integrating interdisciplinary school wide thematic unit-creating art lessons around basic theme*
- *There are various purposes for creating works of visual art*
- *There are different responses to specific artworks*
- *Explore and understand prospective content for works of art*
- *Visual arts have both a history and specific relationships to various cultures*

How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*
- *How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
- *How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?*

What questions will foster inquiry, understanding, and transfer learning?

- *How do artists work?*
- *How do artists and designers care for and maintain materials, tools, and equipment?*
- *How do people’s experiences influence the development of special artworks?*
- *How do artists use subject matter symbols, and ideas to communicate meaning?*

Students will know/learn...

- *Developing Color-Primary and Secondary Colors*
- *Developing Texture-Introduce students to different types of texture*
- *Introduce Space - Negative, Positive, Foreground, Background*
- *Introduce - Balance - visual equality between elements of art*
- *Introduce - Pattern - how to create an effective pattern*
- *Introduce - Repetition - how to apply patterning in a work of art to be visually recognizable and pleasing*
- *Refine manipulative skills*

- *Create visual interest in artwork through a variety of methods*
- *Become aware of the difference between shapes and forms*
- *Experience color mixing*
- *Use art tools and materials safely*
- *Recognize and discuss distinct characteristics in the artwork of others through the introduction of prints and through classroom sharing*
- *Participate in discussing the work of classmates*
- *Specific works of art belong to particular cultures, times, and places*
- *Recognize the value of artwork from other cultures and time periods*

Students will be able to...

- *Students will be able to produce works of art pertaining these elements*
- *Students will also be able to recognize these elements within other works of art*
- *Students will be able to complete and understand art lessons based upon various art mediums*
- *Students will also be able to recognize and demonstrate using space*
- *Fold, cut, and tear paper for use in artwork*
- *Use art tools in drawing, painting, printmaking, modeling and sculpture*
- *Use found objects in artwork*
- *Use overlapping in collage work*
- *Use environmental textures in artwork*
- *Make simple 3-D forms*
- *Use and bisect geometric and free-form shapes*
- *Mix two colors of paint effectively*
- *Identify primary and secondary colors*
- *Use materials safely*
- *Follow all safety precautions*
- *Describe moods in artwork*
- *Identify and discuss emotions in artwork*
- *Produce artwork based on sensory description*
- *Respond to the work of others in class discussion*
- *Use basic art vocabulary to discuss artwork*
- *Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art*
- *Participate in discussions of multicultural and historical artworks*
- *Use the influence of other artists as motivation for artwork*
- *Experience galleries, plays, concerts, and other arts related activities*
- *Participate in school and community based art shows*
- *Discuss art programs and community exhibits with the art teacher and others*
- *Participate in cultural arts events*

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*
 - *Rubric*
 - *Completed Artwork*
 - *Effort*
- *Develop an appreciation for a variety of artistic disciplines*
 - *Tell stories based on the observation of art with literal subject matter*
 - *Describe similarities and differences in artwork*

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*
 - *Teacher Observation*
 - *Class Discussion*
 - *Self-Assessment*

- Experience computer art as an art form
- Be aware of architecture as an art form
- Understand that music, plays, and dance and art forms

Professional Resources

- Books (but not limited to)-
 - *Getting to Know the World Artists* by Mike Venezia
 - *Artists in Time* by Scholastic
 - *Chengdu Could Not Would Not Fall Asleep* by Barney Saltzberg
 - *Giraffes Can't Dance* by Giles Andreae
 - *The Noisy Paintbox* by Barb Rosenstock
- Websites (but not limited to)
 - ngakids.com (Artzone)
 - youtube.com
 - crayola.com
 - pinterest.com

Second Grade Visual Arts

Desired Results

Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.12a Brainstorm multiple approaches to a creative art and design problem.

VA: Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions and curiosity.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.

VA: Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA: Cr2.3.2a Repurpose objects to make something new.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

VA: Re 7.2.2a *Categorize images based on expressive properties.*

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.2a *Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.*

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.2a *Use learned art vocabulary to express preferences about artwork.*

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.2a *Create works of art about events in home, school, or community life.*

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.2a *Compare and contrast cultural uses of artwork from different times and places.*

Understandings:

Students will understand that...

- *Creativity and innovative thinking are essential life skills that can be developed.*
- *Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.*
- *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
- *Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*
- *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*
- *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
- *Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.*
- *Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.*
- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- *What conditions, attitudes, and behaviors support creativity and innovative thinking?*
- *What factors prevent and encourage people to take risks?*
- *How does collaboration expand the creative process?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design?*
- *Why do artists follow or break from established traditions?*
- *How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining,*

- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

What misunderstandings are predictable?

- *Reviewing basic elements of art - Balance*
- *Introducing basic elements of art - proportion, emphasis, variety and movement*
- *Exploratory art using various mediums*

and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*
- *How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
- *How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?*

What questions will foster inquiry, understanding, and transfer learning?

- *When and how do we encounter images in our world?*
- *How do artists work?*
- *How do artists and designers learn from trial and error?*

Students will know/learn...

- *Students will learn proper proportion in portraits and various works of art*
- *Students will learn how to visually recognize and demonstrate where the emphasis is in various works of art*
- *Students will understand and demonstrate variety and movement in various works of art*
- *Recognize the value of artwork from other cultures and time periods*
- *Become aware that various artists visualize the same concepts differently*
- *Develop an appreciation for a variety of artistic disciplines*
- *Develop an appreciation for various art forms*
- *Become aware that art is showcased in museums and galleries that are open to the public*
- *Become aware of crafts that are produced in the community*
- *Demonstrate an appreciation for various art forms*
- *Use a variety of modeling materials and techniques in 3-D and relief art*
- *Use a variety of drawing and painting techniques*
- *Develop compositional techniques*
- *Become aware of textile arts*
- *Use art tools and materials safely*

Students will be able to...

