

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: KN Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Discovering the Many Directions of Line Timeline: 5 classes			
<p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.4 I Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1 I Identify the elements of art</p> <p>2.2 I Select and use the elements of art in works of art</p> <p>5.3 I Describe personal responses to selected works of art</p>	<p><u>Big Ideas:</u> Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p>	<p><u>Essential Questions:</u> Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>To what extent does good design integrate form with function?</p> <p><u>Learning Targets</u></p> <p>#1: Crayon Line drawings:</p> <ul style="list-style-type: none"> • Students will draw with crayons and markers diagonal, horizontal and vertical lines on a worksheet with provided examples of each type of line. • Students will use construction paper, crayons and markers to create their own line designs. <p>#2: Structure of Line</p> <ul style="list-style-type: none"> • Use a variety of line forms to create a structure. When presenting students will explain their structure and identify at 	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p> <p>Accurate use of content vocabulary</p>

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		least three line forms in their piece. (i.e. This is a picture of my house. I used many vertical and horizontal lines, I also used two vertical lines for the roof and I used curved lines to draw the trees.) <ul style="list-style-type: none"> Students will analyze existing pieces of fine art to identify various line forms. 	
Unit Two: The People and Places of Mapleton Charter School (Fall Expedition) Timeline: 8 classes			
<p>1.1I Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2 I Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.6 I Identify different media, techniques and processes that are used to create works of art</p> <p>1.7I Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>5.1 I Discuss how individual experiences influence personal works of art</p> <p>5.2I Identify ways the visual arts are used as communication</p> <p>5.5 I Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>Essential Questions: What constitutes art? According to whom?</p> <p>Why do artists select one medium over another?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Learning Targets Creating Three Dimensional Classroom Models</p> <ul style="list-style-type: none"> Students will sketch their classrooms, paying special mind to the relationship of objects. Students will collaboratively 	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p> <p>Three dimensional maps</p> <p>Self-reflection</p> <p>Peer Critique</p> <p>Alphabet book page</p> <p>Students will use their page from the alphabet book as a basis for a pop-out creation. The simple step pop-out will be made from two 9" x 12" pieces of construction paper and scraps. (If they have A is for AI our bus driver they could draw a bus, roads, trees, etc on the background and then draw AI, cut him out and glue him to the pop-out step.)</p>

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<p>6.4I Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>construct three dimensional maps of the classroom.</p> <ul style="list-style-type: none"> Students will go on a scavenger hunt for rooms and accurately plot each found room on a larger floor map. 	<p>Students work in pairs to match up classroom furniture shown in birds-eye view and eye-level perspective. They will be given the birds-eye view shapes and will need to walk around the room to discover which items would match their shapes if seen from above. When finished with this activity, students will use the same birds-eye view shapes to map out the design of their classroom or to design the layout of their dream classroom.</p> <p>Maps of classroom complete with title, key and compass rose.</p> <p>Each student or pair is given a piece of copy paper with the name/number of one of the rooms and that teacher's name on it. They then need to figure out where that room would be placed on a large floor map. An investigative walk through the building to find all the rooms and discover where each one is in relation to the others is essential. They could integrate math by counting how many tiles are between their room and the other rooms. They could then do</p>

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			many things with those numbers: graph, total, place in ascending and descending order, etc.
Unit Three: The Shape of Art Timeline: 5 classes			
<p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.4 I Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1 I Identify the elements of art</p> <p>2.2 I Select and use the elements of art in works of art</p> <p>4.1 I Identify historical and cultural characteristics of works of art</p> <p>5.6 I Apply visual vocabulary when reflecting upon and assessing works of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view. Form and function may or may not be related one to the other.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Essential Questions: To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>Learning Targets #1: Demonstration:</p> <ul style="list-style-type: none"> Identify geometric shapes after instruction through visual cards, and written teacher made 	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects Self and peer assessment</p> <p>Accurate identification of geometric shapes</p> <p>Peer Critique</p> <p>Self-Assessment</p>

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		<p>assessment.</p> <ul style="list-style-type: none"> Find the shapes of items throughout the classroom (windows, doors, posters etc) and identify both the shape and function of the item on a worksheet. <p>#2: Geometric Pets Students will use basic geometric shapes to draw a dog and a cat. Students will select their finishing medium from crayons, markers and tempera paint.</p> <p>#3: Shape in Art</p> <ul style="list-style-type: none"> Analyze existing pieces of art to find recognizable shape. Use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not “like a piece. Using cut-out shapes and paste create shape based self portraits. Use Visual Art visual art vocabulary to describe the selection of each shape. 	
<p>Unit Four: The Making of Color Timeline: 5 classes</p>			
<p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.4 I Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p>	<p>Big Ideas: Color, and the absence of color, are in the world all around us.</p> <p>Color can be created. There are primary and secondary</p>	<p>Essential Questions: How and why do we use color? How and why is art used as a vehicle for communication? Why do artists select one media over another?</p>	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects http://artsedge.kennedy-center.org/content/3803/3803-hatsColor_rubric.pdf</p>