- *Generate various works of art pertaining to the learned principles and elements of design.*
- *Students will be able to complete and understand art lessons based upon various art mediums*
- *Students will also be able to recognize and demonstrate using balance, pattern, and repetition*
- *Participate in discussions of multicultural and historic artworks*
- *Use the influence of other artists as motivation for artwork*
- *Tell stories based on the observation of art with literal subject matter*
- *Know that art books can be obtained from school and town libraries*
- *Describe similarities and differences in artworks*
- *Experience computer art as an art form*
- *Be aware of architecture as an art form*
- *Understand that music, plays, and dance are art forms*
- *Participate in school and community based art shows*
- *Discuss art programs and community exhibits with the art teacher and others*
- *Experience galleries, plays, concerts, and other arts related activities*
- *Develop skill in clay and other modeling materials*
- *Use mixed media for collage and sculpture*
- *Create paper sculpture*
- *Demonstrate increased skill in pencil drawing, crayon resist and other drawing and painting media*
- *Use size relationships and overlapping in their artwork*
- *Experiment with basic animation and computer graphics*
- *Organize ideas and experiment with parts before completing artwork*
- *Identify foreground, middle ground, and background in artwork*
- *Identify horizontal and vertical formats in artwork*
- *Identify shadows in artwork*
- *Identify balance and symmetry in artwork*
- *Recognize the impact of line direction in artwork*
- *Engage in stitching and weaving activities*
- *Use materials appropriately*
- *Follow all safety precautions*

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students*

<ul style="list-style-type: none"> • <i>By what criteria will performance of understandings be judged?</i> <ul style="list-style-type: none"> ○ <i>Rubric</i> ○ <i>Completed Artwork</i> ○ <i>Effort</i> • <i>Evaluate artwork based on criteria from art experiences and from class discussions</i> <ul style="list-style-type: none"> ○ <i>Recognize elements in art that are pleasing and displeasing</i> ○ <i>Identify the illusion of depth in 2-D artwork</i> ○ <i>Analyze mood through a developed sense of color, line, shape, brushstroke quality, texture, repetition and composition</i> ○ <i>Identify focal point in artwork</i> ○ <i>Know that line direction creates movement</i> ○ <i>Recognize the difference between representational and nonrepresentational art</i> • <i>Use multicultural art forms to create original compositions</i> <ul style="list-style-type: none"> ○ <i>Create artworks influenced by cultures of Africa, Japan, and the Americas</i> 	<p><i>demonstrate achievement of the desired results?</i></p> <ul style="list-style-type: none"> • <i>How will students reflect upon and self-assess their learning?</i> <ul style="list-style-type: none"> ○ <i>Teacher Observation</i> ○ <i>Class Discussion</i> ○ <i>Self-Assessment</i> • <i>Relate concepts learned in art to other subjects such as social studies, science, and language arts</i> <ul style="list-style-type: none"> ○ <i>Recognize that available materials and other cultural and environmental factors influence all art forms</i> ○ <i>Recognize the close relationship between the visual arts, music, and literature.</i> • <i>Experience galleries, plays, concerts, and other arts related activities</i> • <i>Participate in school and community based art shows</i> • <i>Discuss art programs and community exhibits with the art teacher and others</i> <ul style="list-style-type: none"> ○ <i>Participate in cultural arts events</i>
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Professional Resources

- *Books (but not limited to)-*
 - *Getting to Know the World Artists* by Mike Venezia
 - *Artists in Time* by Scholastic
 - *The Noisy Paintbox* by Barb Rosenstock
- *Websites (but not limited to)*
 - *ngakids.com (Artzone)*
 - *youtube.com*
 - *crayola.com*
 - *pinterest.com*

Third Grade Visual Arts

Desired Results

Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.3a Engage collaboratively in exploration and imaginative play with materials.

VA: Cr1.2.3a Use observation and investigation in preparation for making a work of art.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 3a Speculate about processes an artist uses to create a work of art.

VA: Re 7.2.3a Determine messages communicated by an image.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.3a Evaluate an artwork based on given criteria.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.3a Develop a work of art based on observations of surroundings

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?

refining artworks for display and/or when deciding if and how to preserve and protect it.

- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*
- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

What are the big ideas?

- *Selection and use of subject matter symbols, and ideas to communicate meaning*
- *Visual arts have both a history and specific relationships to various cultures*
- *Principle of Design—Movement (developing)*
- *Elements of art—introduce Space*
- *Introduce—mixed media, printmaking, 3-D and/or paper crafts*

What specific understandings about the big ideas are desired in this unit?

- *Exploration and understanding of the prospective content for works of art*
- *Specific works of art belong to particular cultures, times, and places*
- *History and culture, and the visual arts can influence each other in making and studying works of art*

What misunderstandings are predictable?

- *Principle of Design—Movement (developing)*
- *Elements of art—introduce Space*
- *Introduce—mixed media, printmaking, 3-D and/or paper crafts*

- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*
- *How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*

- How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

What questions will foster inquiry, understanding, and transfer learning?

- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- What is an image?
- How do artists select and use subject matter symbols, and ideas to communicate meaning?

Students will know/learn...

- Students will also be able to recognize and demonstrate using movement, proportion, emphasis, and variety
- Generate various works of art pertaining to the learned principles and elements of design.
- Students will be able to complete and understand art lessons based upon various art mediums
- Understand and use primary, secondary, and tertiary colors
- Incorporate increasingly complex patterns in their artwork
- Understand bilateral and radial symmetry
- Create space by using overlapping in artwork
- Understand negative space in 2-D artwork
- Create artwork using computers or other technologies
- Understand and use abstraction and distortion in artwork
- Show increasing ability with fibers including weaving and stitchery
- Create 3-D constructions such as paper sculptures and clay work
- Use materials appropriately
- Follow all safety precautions
- Identify color harmonies
- Identify atmospheric perspective in artworks
- Discuss the elements of line, shape, color, texture, and repetition in artworks and how they develop mood
- Discuss the brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork
- Create artworks influenced by the cultures of Mexico and Japan
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Volunteer to create scenery, costumes, posters, and props for school plays and school programs
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Recognize the arts as a vehicle of self-expression
- Create artwork that involves academic and / or special subjects
- Contribute work for school and district art shows
- Work on art related activities for theater and musical events

Students will be able to...