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<p>1.6I Identify different media, techniques and processes that are used to create works of art</p> <p>2.1 I Identify the elements of art</p> <p>3.1I Identify subject matter, symbols and ideas in works of art</p> <p>3.4 I Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>5.3I Describe personal responses to selected works of art</p> <p>5.4I Analyze works of art to speculate why they were created</p> <p>5.5I Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p>5.6 I Apply visual vocabulary when reflecting upon and assessing works of art</p>	<p>colors.</p> <p>Color is everywhere and can be created in a variety of ways with a variety of media</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired results.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art draws upon all aspects of human experience.</p>	<p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>What is art?</p> <p>Learning Targets Students will create secondary colors and tints by mixing together primary colors.</p> <p>Students will make a color book. They will fold pages in half and find items that are secondary colors.</p> <p>#1: Identification</p> <ul style="list-style-type: none"> • Identify primary and secondary a color wheel • Students will create their own color wheels using colored tissue paper and cardboard. The paper will overlap to create secondary colors. <p>#2: Create colors:</p> <ul style="list-style-type: none"> • Use markers on baby wipes mix colors. Students will be asked to use Visual Arts vocabulary to explain how colors mix, blend, and bleed. • Use the colored baby wipes to create a seasonally appropriate art project. (Fall create turkeys using the baby wipes as tail feathers and toilet paper rolls as the body; use paper towel rolls 	<p>Self and peer assessment</p> <p>Accurate use of visual arts vocabulary</p> <p>Primary and secondary colors Materials: 12” x 18” heavy white paper, magenta, turquoise, and yellow tempera paint, brushes, a mixing tray water and paper to cover tables.</p> <ul style="list-style-type: none"> • Read The Dot by Peter H. Reynolds. Children talk about the story and their feelings about it. Have they ever felt the same way? • Explain primary colors and ask how the artist made green, violet and orange. Don't mix all 3 together or you will get mud. • Teacher Demo. • Have all students stand up and push their chairs in to paint. • Make at least 3 different orange colors in between the yellow and magenta and paint 3 orange dots/circles. Make 3 different greens in between the yellow and turquoise and paint 3 more dots. Make different violets in between the turquoise and magenta and paint 3 dots.

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		<p>and the baby wipes to create fall trees; In the Spring create bouquets of flowers.)</p> <ul style="list-style-type: none"> • Have students present their artwork and explain the meaning behind each color choice. <p>Art Centers:</p> <ul style="list-style-type: none"> • Write a story or tell a friend about your alien. • Make a color book. Fold papers in half to make pages and the cut things out of magazines that are secondary colors and glue them in. 	<ul style="list-style-type: none"> • Add any other dots you think your pictures needs then connect some of them with wavy lines of any color you want to make. <p>Project #2 Materials: 12" x 18" black or dark blue paper, yellow, turquoise and white tempera paint, a mixing tray and paper to cover tables. <u>NO WATER</u></p> <ul style="list-style-type: none"> • Read a book about aliens such as <u>Mr. Granite is from Another Planet</u> by Dan Guzman or <u>Aliens Love Underpants</u> by Claire Freedman • What might aliens look like? 3 heads, 1 head, wheels and no feet, big hairy feet, 6 legs and 4 arms, a fat belly, giant sunglasses, long red fingers, tiny wings, etc. There is no wrong way to make it because it comes from your imagination. • Space is black and tints show up better on black because of the contrast. • Everyone begins by painting all the body parts together even though they are different. Theirs might not have that body part or might have 4 of them. Body, neck. Head, legs, feet, arms, wings,