- Demonstrate an increased understanding of art elements and principles

- *Demonstrate an increased understanding of art techniques and styles.*
- *Use art tools and materials safely*
- *Recognize distinct characteristics in artwork of different cultures and of different historical periods*
- *Analyze mood in artworks*
- *Use multicultural art forms to create original compositions*
- *Relate concepts learned in art to other subjects and to societal development*
- *Understand that developments in technology have impacted and changed art production*
- *Develop an appreciation for various artists and forms*
- *Utilize their art skills in other areas of their school life*
- *Develop an appreciation for various visual artists and art forms*
- *Appreciate a variety of art forms*
- *Develop an understanding of how the visual arts relate to other subject areas*
- *Participate in school and community based arts activities*

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*
 - *Rubric*
 - *Completed Artwork*
 - *Effort*
- *Develop an appreciation for various visual artists and art forms*
 - *Identify and discuss at least three major styles*
- *Analyze mood in artworks*
 - *Identify color harmonies*
 - *Identify atmospheric perspective in artworks*
 - *Discuss the elements of line, shape, color, texture and repetition in artworks and how they develop mood*
 - *Discuss brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork*

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*
 - *Teacher Observation*
 - *Class Discussion*
 - *Self-Assessment*
- *Relate concepts learned in art to other subjects such as social studies, science, and language arts*
 - *Recognize that available materials and other cultural and environmental factors influence all art forms*
 - *Recognize the close relationship between the visual arts, music, and literature.*
- *Experience galleries, plays, concerts, and other arts related activities*
- *Participate in school and community based art shows*
- *Discuss art programs and community exhibits with the art teacher and others*
 - *Participate in cultural arts events*

Professional Resources

Supporting Materials: Art History Museum Sites

(For Images and Primary Sources such as photos, paintings, artifacts)

<http://www.caamuseum.org/>

The California African American Museum has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images.

<http://www.metmuseum.org>

The site of the NYC Metropolitan Museum of art. Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

<http://www.artic.edu>

The site of the Art Institute of Chicago. Go to 'collections' and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as 'African-American Artists.'

<http://www.asianart.org/>

The Asian Art Museum of San Francisco offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

<http://www.japansociety.org/>

The Japan Society of New York not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

<http://www.elmuseo.org/>

The Museo de Barrio is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

<http://www.louvre.fr>

The site of the Louvre Museum in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

<http://www.britishmuseum.org/>

The British Museum has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

<http://www.folkartmuseum.org>

The American Folk Art Museum has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions

Fourth Grade Visual Arts

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA: Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.4a Explore and invent art-making techniques and approaches.

VA: Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA: Cr2.3.4a Document, describe, and represent regional constructed environments.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 4a Compare responses to a work of art before and after working in similar media.

VA: Re 7.2.4a Analyze components in visual imagery that convey messages.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.3a Apply one set of criteria to evaluate more than one work of art.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.4a Create works of art that reflect community cultural traditions.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions: *What questions will foster inquiry, understanding, and transfer learning?*

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

What are the big ideas?

- Differences among visual characteristics and purposes in art are used to convey ideas
- Different expressive features and organizational principles cause different responses
- Visual structures and functions of art communicate ideas
- History, culture, and the visual arts can influence each other in making and studying works of art

What specific understandings about the big ideas are desired in this unit?

- Materials, techniques, and processes cause different responses
- Different media, techniques, and processes are used to communicate ideas, experiences, and stories
- Art materials and tools are used in a safe and responsible manner
- Visual arts have a history and specific relationships to various cultures
- Specific works belong to particular cultures, times, and places

What misunderstandings are predictable?

- Ongoing development of mixed media
- Expanding upon principles and elements of design—based upon master artists and their specific techniques

for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?
- How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

What questions will foster inquiry, understanding, and transfer learning?

- How is personal preference different from evaluation?
- How do life experiences influence the way you relate to art?
- What can we learn from our responses to art?
- How do artists explore and understand prospective content for works of art?
- How do artists use and select subject matter symbols, and ideas to communicate meaning?

Students will know/learn...

- *Students will also be able to recognize and demonstrate using space, mixed media, printmaking, 3-D, and/or paper crafts*
- *Generate various works of art pertaining to the learned principles and elements of design.*
- *Students will be able to complete and understand art lessons based upon various art mediums*
- *Mix secondary colors, tints, and shades of colors*
- *Understand the differences between dominance and sub-ordinance in artwork*
- *Know and name the elements in design*
- *Use a variety of hand-building techniques in clay work*
- *Understand calligraphy and advertising graphics as art forms*
- *Have experience with classical proportions in figure drawing*
- *Understand and use computers or other technologies to create artwork*
- *Know and use appropriate vocabulary during the creation of artwork, discussion and critiques*
- *Use materials appropriately*
- *Follow all safety precautions*
- *Identify the focal point in the artwork of other students, master artists and their own personal artwork*
- *Discuss artworks utilizing acquired art vocabulary and knowledge of techniques*
- *Create artworks that reflect Asian, Native Americans, and Early American art traditions*
- *Discuss photography as an art form and as a manipulative device in advertising and promotion*
- *Discuss how illustration is used to enhance literature*
- *Discuss how art is an important element of religion and cultural celebration worldwide*
- *Discuss how technology has affected the production and reproduction of artwork*
- *Create computer generated artwork*
- *Volunteer to create scenery, costumes, posters and props for school plays and programs*
- *Illustrate papers and articles to enhance classroom research*
- *Identify and discuss at least three major styles*
- *Express an interest in visiting galleries and museums*
- *Use the influence of other artists as motivation for personal artwork*
- *Recognize and discuss the art forms of music, art, plays, stories, and dance*
- *Recognize the arts as a vehicle of self-expression*
- ***Students will be able to...***
- *Demonstrate an increased understanding of art elements and principles*
- *Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks*
- *Use art tools and materials safely*
- *Become more sensitive to the problem solving aspects of creating artworks*
- *Recognize the differences between artworks of various historical styles*
- *Use multicultural art forms to create original compositions*
- *Understand that developments in technology have impacted and changed art production*
- *Relate concepts learned in art to other subjects and to societal development*
- *Understand that developments in technology have impacted and changed art production*
- *Utilize skills in other areas of their school life*
- *Appreciate a variety of art forms*
- *Develop an appreciation for various visual artists and art forms*
- *Produce two color relief prints*

Assessment Evidence

Performance Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*

Other Evidence:

- *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students*

<ul style="list-style-type: none"> • <i>By what criteria will performance of understandings be judged?</i> <ul style="list-style-type: none"> ○ <i>Rubric</i> ○ <i>Completed Artwork</i> ○ <i>Effort</i> ○ <i>Pre and Post Test on Color Theory</i> • <i>Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks</i> <ul style="list-style-type: none"> ○ <i>Use a variety of hand-building techniques in clay work</i> ○ <i>Produce two color relief prints</i> ○ <i>Understand calligraphy and advertising graphics as art forms</i> ○ <i>Have experience with classical proportions in figure drawing</i> • <i>Demonstrate an increased understanding of art elements and principles</i> <ul style="list-style-type: none"> ○ <i>Mix secondary colors, tints, and shades of colors</i> ○ <i>Understand the differences between dominance and sub-ordinance in artwork</i> ○ <i>Know and name the elements in design</i> 	<p><i>demonstrate achievement of the desired results?</i></p> <ul style="list-style-type: none"> • <i>How will students reflect upon and self-assess their learning?</i> <ul style="list-style-type: none"> ○ <i>Teacher Observation</i> ○ <i>Class Discussion</i> ○ <i>Self-Assessment</i> • <i>Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks</i> <ul style="list-style-type: none"> ○ <i>Understand and use computers or other technologies to create artwork</i> • <i>Become more sensitive to the problem solving aspects of creating artworks</i> • <i>Identify the focal point in the artwork of other students, master artists and their own personal artwork</i>
Professional Resources	
<ul style="list-style-type: none"> • See 3rd grade links 	

Fifth Grade Visual Arts
Desired Results
<p>Established Goals: <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p><i>Anchor Standard #1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Investigate- Plan-Make</i></p> <p><i>VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.</i></p> <p><i>VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</i></p> <p><i>Anchor Standard #2: Organize and develop artistic ideas and work.</i></p> <p><i>Investigate</i></p> <p><i>VA: Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</i></p> <p><i>VA: Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</i></p> <p><i>VA: Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.</i></p> <p><i>Anchor Standard #3: Refine and complete artistic work.</i></p> <p><i>Reflect, Refine, Continue</i></p> <p><i>VA: Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.</i></p> <p><i>Anchor Standard #4: Analyze and interpret artistic work for presentation.</i></p> <p><i>Select</i></p> <p><i>VA: Pr4.1.4a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</i></p> <p><i>Anchor Standard #5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Analyze</i></p> <p><i>VA: Pr4.1.4a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</i></p> <p><i>Anchor Standard #6 Convey meaning through the presentation of artistic work.</i></p>

Share

VA: Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

VA: Re. 7.2.5a Identify and analyze cultural associations suggested by visual imagery.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re.8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.5a Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as historical and cultural contexts.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Cn 10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA: Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and

appreciation and understanding.

- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*
- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

What are the big ideas?

- *Understanding and applying media, techniques, and processes effect artists' work*
- *Visual, spatial, and temporal concepts can be integrated to communicate intended meaning in artwork*
- *Subjects, themes, and symbols can demonstrate knowledge of contexts, values, and aesthetics that can communicate intended meaning in artwork*

What specific understandings about the big ideas are desired in this unit?

- *Media, techniques, and processes can be effective or not effective in communicating ideas*
- *Know and compare characteristics in artwork in various eras and cultures*
- *Describe and place a variety of art objects in historical and cultural contexts*
- *Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art*
- *There are similarities and differences between characteristics of the visual arts and other arts disciplines*
- *There are connections between the visual arts and other disciplines in the curriculum*

What misunderstandings are predictable?

- *Visual structures and functions have an effect on art work*
- *Organizational structures make the effective or not effective in the communication of ideas*
- *Sketch book and critiquing and development of art skills and practices needed for middle school and beyond*
- *Mastering the use of various mediums and studying various art movements and their relevance*

equipment? What responsibilities come with the freedom to create?

- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*
- *How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
- *How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?*

Students will know/learn...

- *Students will also be able to demonstrate using a sketchbook, self-critiquing, and developing art skills and practices needed for middle school and beyond.*
- *Students will be able to recognize various art movements and their relevance to our society*
- *Students will be able to recognize specific artworks and techniques created by master artists*
- *Generate various works of art pertaining to the learned principles and elements of design*
- *Students will be able to complete and understand art lessons based upon various art mediums*
- *Use the elements and principles of design in a deliberate manner in the creation of artwork*
- *Demonstrate increasing skills and craftsmanship in the execution of 3-D artwork*
- *Experience increasingly complex drawing and painting problems*
- *Use tools and equipment safely*
- *Identify historical and contemporary artworks of cultural and artistic significance*
- *Recognize the contribution of various immigrant cultures*
- *Relate concepts learned in art to other subjects and to societal development*
- *Understand that developments in technology have impacted and changed art production*
- *Utilize art skills in other areas of school life*
- *Develop an appreciation for various visual artists and art forms*
- *Appreciate a variety of art forms*
- *Participate in school and community based art activities*

Students will be able to...

- *Apply the elements and principles of design to both 2-D and 3-D artwork*
- *Recognize the concepts of form in 3-D artwork relates to shape in 2-D artwork*
- *Use color intentionally in artwork*
- *Use a variety of materials to create puppets and/or masks*
- *Distinguish between relief sculpture and sculpture in the round*
- *Use linear perspective and depth in artwork*
- *Use size and value changes to create depth*
- *Create optical illusions in artwork*
- *Create artwork using computers and other technologies*
- *Use materials appropriately*
- *Follow all safety precautions*
- *Compare and contrast artworks of two different styles*
- *Identify and discuss craftsmanship and good design in artwork*
- *Identify the illusion of volume in 2-D work and discuss how it was created*
- *Discuss subject matter and mood in artwork*
- *Analyze and interpret folk art from European, Asian, and African cultures*
- *Discuss photography as an art form and as a manipulative device in advertising and promotion*
- *Discuss how illustration is used to enhance literature*
- *Discuss how art is an important element of religion and cultural celebration worldwide*
- *Discuss how technology has affected the production and reproduction of artwork*
- *Create computer generated artwork*
- *Volunteer to create scenery, costumes, posters and props for school plays and programs*
- *Illustrate papers and articles to enhance classroom research*
- *Identify and discuss at least three major styles*
- *Express an interest in visiting galleries and museums*

- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Recognize the arts as a vehicle of self-expression
- Contribute work for school and district art shows
- Work on art related activities for theatre and musical events

Assessment Evidence

Performance Tasks:

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performance of understandings be judged?
 - Rubric
 - Completed Artwork
 - Effort
- Pre and Post Test on Color Theory
- Demonstrate increasing skills and craftsmanship in the execution of 3-D artwork
 - Distinguish between relief sculpture and sculpture in the round
- Develop an appreciation for various visual artists and art forms
 - Identify and discuss at least three major styles
 - Express an interest in visiting galleries and museums
 - Use the influence of other artists as motivation for personal artwork

Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?
 - Teacher Observation
 - Class Discussion
 - Self-Assessment

VIII. Art Course Descriptions for Grades 6-8

Studio Art

**Grade 6
Studio Art 6**

Overview: Focuses on exposing students to a wide variety of mediums, and projects (2-D & 3-D) so to acquire the various knowledge and skills needed as well as necessary by the end of 8th grade.