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			horns, antennae, etc. <u>Don't paint eyes!!</u> <ul style="list-style-type: none"> • Students continue on their own to add whatever they need to complete it. • Details and background, where it lives, will be added with oil pastels next week when the paint is dry. • Mount on color of choice and write its name and where it is from on the bottom Rubric assessment
Unit Five: Texture Timeline: 5 classes			
<p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.4 I Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1 I Identify the elements of art</p> <p>2.2 I Select and use the elements of art in works of art</p> <p>4.1 I Identify historical and cultural characteristics of works of art</p> <p>5.6 I Apply visual vocabulary when reflecting upon and assessing works of art</p>	<p>Design elements are carefully chosen by an artist to create a certain affect on art work.</p> <p>Artists use a variety of techniques to create art.</p> <p>Artists make thoughtful choices in creating works of art.</p>	<p><u>Essential Questions:</u> What is texture?</p> <p>How can texture change a work of art?</p> <p>What message does texture convey?</p> <p><u>Learning Targets</u> #1: Collages</p> <ul style="list-style-type: none"> • Create collages using a variety of mediums and textures. Use Visual Art vocabulary to explain texture choices. Through this collage students will distinguish the difference between hard and soft textures. • Evaluate existing works of art through a variety of time periods. Students will identify 	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p> <p>Identify texture by touch and sight, and differentiate between the sight of something and the feel of something using texture tiles (impression boards) and tactical materials. (i.e. feeling a cotton ball and seeing the image of a cloud)</p>

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		different textures used and themes in textures based on time period (i.e. impressionist paintings have a rough texture or appearance, some post modernist pieces are hard and smooth, they appear flawless)	
Unit Six: Tools (Spring Expedition) Timeline: 8 sessions			
<p>1.2 I Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>1.3 I Use media and tools in a safe and responsible manner</p> <p>1.6 I Identify different media, techniques and processes that are used to create works of art</p> <p>3.5I Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6IAnalyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.3I Compare the purpose of works of art and design in history and cultures</p> <p>4.4I Speculate on how history and culture give meaning to a work of art</p> <p>4.5IDescribe and differentiate the roles of artists in society across history and cultures</p> <p>4.7I Describe how the visual arts influence history and cultures</p>	<p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Essential Questions: To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art? What makes some works of art great? Why do artists select one medium over another?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Students will use a variety of geometric shapes to create a collage of their community. • Create 2D and 3D artwork from direct observation. Students draw a house observed during the fieldwork using geometric shapes. Each student will creates a 3-D house to add to a community map. • Foster skills of perception Show students a variety of buildings and have them point out the different shapes the building is made of. 	<p>Teacher observation and conversation</p> <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p> <p>Students show their work and talk about their thought process while they were creating using content specific vocabulary</p>

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<p>5.7I Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1I Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.2I Compare the use of technology, media and processes of the visual arts with other disciplines</p>		<ul style="list-style-type: none"> • Drafting, Revising, Reflecting and Exhibiting Students make a sketch (rough draft) of a drawing with a light colored crayon. After a period of thoughtful peer critique, the students then go over the lines they like with black crayon. 	

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: 1 Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Weather and Seasons Timeline: 5 sessions			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.2/I Select and use the elements of art in works of art</p> <p>2.7/I Select and use the principles of design in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5/D Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>5.4/D Analyze works of art to speculate why they were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Every work of art has a point of view.</p> <p>Art has been created by all peoples, in all times and in all places.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>Essential Questions: Is it important that others know what you were thinking when you created this work?</p> <p>What makes some works of art great?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Create a seasons poster based on observation of everyday scenes • Identify and describe the various reasons for making art • Select something they like about their artwork and something they would change 	<ul style="list-style-type: none"> • Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Student discussion of their artwork with their peers- Peer Critique protocols • Seasons Posters • Oral participation in group discussions • Rubrics to assess art projects • Self-assessment

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<p>Unit Two: Farms and Food (Fall Expedition) Timeline: 8 sessions Study groups are involved in field research and service for the organization they adopted. For example, a bee study group can visit local beehives and talk with a beekeeper who can show them the tools of the trade. They will study the life cycle of bees and build models of their life cycles with clay.</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>4.2D Describe how the arts and artists influence each other across history and cultures</p> <p>4.5D Describe how the arts and artists influence each other across history and cultures</p> <p>4.7D Describe how the visual arts influence history and cultures</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>5.2/D Identify ways the visual arts are used as communication</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes</p>	<p>Essential Questions: To what extent is art a process or a product?</p> <p>Why do artists select one medium over another?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Sketching and labeling expert diagrams • Visual and written message about how people can access healthy food • Bird’s eye view painting 	<p>Art Projects:</p> <ul style="list-style-type: none"> • Throughout the expedition, expert groups will be responsible for sketching pictures of their topics and labeling parts in a series of sketches. • A culminating product of this work will be a full color calendar, professionally printed, with student writing and illustrations depicting student ideas about important ways that we can help all people to get access to healthy food. The calendar can be sold in the community and given to all the organizations that were part of the work. • Each student creates a painting of a Bird’s Eye view of a farm on a square piece of paper. Groups put their squares together to create a paper quilt. • Students paint flowers with analogous colors of tempera paint. They then draw and paint bees on a separate piece of paper to be cut out and attached in a 3-D manner. • A section of one of the flowers is enlarged to create a Georgia O’Keefe style painting. • Illustrate a recipe page with pictures of items that are in the recipes. Illustrate a recipe page with cut apple prints and fingerprint bees. • Paint a landscape that includes trees with branches. Add leaves with sponges and