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA: Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA: Cr2.2.6a Explain environmental implications of conservation, care, and clean-up art materials, tools, and equipment.

VA: Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA: Pr4:1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA: Pr5:1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.

VA:Re7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.
- Visual, spatial, and temporal concepts with content to communicate intend meaning in artwork
- Subjects, themes, and symbols demonstrate knowledge of contexts, values, and aesthetics that can communicate intended meaning in artworks

What specific understandings?

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct

define, shape, enhance, and empower their lives.

- *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
- *Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.*
- *Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.*
- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*
- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?*
- *What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?*
- *What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?*
- *How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?*
- *How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?*
- *How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art*

Students will know/learn...

- *Analyze and apply knowledge of the elements and principles of design to their own work and the work of others*
- *Develop a knowledge of color theory*
- *Use appropriate techniques for various media*
- *Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.)*
- *Develop a visual vocabulary that includes expressive work*
- *Use tools and equipment safely*
- *Use technology in production process when applicable or desired*
- *Know and compare the characteristics of artworks in various eras and cultures*
- *Describe and place a variety of art objects in historical and cultural contexts*
- *Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art*
- *Use multi-cultural art forms to create original compositions*
- *Recognize the distinct characteristics of different art historical styles*
- *Recognize the relationship between various art historical styles or periods and contemporary forms*
- *To use current technology*
- *Understand the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural*
- *Understand creative processes using in problem solving*
- *Understand the cultural and historical development of art, technology and the importance of both in daily life*
- *Understand the relationship between an artist and his culture*
- *Understand how various artists visualize the same concepts differently*
- *Define and discuss various art forms and styles*
- *Understand the basis for impressionism, expressionism, surrealism, folk art, pop and op art*
- *How to use current technology to enhance their understanding of principles of art*
- *Develop an appreciation of the organizational and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance*
- *Develop an understanding of how the visual arts relate to other subject areas*

Students will be able to...

- *Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.*
- *Use the elements of line, shape, space, value, texture, and color in the creation of artwork*
- *Use balance, harmony, variety, movement, proportion and unity to create design*
- *Know and use primary, secondary, and intermediate colors*
- *Be able to mix secondary and tertiary colors*
- *Demonstrate basic painting techniques*
- *Use the computer or related technology to create artwork*
- *Know and use appropriate vocabulary during the creation of art work, discussions, and critiques*
- *Select appropriate tools and equipment*
- *Follow all safety precautions*
- *Analyze the differences and similarities between prehistoric, Egyptian, medieval, and Japanese art forms*
- *Compare and contrast the influence of African art on Picasso's and other modern artists' work*
- *Compare and contrast the influence of Japanese woodcuts on Impressionist and post-Impressionist work*
- *Discuss artwork that utilizes computers, videos, digital cameras or other forms of technology*
- *Create personal work that communicates emotion through the use of exaggeration, abstraction and color*

- Use technology to research and expand their knowledge of art
- Discuss visual problems and solutions using appropriate terminology
- Discuss how technology has affected the production and reproduction of art
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work
- Compare artwork in terms of theme and style
- Compare and contrast African American art styles
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit
- Choose to be involved in extracurricular performances or other related arts activities
- Create artwork that involved academic and/or special area subjects
- Critique famous works of art throughout history and articulate their preference using vocabulary learned.
- Understand the differences between additive and subtractive methods of sculpture, and how each of these techniques helps them develop and construct their sculpture.
- Identify specific artworks and techniques utilized by master artists.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others
- Apply their knowledge of color theory
- Use appropriate techniques for various media
- Develop a visual vocabulary that includes expressive work
- Use tools and equipment safely
- Understand how various artists visualize the same concepts differently.
- Appreciate a variety of art forms from different cultures and eras.
- Define and discuss various art forms and styles
- Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design.
- Use the primary, secondary, and intermediate colors in a work of art to evoke an emotion or express an idea.
- Create the secondary and tertiary colors through color mixing.
- Demonstrate painting techniques to create texture, depth and details.
- Utilize appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Make connections with information learned with new challenges as the class progresses.
- Care for various art supplies and tools.
- Creatively solve a design challenge.
- Understand and articulate the difference between a 2-D and 3-D format and how to transfer their 2-D drawing into a successful 3-D form.
- Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture.
- Create a balanced sculpture that conveys an emotional message and a sense of movement through an abstract format that best exemplifies what they would like to visually state.
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit.
- Compare and contrast the characteristics of artworks in various eras and cultures.

Assessment Evidence

Performance Tasks:

- Rubric
- Completed Project (Summative Assessment)
- Effort
- Know and compare the characteristics of artworks in various eras and cultures
- Describe and place a variety of art objects in historical and

Other Evidence:

- Teacher Evaluation
- Student Growth Objective
 - Drawing- Pre & Post drawing assessment
- Class Discussion
- Self-Critique Evaluation

Professional Resources

Supporting Materials: Art History Museum Sites

(For Images and Primary Sources such as photos, paintings, artifacts)

<http://www.caamuseum.org/>

The California African American Museum has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to ‘collections’ to access images.

<http://www.metmuseum.org>

The site of the NYC Metropolitan Museum of art. Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

<http://www.artic.edu>

The site of the Art Institute of Chicago. Go to ‘collections’ and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as ‘African-American Artists.’

<http://www.asianart.org/>

The Asian Art Museum of San Francisco offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

<http://www.japansociety.org/>

The Japan Society of New York not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

<http://www.elmuseo.org/>

The Museo de Barrio is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

<http://www.louvre.fr>

The site of the Louvre Museum in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

<http://www.britishmuseum.org/>

The British Museum has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

<http://www.folkartmuseum.org>

The American Folk Art Museum has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions

Communication Art Course

Grade 7

Communication Art

Overview: Focuses upon ways we communicate through technology. Students will explore various graphic programs while learning additional computer and photographic skills

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.7a Apply methods to overcome creative blocks.

VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.

VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.

VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates

information or ideas.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4:1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5:1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Understandings:

Students will understand that...

What are the big ideas?

- *Creativity and innovative thinking are essential life skills that can be developed.*
- *Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.*
- *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
- *Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*
- *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*
- *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work*

Essential Questions:

What questions will foster inquiry, understanding, and transfer learning?