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<p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<ul style="list-style-type: none"> • Landscape painting • Identify and describe subject matter in art 	apples with their fingers.
<p>Unit Three: Texture Timeline: 5 sessions</p>			
<p>1.3 D Use media and tools in a safe and responsible manner</p> <p>1.4 D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1 D Identify the elements of art</p> <p>2.2 D Select and use the elements of art in works of art</p> <p>4.1 D Identify historical and cultural characteristics of works of art</p> <p>5.6 D Apply visual vocabulary when reflecting upon and assessing works of art</p>	<p><u>Big Ideas:</u> Use of texture has an effect of design elements of art work.</p> <p>Artists use a variety of techniques to create art.</p> <p>Artists make thoughtful choices in creating works of art.</p>	<p><u>Essential Questions:</u> What is texture?</p> <p>How can texture change a work of art?</p> <p>What message does texture convey?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Use texture in 2-dimensional works of art • Identify texture by touch and sight, and differentiate between the sight of something and the feel of something using texture tiles (impression boards) and tactical materials. (i.e. feeling a cotton ball and seeing the image of a cloud) • Evaluate existing works of art through a variety of time periods. Students will identify different textures used and themes in textures based on time period (i.e. impressionist paintings have a rough texture or appearance, some post 	<ul style="list-style-type: none"> • Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Student discussion of their artwork with their peers- Peer Critique protocols • Seasons Posters • Oral participation in group discussions • Rubrics to assess art projects • Self-assessment

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		modernist pieces are hard and smooth, they appear flawless) <ul style="list-style-type: none"> • Create collages using a variety of mediums and textures. Use Visual Art vocabulary to explain texture choices. Through this collage students will distinguish the difference between hard and soft textures. 	
Unit Four: Family Timeline: 5 sessions			
<p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.1/D Identify the elements of art</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>5.2/D Identify ways the visual arts are used as communication</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Art draws upon all aspects of human experience</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>The Elements of Art are the key to creating art.</p>	<p>Essential Questions: Why do artists select one medium over another?</p> <p>What is art?</p> <p>How do artists use line, shapes, and colors to create art?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Identify and draw basic shapes: circle, rectangle, triangle, and ovals. • Identify basic shapes in artworks. • Draw and describe a variety of lines. • Describe how lines can be used to create movement. • Create a series of portraits of family members using basic shapes. • Show action in the drawings. • Critique their work and the work of others using unit vocabulary. 	<ul style="list-style-type: none"> • Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Student discussion of their artwork with their peers • Portrait completion • Family collage • Oral participation in group discussions • Rubrics to assess art projects • Self-assessment

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Unit Five: Building Homes for Families (Spring Expedition) Timeline: 8 sessions After learning about homes based on the student’s expert group materials and locations where the homes can be commonly found, the students continue to learn more about their expert group materials and uncover the reasons specific building materials are chosen. During this study, students are exposed to the climates and available natural resources of the location they are studying.</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5/D Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>6.2D Compare the use of technology, media, and processes of the visual arts with other disciplines</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Essential Questions: To what extent is art a process or a product? What constitutes art? According to whom? What is art? What makes art more or less authentic? What makes some works of art great? When does a work of art have merit?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Build a model home based on observation • Contribute to a class calendar • Pattern drawings • Make comparisons between the media of homes and the media used to create art. 	<p>Art Projects:</p> <ul style="list-style-type: none"> • To show that the students are experts on their material, they will build a model house with similar materials. Their models will demonstrate what they learned about specific homes from around the world. The following materials can be used to simulate the real building materials: Thatch – paper weaving Bamboo – straws, popsicle sticks, string, and glue Wood – popsicle sticks and glue Adobe – modeling clay and popsicle sticks Tent – skewers and cloth Brick – candy boxes, glue, and red paint They can create their own texture plates to simulate other building materials. • Students will followed a structured process for completing the drawing necessary to create a class calendar of homes around the world. • Place a variety of objects on dark construction paper and place them in the sun. When paper has bleached out by the power of the sun, remove objects and enhance with oil pastels. (Alternative Use sticks to outline a house shape. Continue as above <p>Students make a simple house pattern and trace</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
			it four times in squares created by folding a paper in fourths. Each square is a different season. Add background accordingly.
Unit Six: Landscapes Timeline: 5 sessions			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.1/D Identify the elements of art</p> <p>2.3/I Identify the principles of design</p> <p>2.4I Analyze the elements of art</p> <p>2.6I Analyze the principles of design</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>4.1/D Identify historical and cultural characteristics of works of art</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>Big Ideas: Artists consider multiple approaches to visual problems.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Reflection, assessment and refinements are key steps in the process of creating art.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p>Essential Questions: Why create?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>Is it ever all right to say “I like it” or “I don’t like it” when discussing a work someone’s artwork?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Describe how they mixed colors to create new colors. • Paint landscapes using a variety of colors and techniques. • Use materials in a variety of ways for effect. • Add collage materials to a painting to show change. • Critique their work and the work of others using proper art vocabulary. • Present their work to other students as a learning tool. 	<ul style="list-style-type: none"> • Teacher observation of ongoing work and one-on-one discussions. • Practice and experimentation with materials. • Written work • Student discussion of their artwork with their peers. • Student self assessments • Student to student peer assessments • Art Projects: <ul style="list-style-type: none"> • Creating Landscapes • Creating Cityscapes- crayon resist painting of a stormy city with watercolors, oil pastels and black crayons. It will show a big man-made city in front of a wild natural sky.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <ul style="list-style-type: none"> ▪ Places are unique associations of natural environments and human cultural modifications. ▪ Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. 			