- *What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain*

over time.

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? how does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how to we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?
- How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of

all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Students will know/learn...

What key knowledge and skills will students acquire as a result of this unit?

What should they eventually be able to do as a result of such knowledge and skill?

- *Gain understanding of propaganda and how different types are embedded into advertising.*
- *To become self-directed learners and assess the progress of their learning and conflicts they might encounter with technology.*
- *Demonstrate an understanding of positive and negative space and how to utilize these skills to create a successful print.*
- *Demonstrate proper usage and techniques of printmaking equipment, and technology.*
- *Use graphic skills to take a digital self-portrait and manipulate the image using Photoshop.*
- *Know and compare various artistic movements in printmaking history.*
- *Understand the different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print.*
- *Utilize knowledge of the elements and principles of design to their own work and various mediums.*
- *Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.)*
- *Use technology in production process when applicable or desired*
- *Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.*
- *Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.*
- *Demonstrate the creative processes using in problem solving.*
- *Understand the cultural and historical development of art, technology and the importance of both in daily life.*
- *Demonstrate how various artists visualize the same concepts differently.*
- *Define and discuss various art forms and styles.*
- *Develop an understanding of how the visual arts relate to other subject areas.*

Students will be able to...

- *Reflect upon the cultural changes in society and how technology has impacted these changes.*
- *Evaluate different forms of imagery from various sources and how these forms of communication (print vs, digital) impact their culture.*
- *Develop their understanding of Pop culture as it pertains to advertising and how propaganda affects their culture and personal choices as well as how visual imagery and communication can help entice a person to a particular product.*
- *Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.*
- *Demonstrate artistic digital skills to create a digital print “story” that utilizes various digital tools and comic imagery to support their chosen theme.*
- *Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.*
- *Create a strong digital design through silhouetted imagery that reflects their personal interests.*
- *Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.*
- *Analyze different artists and printmaking styles to assist with lesson conceptualization and process.*
- *Use the Elements of Art and Principles of Design in the creation of all artwork.*
- *Create unique color schemes through the understanding of color theory.*
- *Demonstrate basic relief printmaking techniques.*
- *Use the computer, programs and the latest technology to create artwork.*
- *Use appropriate vocabulary during the creation of artwork, discussions, and critiques*
- *Select appropriate tools and equipment.*
- *Follow all safety precautions.*
- *Compare and contrast the different methods of printmaking.*

- Utilizes computers, digital cameras or other forms of technology.
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Involve in the organization, hanging, and reception for a visual arts exhibit.

Assessment Evidence

Performance Tasks:

- Rubric
- Completed Project (Summative Assessment)
- Effort

Other Evidence:

- Teacher Evaluation
- SGO
- Class Discussion
- Self-Critique Evaluation

Grade 7

Studio Art 7

Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include a unique landscape drawing and a linocut (a form of printmaking).

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.7a Apply methods to overcome creative blocks.

VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.

VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.

VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA: Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses

Understandings:

Students will understand that...

What are the big ideas?

- *Creativity and innovative thinking are essential life skills that can be developed.*
- *Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.*
- *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
- *Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*
- *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*
- *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
- *Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.*
- *Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.*
- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed*

Essential Questions:

What questions will foster inquiry, understanding, and transfer learning?

- *What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work*

<p><i>environments.</i></p> <ul style="list-style-type: none"> • <i>Visual imagery influences understanding of and responses to the world.</i> 	<p><i>for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</i></p> <ul style="list-style-type: none"> • <i>What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</i> • <i>What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</i> • <i>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</i> • <i>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</i> • <i>What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?</i> • <i>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?</i> • <i>How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</i> • <i>How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</i>
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<p><i>Students will know/learn...</i></p> <p><i>What key knowledge and skills will students acquire as a result of this unit?</i></p> <p><i>What should they eventually be able to do as a result of such knowledge and skill?</i></p> <ul style="list-style-type: none"> • <i>Gain understanding of the history of perspective, how it impacted the creation of artwork and the importance of a vanishing point within a drawing.</i> • <i>Recognize art movements, periods, styles and themes throughout history that pertain to perspective.</i> • <i>Engage in meaningful class discussion about origins of graffiti, its evolution over time and how it impacts the environment.</i> • <i>Develop and enhance their ability to simulate the illusion of depth (3D) on a flat surface (2D) using a variety of mediums.</i> • <i>Communicate cultural preferences through a visual format.</i> • <i>Demonstrate an understanding of depth, volume and value by shading/ blending in a realistic way.</i> • <i>Demonstrate an understanding of a consistent light source within a composition.</i> • <i>Understand the difference between organic and geometric shapes and demonstrate this through a balanced composition.</i> • <i>To become more familiar with their environmental surroundings and how art impacts the community, locally and globally.</i> • <i>Develop skills observing, analyzing and discussing successful works of art.</i>

- *Know and compare various artistic movements in printmaking history.*
- *Understand the different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print.*
- *Utilize knowledge of the elements and principles of design to their own work and various mediums.*
- *Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.)*
- *Use technology in production process when applicable or desired*
- *Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.*
- *Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.*
- *Demonstrate the ability to work cooperatively and collaboratively as they create a cohesive work of art.*
- *Demonstrate the creative processes using in problem solving.*
- *Understand the cultural and historical development of art, technology and the importance of both in daily life.*
- *Demonstrate how various artists visualize the same concepts differently.*
- *Define and discuss various art forms and styles.*
- *Develop an understanding of how the visual arts relate to other subject areas.*
- *Analyze and apply knowledge of the elements and principles of design to their own work and that work of others.*
- *Apply color theory to various works of art.*
- *Use appropriate techniques for various media.*
- *Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.*
- *Develop an understanding of the art of various cultures.*
- *Use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)*
- *Develop a visual vocabulary that includes naturalistic and expressive work.*
- *Develop skill in craftsmanship.*
- *Use tools and equipment safely.*
- *Use technology in production process when applicable or desired.*
- *Develop an appreciation for various drawing and painting styles.*
- *Identify characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.*
- *Identify and explain the cultural meanings of forms and functions in the art of the Africa American culture.*
- *Develop an understanding of contemporary and technological art forms.*
- *Understand the emotional power of artwork.*
- *Understand creative thought processes used in problem solving.*
- *Understand the cultural and historical development of art technology and the importance of both in daily life.*
- *Understand the relationship between an artist and his culture.*
- *Understand the relationship between an artist and his culture.*
- *Understand how various artists visualize the same concepts differently.*
- *Define and discuss various art forms and styles.*
- *Understand the basis for impressionism, expressionism, surrealism, folk art, pop, and op art.*
- *Use current technology.*
- *Develop an appreciation for various visual artists and art forms.*
- *Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.*
- *Develop an understanding of how the visual arts relate to other subject areas.*
- *Gain positive experience in serving in the art community of Readington Township Schools.*

Students will be able to...

- *Demonstrate the understanding of the processes for solving visual problems.*
- *Reflect upon the cultural changes in society and how technology has impacted these changes.*
- *Evaluate different forms of imagery from various sources and how these forms of communication (print vs, digital) impact their culture.*
- *Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.*
- *Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking*

while incorporating familiar cultural images.

- *Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.*
- *Analyze different artists and printmaking styles to assist with lesson conceptualization and process.*
- *Use the Elements of Art and Principles of Design in the creation of all artwork.*
- *Create unique color schemes through the understanding of color theory.*
- *Demonstrate basic relief printmaking techniques.*
- *Use the computer, programs and the latest technology to create artwork.*
- *Use appropriate vocabulary during the creation of artwork, discussions, and critiques*
- *Select appropriate tools and equipment.*
- *Follow all safety precautions.*
- *Compare and contrast the different methods of printmaking.*
- *Create personal work that communicates emotion through the use of exaggeration, abstraction and color.*
- *Use technology to research and expand their knowledge of art.*
- *Discuss visual problems and solutions using appropriate terminology.*
- *Discuss how technology has affected the production and reproduction of art.*
- *Involve in the organization, hanging, and reception for a visual arts exhibit.*
- *Use and understand the function of the elements and principles of design in the creation of two-dimensional and unity to create design.*
- *Create value changes in a work of art.*
- *Use triadic, complementary, and/or analogous color themes in artworks.*
- *Demonstrate introductory drawing and 2-D design techniques in a variety of media.*
- *Demonstrate painting techniques using various media.*
- *Create and evaluate drawings, paintings, and /or designs that communicate ideas clearly and effectively.*
- *Use painting as a form of expression.*
- *Use drawing as a form of expression.*
- *Use two-dimensional design as a form of expression.*
- *Use the visual vocabulary based upon the art of various cultures to create personal artwork.*
- *Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.*
- *Create works that use naturalism, abstraction, and emotion.*
- *Produce artwork that demonstrates quality in craftsmanship.*
- *Select appropriate tools and equipment.*
- *Follow all safety precautions.*
- *Use technology to create artwork.*
- *Create drawings based on various artists' styles.*
- *Develop paintings and/or designs upon various art styles, movements, or artists.*
- *Create works of art based on impressionism, surrealism, pop art, and op art.*
- *Create artwork reflecting knowledge of cultural meanings of forms and functions of the art of African Americans.*
- *Discuss the importance of technology into contemporary and cultural forms of art.*
- *Analyze and evaluate the changing role of the artist due to technology.*
- *Create artwork that utilizes computers, videos, digital cameras, or other forms of current technology.*
- *Express ideas and emotions in works of art.*
- *Analyze and interpret the creation of emotion in works of art.*
- *Discuss visual problems and their solutions using appropriate technology.*
- *Discuss how technology has affected the production and reproduction of art.*
- *Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.*
- *Compare artwork in terms of theme and style.*
- *Compare and contrast African American art styles.*
- *Discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.*
- *Use technology to research and expand their knowledge of art.*

- Use the influence of other artists as motivation for personal work.
- Become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
- Visit local galleries and/or museums for enrichment.
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit.
- Create artwork that involves academic and/or special area subjects.
- Contribute work for display at the local library and for display during school sponsored art shows.
- Assist in the display of artwork throughout the school.
- Attend art shows in the community.

Assessment Evidence

Performance Tasks:

Through what authentic performance tasks will students demonstrate the desired understandings?

- Master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation and/or (b) pursue further study in preparation for a career.
- Demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and the diverse cultural and historical contexts of the arts.
- Reflect upon and assess the characteristics and merits of their work and the work of other students
- Compare multiple purposes for creating works of art
- Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Describe and compare a variety of individual responses to their own artwork and to artworks from various eras and cultures.
- Compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.
- Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.

By what criteria will performance of understandings be judged?

- Rubrics
- Completed Projects (Summative Assessment)

Other Evidence:

Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?

- Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
- Know and compare the characteristics of artworks in various eras and cultures
- Describe and place a variety of art objects in historical and cultural contexts
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence the visual characteristics that give meaning and value to a work of art

How will students reflect upon and self-assess their learning?

- Teacher Observation
- Class Discussion
- Self-Assessment Evaluation
- Demonstrate understanding of the relationships among the arts and between the arts and other disciplines.
- Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.
- Generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- Select and use the qualities of structures and functions of art to improve communication of their ideas.

Grade 8
Three Dimensional Art

Overview: Focuses upon the three different types of sculpture; freestanding, relief, and kinetic. Students who enjoy modeling, as well as constructing using non-traditional art materials, such as clay, wood and copper foil and wire will appreciate the learning that occurs in this 8th grade course.)

Desired Results

Established Goals: *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing.

VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.8a Develop and apply criteria evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA: Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA: Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Understandings:

Students will understand that...

What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

What questions will foster inquiry, understanding, and transfer learning?

- *What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our*

	<p><i>responses to art?</i></p> <ul style="list-style-type: none"> • <i>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</i> • <i>What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?</i> • <i>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?</i> • <i>How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</i> • <i>How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</i>
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<p>Students will know/learn...</p> <p><i>What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?</i></p> <ul style="list-style-type: none"> • <i>To produce artwork that demonstrates quality in craftsmanship.</i> • <i>Understand that people create art to express thoughts, feelings and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design.</i> • <i>Recognize art movements, periods, styles and themes throughout history.</i> • <i>Review examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process.</i> • <i>Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing, during construction, based upon knowledge of Principles of Design.</i> • <i>Understand and apply the basic hand building techniques specific to clay.</i> • <i>Understand how to store, care for clay pottery and how properties of clay are transformed during various stages of the project.</i> • <i>Gain an understanding of firing process of clay and the importance of the kiln.</i> • <i>Communicate cultural preferences through a visual format.</i> • <i>Gain understanding of Pop Art, the pioneering artists of the movement, the impact they made in art world as well as modern day influential artists.</i> • <i>Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.</i> • <i>Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.</i> • <i>Develop as a self-directed learners and demonstrate critical thinking skills when building.</i> • <i>Develop skills when observing, analyzing and discussing successful sculpture.</i> • <i>Learn differences between a stabile and a mobile, as well as abstract vs. non-objective artwork.</i> • <i>Delineate the innate characteristics between a freestanding, relief and kinetic forms.</i> • <i>Delineate between an organic and a geometric shape and create a balanced kinetic mobile utilizing those shapes.</i> • <i>Demonstrate and identify the importance of a balance point through construction.</i> • <i>Properly mix and apply tints and shades to create a monochromatic color scheme.</i> 	
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- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Gain understanding of space and how it impacts construction and overall design.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Apply color theory to various works of art.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Develop an understanding of the contemporary art movements.
- Use the technical and visual vocabulary of architecture.