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: 2 Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Neighborhoods Timeline: 5 sessions			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1/D Identify the elements of art</p> <p>2.2/D Select and use the elements of art in works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>2.9/I Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.2/I Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p>	<p>Big Ideas: A variety of shapes can be combined to create a new shape.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p>Essential Questions: Why do artists choose one medium over another?</p> <p>Why do architects design such a large variety of buildings?</p> <p>Why do people build houses? How does the community inform architecture in a neighborhood or city?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Block design using only geometric shapes • Use visual arts vocabulary to discuss merit of art work • Describe how the design process uses critical thinking • Create a neighborhood scene. Defend visual choices made in what to include in the scene both orally and in writing 	<p>Photography study-using art vocabulary to express the elements of art.</p> <p>Art critique</p> <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p> <p>Block Design</p> <ul style="list-style-type: none"> • Use block printing to create an original design of your neighborhood using only geometric shapes. Use Visual Arts vocabulary to discuss and demonstrate understanding of shape in art, and artist selection of shapes in design. • View and analyze existing pieces of art to find recognizable shape. They will use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not “like a piece.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>4.1/D Identify historical and cultural characteristics of works of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>			
<p>Unit Two: My Community and I (Fall Expedition) Timeline: 8 sessions Students collaborate on their learning experiences through both environmental and community field work. Students form groups and decide what life cycle they would like to represent, be that of insects or of humans, the two life cycles most closely investigated during this expedition. Through these groups, the students will decide the medium through which they will visually represent their rendition of the life cycle. Students will be encouraged to implement elements of technology, such as animoto, powerpoint, etc as a visual element in their renditions.</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-Dimensional media to communicate ideas</p> <p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.1/D Identify the elements of art</p> <p>2.2/D Select and use the elements of art in works of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Art is a form of expression that employs a system of visual</p>	<p>Essential Questions: What constitutes art? According to whom?</p> <p>Why create?</p> <p>Why do artists select one medium over another?</p> <p>How can media be manipulated using a variety of techniques and processes?</p> <p>How and why is art used as a vehicle for communication?</p> <p>Learning Targets</p>	<ul style="list-style-type: none"> • Create radial designs using a symmetrical insect shape on tracing paper. Color with markers, frame with black border and gift to the nursing home residents to hang in their windows. • Illustrate haikus with watercolors. • Each student creates a quilt square with shapes and words that describe how they could show respect. Limit colors to similar hues for harmony. Put together and present.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.4/D Analyze the elements of art</p> <p>2.6/D Analyze the principles of design</p> <p>2.9/I Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>2.10/I Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>4.5/D Describe and differentiate the roles of artists in society across history and cultures</p> <p>5.2/D Identify ways the visual arts are used as communication</p> <p>5.3/D Describe personal responses to selected works of art</p>	<p>symbols.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<ul style="list-style-type: none"> • Create a quilt square depicting how to show respect • Illustrate an original haiku poem • Create radial designs demonstrating symmetry • Defend medium choices and describe how medium choice is purposeful when creating art. 	
<p>Unit Three: Landscapes - Drawing with Trees Timeline: 5 sessions</p>			
<p>1.1/D Select and use different media and techniques to create works of art.</p> <p>1.3/D Use media and tools in a safe and responsible manner.</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects.</p> <p>2.1/D Identify the elements of art.</p> <p>2.2/D Select and use the elements in works of art.</p> <p>3.1/D Identify subject, symbols and ideas in works of art.</p>	<p>Big Ideas: Art can originate with careful observation of the world around us.</p> <p>Artists make images with lines, colors, shapes, patterns and textures to represent the world around them.</p> <p>Sometimes what we see is different from what we know.</p>	<p>Essential Questions: To what extent is observation important to art making?</p> <p>How does careful observation change the way we create? What makes art more or less authentic?</p> <p>How do artists use pencils, crayons, and paint to represent the world around them?</p> <p>How can skills in observation help us in other parts of our lives?</p>	<p>Crayon Water Color Resist:</p> <ul style="list-style-type: none"> • Use watercolors, wax crayons and chalk pastels to color a variety of shapes and pictures to create a landscape portrait with trees. Students will analyze the affect of each medium on the other mediums. Students will present their artwork and explain the meaning behind each color choice. <p>Rubrics to assess art projects</p> <p>Self and peer assessment</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>4.5/D Describe and differentiate the roles of artists in society across history and cultures</p> <p>5.1/D Discuss how experiences influence works of art.</p> <p>5.6/D Apply visual arts vocabulary when reflecting on and assessing works of art.</p>		<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a landscape drawing from observation of the school's grounds. • Use various lines and shapes to represent the trees in this landscape • Purposefully select colors and defend why certain colors were chosen and what they are representative or symbolic of within the landscape painting. • Analyze famous landscape works of art and critique them using art vocabulary. 	
<p>Unit Four: Communities Change Timeline: 5 sessions</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.2/D Select and use the elements of art in works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.5/I Evaluate works of art in terms of structure and function</p> <p>2.7/D Select and use the principles of design in works of art</p>	<p><u>Big Ideas:</u> Artists consider multiple approaches to visual problems.</p> <p>Form and function may or may not be related to one another.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>The process of creating art requires critical and creative problem solving.</p>	<p><u>Essential Questions:</u> Where do we see shapes in the community?</p> <p>How does art impact how we feel about our communities?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use tempera paint and a variety of brushes to create the image of texture without actually using tactile texture in a series of portraits showing some type of change in your community. Use your knowledge of colors and mixing colors to create an obvious progression from one piece to the next. • Evaluate existing works of art 	<ul style="list-style-type: none"> • The illusion of texture and working with color • Rubrics to assess art projects • Self and peer assessment • Writing reflections

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.8/I Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>4.7/D Describe how the visual arts influence history and cultures</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>5.2/D Identify ways the visual arts are used as communication</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>through a variety of time periods. Students will identify different themes in the pieces based on time period (i.e. by explaining the use of lines or shapes, texture, use of lines and edges)</p>	

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit Five: Native Americans (Spring Expedition) Timeline: 8 sessions			
<p>2.4/D Analyze the elements of art</p> <p>2.6/D Analyze the principles of design</p> <p>3.3/I Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>4.2/D Describe how the arts and artists influence each other across history and cultures</p> <p>4.3/D Compare the purpose of works of art and design in history and cultures</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.5/D Describe and differentiate the roles of artists in society across history and cultures</p> <p>5.2/D Identify ways the visual arts are used as communication</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p>	<p>Big Ideas: Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Essential Questions: How and why is art used as a vehicle for communication?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes some works of art great?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Paint a still life of the foods that were available to the Lenape before there were grocery stores. • Create beads and a medallion from Sculpey Clay®. String in a symmetrical pattern to make a necklace. • Create a Parfleche using natural burlap. Decorate with stitchery and beads. • Using the Lenape symbol of a turtle as a resource, create a colagraph printing plate and print several copies using a variety of colors. • Create a shield using a radial design. Decorate with colored sand and other materials that were available to the Lenape. • Create various shakers using 	<ul style="list-style-type: none"> • View a PowerPoint on Native American weavings and discuss colors and techniques. • Journal entry on the function of coil pots in Native American life. What has replaced these pots in modern society? How has our value and appreciation for this art form lessened over time? • Students complete a self-evaluation of their own work. • Effective use of art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating. Presentation rubric.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		<p>available materials. Use in music class to accompany songs.</p> <ul style="list-style-type: none"> • Create a three-dimensional totem that represent them, using 12” x 18” pieces of Construction paper for the base and various pieces of colored paper, construction paper crayons, oil pastels and/or paint to complete it. 	
<p>Unit Six: Sharing Cultures Timeline: 5 sessions</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5/D Describe and differentiate the origins of</p>	<p>Big Ideas: Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p>	<p>Essential Questions: To what extent can media be manipulated using a variety of techniques and processes?</p> <p>How and why is art used as a vehicle for communication? How does the use of specific symbols influence the meaning of a work of art?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Write and illustrate a brochure about the traditions your family has. • Share it with a friend. Create a Venn Diagram to share what you have in common and what is different • Create a Buffalo hide with symbols that represent your culture. Write a story about why you chose those symbols 	<ul style="list-style-type: none"> • Teacher observation • Rubrics to assess art projects • Self and peer assessment • Journal entry about culture and traditions • Written reflections