Students will be able to...

- Create original architectural designs and /or models in a variety of three-dimensional media.
- Create and evaluate 3D and 2D designs that communicate ideas clearly and effectively.
- Use the visual vocabulary based upon contemporary art movements to create personal artwork.
- Develop skill in craftsmanship.
- Use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Deepen their understanding of the elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design
- Recount and use skills learned from clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques
- Select appropriate tools and equipment.
- Follow all safety precautions

Assessment Evidence

Performance Tasks: *Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?*

- Rubric
- Completed Project (Summative Assessment)
- Effort
- Use research, market, media, and response principles or advertising design
- Create advertising and/ or packaging designs
- Define additive and subtractive sculpture, bas relief (low, middle, high)
- Create additive or subtractive sculptures or bas relief that reflect personal interpretations and influences.
- Imagine, plan, make, evaluate, refine, present, and exhibit art work that expresses own creative concepts, ideas, and feelings.
- Understand and apply media, techniques, and processes to art work.
- Generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- Teacher Observation
- Class Discussion
- Self- Assessment Evaluation
- Demonstrate understanding of the relationships among the arts and between the arts and other disciplines.
- Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experience and ideas.
- Generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

**Grade 8
Studio Art 8**

Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include working in clay and creating a self-portrait painting.)

Desired Results

Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing.

VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4.1.8a Develop and apply criteria evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA: Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA: Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

Understandings:

Students will understand that...

What are the big ideas? What specific understandings about the big ideas are desired in this unit? What misunderstandings are predictable?

- *Creativity and innovative thinking are essential life skills that can be developed.*
- *Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.*
- *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
- *Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*
- *People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.*
- *Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*
- *Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.*
- *Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/ or when deciding if and how to preserve and protect it.*
- *Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.*
- *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.*
- *Visual imagery influences understanding of and responses to the world.*
- *People gain insights into meanings of artworks by engaging in the process of art criticism.*
- *People evaluate art based on various criteria.*
- *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
- *People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.*

Essential Questions:

What questions will foster inquiry, understanding, and transfer learning?

- *What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?*
- *How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?*
- *How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?*
- *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?*
- *How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?*
- *What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?*
- *How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?*
- *What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?*
- *What is an art museum? how does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?*
- *How do life experiences influence the way you relate to art? How does learning about art impact how we*

	<p><i>perceive the world? What can we learn from our responses to art?</i></p> <ul style="list-style-type: none"> • <i>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</i> • <i>What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?</i> • <i>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation?</i> • <i>How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</i> • <i>How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</i>
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Students will know/learn...

What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

- *Understand that people create art to express thoughts, feelings and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design.*
- *Recognize art movements, periods, styles and themes throughout history.*
- *Review examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process.*
- *Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing, during construction, based upon knowledge of Principles of Design.*
- *Understand and apply the basic hand building techniques specific to clay.*
- *Understand how to store, care for clay pottery and how properties of clay are transformed during various stages of the project.*
- *Gain an understanding of firing process of clay and the importance of the kiln.*
- *Communicate cultural preferences through a visual format.*
- *Gain understanding of Pop Art, the pioneering artists of the movement, the impact they made in art world as well as modern day influential artists.*
- *Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.*
- *Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.*
- *Develop as a self-directed learners and demonstrate critical thinking skills when building.*
- *Develop skills when observing, analyzing and discussing successful sculpture.*
- *Delineate the innate characteristics between a freestanding, relief and kinetic forms.*
- *Delineate between an organic and a geometric shape and create a balanced kinetic mobile utilizing those shapes.*
- *Demonstrate and identify the importance of a balance point through construction.*
- *Properly mix and apply tints and shades to create a monochromatic color scheme.*
- *Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.*
- *Gain understanding of space and how it impacts construction and overall design.*
- *Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the*

understanding that not all mediums work the same or convey the same visual message.

- Understand the role and function of sculpture during various eras.
- Define and discuss various artists, their forms and styles.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Gain a positive learning experience in serving in the art community of Readington Township Schools.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas, attitudes, and emotions.
- Use appropriate techniques for various media.
- Experiment with technology in the creation of images.
- Define additive and subtractive sculpture, bas relief (low, middle, high)

Students will be able to...

- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
- Produce relief of planographic images.
- Create images using a computer, video, digital camera, or other technology.
- Demonstrate graphic design techniques, printmaking techniques, 3-D design construction techniques in a variety of media.
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Deepen their understanding of the elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design
- Recount and use skills learned from clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Identify various styles and forms of sculpture.
- Compare and contrast major artists, architects, designers, and commercial artists.
- Choose to be involved in the organization, hanging and reception for a visual arts exhibit.
- Create artwork that involves academic and/or special area subjects.
- Contribute work for display at the town library and/or for display during a school sponsored art show.
- Assist in the display of student artwork throughout the school.
- Attend art shows in the community.

Assessment Evidence

Performance Tasks:

Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?

- Rubric
- Completed Project (Summative Assessment)
- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
- Produce relief of plano-graphic images.
- Create images using a computer, video, digital camera, or other technology.
- Demonstrate graphic design techniques, printmaking techniques, 3-D design construction techniques in a variety of media.

Other Evidence: *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

- Teacher Evaluation
- Class Discussion
- Self-Assessment Evaluation
- Drawing- Pre & Post drawing assessment
- Color Mixing- Value Assessment
- Demonstrate understanding of the relationships among the arts and between the arts and other disciplines.
- Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to

	<p><i>enhance communication of their experience and ideas.</i></p> <ul style="list-style-type: none">• <i>Generalize about the effects of visual structures and functions and reflect upon these effects in their own work</i>• <i>Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.</i>
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