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>specific subject matter, symbols and ideas in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1/D Identify historical and cultural characteristics of works of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.2/D Compare the use of technology, media and processes of the visual arts with other disciplines</p>		<p>and colors.</p>	

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: 3 Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Shape, Paint and Technique Timeline: 7 sessions			
<p>1.3 D Use media and tools in a safe and responsible manner</p> <p>1.4 D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.1 D Identify the elements of art</p> <p>2.2 D Select and use the elements of art in works of art</p> <p>4.1 D Identify historical and cultural characteristics of works of art</p> <p>4.2 D Describe how the arts and artists influence each other across history and cultures</p> <p>5.5 D Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p>5.6 D Apply visual vocabulary when reflecting upon and assessing works of art</p>	<p><u>Big Ideas:</u> Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p><u>Essential Questions:</u> How and why is art used as a vehicle for communication?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?</p> <p><u>Learning Targets:</u> #1: Demonstration:</p> <ul style="list-style-type: none"> View and discuss Pablo Picasso, Joan Miro and Piet Mondrian. In one to two paragraphs discuss and compare each artist's use of shape and color. Include what you think of each artist's work. <p>#2: Texture in Paint</p> <ul style="list-style-type: none"> Create works of art in reference to the artist Piet Mondrian. Use both geometric and organic shapes 	<ul style="list-style-type: none"> Self and peer assessment Rubrics to assess art projects Evaluation of artwork using content vocabulary Evaluation of choice and use of materials Watercolor Written reflections

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		<p>in their works. Students will work with acrylic paint and learn how to apply the paint in order to create a smooth surface or an impasto surface.</p> <p>#3: Shape in Art</p> <ul style="list-style-type: none"> • Students will use block printing to create an original design using only geometric shapes. • Analyze existing pieces of art to find recognizable shape. Use visual art vocabulary to discuss the merit of each piece and explain why they do, or do not “like a piece. <p>#4: Watercolors</p> <ul style="list-style-type: none"> • Observe still life paintings by Vincent Van Gogh, Paul Cezanne, and Willem Kalf. Experiment and create still live painting using watercolors, tempera paint and celery stalks, bell peppers and onions as printing mediums for the flowers themselves. Students will learn how to also use salt as a medium with their watercolors. <p>Have students continue their art portfolios by selecting a “shape piece” (Block, watercolor or acrylic) of their choice and explaining why they wish that</p>	

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		piece to be in their portfolios.	
Unit Two: How Do You Get Money From a Stone? (Integrated with the Expedition) Timeline: 10 sessions As a culminating experience and a service learning project, children will create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the school's bazaar as part of the public audience presentation.			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.5/D Evaluate works of art in terms of structure and function</p> <p>2.6/D Analyze the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>4.3/D Compare the purpose of works of art and design in history and cultures</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Form and function may or may not be related one to the other. Art preserves and depicts history in ways words cannot.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The means to create art always changes.</p>	<p>Essential Questions: To what extent is art a process or a product?</p> <p>What constitutes art? According to whom?</p> <p>Why create?</p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent does good design integrate form with function?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or</p>	<ul style="list-style-type: none"> • Self and Peer evaluations • Development and use of art vocabulary for discussion and evaluation. • Rubrics to assess art projects • Written reflections

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>4.6/D Describe how history and cultures influence the visual arts</p> <p>4.7/D Describe how the visual arts influence history and cultures</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.4/D Analyze works of art to speculate why they were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create appropriate illustrations to aid final research • Create a sculpture out of firing clay. Glazes that simulate a variety of rock surfaces should be made available. • Make rock shapes out of Egyptian Paste. Make jewelry similar to the pieces made from real rocks. Compare and contrast. • Make mosaic designs with small ceramic squares on 6 inch wood squares. Create a wall hanging and donate to a children’s center. • Students show their work and talk about their thought process while they were creating. 	

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit Three: Old and New Communities Timeline: 6 sessions			
<p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1/D Identify historical and cultural characteristics of works of art</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p>	<p>Big Ideas: Artists create works of art employing both conscious and intuitive thought.</p> <p>Art draws upon all aspects of human experience.</p> <p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p>	<p>Essential Questions: Why do artists select one media over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>Timeless works of are deemed important for a number and variety of reasons.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Replication of an “old” and a “new” photo through the use of creating colors and textures and using shapes and techniques to create pieces that represent your community in the past, present and what you think it will look like in the future. • Create a pencil draft of your community. After a peer critique session, bold revisions on the same draft. • Analyze through an art study how culture and history help make meaning from art. • Identify the importance of a piece’s subject matter • Recreate images of a photo using mixed media; defend media choices 	<ul style="list-style-type: none"> • Still life and photography study • Observation of students’ use of vocabulary • Self-assessment • Peer critique prior to revision and reflection • Written reflections

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.4/D Analyze works of art to speculate why they were created</p> <p>5.5/D Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>			
<p>Unit Four: Water Explorers (Integrated with the Expedition) Timeline: 10 sessions</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.3/D Identify the principles of design</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Form and function may or may not be related one to the other. Art preserves and depicts history in ways words cannot.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p>	<p>Essential Questions: To what extent is art a process or a product?</p> <p>What constitutes art? According to whom?</p> <p>Why create?</p> <p>Why do artists select one medium over another?</p> <p>How can media be manipulated using a variety of techniques and processes?</p> <p>To what extent does good design integrate form with function?</p> <p>To what extent does history reflect</p>	<ul style="list-style-type: none"> • Self-assessment • Peer critique followed by reflection and revision • Rubrics to assess art projects • Journaling • In class conversation about the creation process

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.5/I Evaluate works of art in terms of structure and function</p> <p>2.6/D Analyze the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>4.3/D Compare the purpose of works of art and design in history and cultures</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>4.7/D Describe how the visual arts influence history and cultures</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.4/D Analyze works of art to speculate why they were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The means to create art always changes.</p>	<p>upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Build sail boats from wood scraps and muslin pieces. Test them in a wading pool of water. Have races using a fan as the wind. Create a workshop to adjust them. • Design your dream home that is located along a body of water. Is it on a lake, river, the ocean, on a deserted island, etc.? • Create your “life” map, picking and illustrating events 	

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>from your life that have been important to you, leading up to your future dreams for yourself. What is in store for your future? Create an illustrated timeline of these events.</p> <ul style="list-style-type: none"> • Create 3-D boxes (shipping containers) fill with something that has arrived from another country. 	

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: 4 Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Art Relationships Timeline: 5 sessions			
<p>1.1 D – Select and use different media, techniques and processes that are used to create works of art</p> <p>2.2 D – Select and use the elements of art in works of art</p> <p>2.7 D – Select and use the principles of design in works of art</p> <p>3.2 D – Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>4.1D- Identify historical and cultural characteristics of works of art</p> <p>4.2 D- Describe how the arts and artists influence each other across history and cultures</p> <p>4.3D- Compare the purpose of works of art and design in history and cultures.</p> <p>4.4 D- Speculate on how history and culture give meaning to a work of art.</p> <p>4.5 D- Describe and differentiate the roles of artists in society and across history and cultures</p> <p>4.6 D- Describe how history and cultures influence the</p>	<p>Big Ideas: Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art forms.</p>	<p>Essential Questions: How is a work of art dependent upon the point of view of the artist?</p> <p>How is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Create a visual arts journal with weekly entries depicting multiple points of view. • Create a personalized Mandala by integrating a variety of symbols and ideas to communicate who you are. • Describe how history and culture are reflected in art. Provide examples to support response. • Identify the many characteristics of Buddhist 	<ul style="list-style-type: none"> • Multiple formative assessments both written and oral are used throughout this unit to provide feedback of both pre and post assessment. • Performance assessments are given during each lesson for students to practice, apply, and demonstrate newly learned knowledge and information provided by the teacher. • Summative assessments are multiple-choice and provide assessment information based on the entire unit. • Student teacher interaction each class period, discussion of student work and time to edit work. • Self-assessment of summative performance task.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>visual arts</p> <p>4.7 D- Describe how the visual arts influence history and cultures.</p> <p>5.3D - Describe personal responses to selected works of art</p>		<p>and Hindu art.</p> <ul style="list-style-type: none"> • Create a Mandala that signifies their own personal cultures. • Identify the mediums used by ancient Aborigines to create artwork. • Understand the influence of nature on Aborigine paint and paintings. • Create a mixed media art work that utilize the natural colors found in the Aborigines art. • Identify characteristics of Mexican masks and recognize the use of mosaic stones to signify meaning. • Use mosaic techniques and Mexican influences to create a three-dimensional mask. • Identify meaning behind Mexican and American murals. • Use different perspective techniques to create a mural of one's life. • Identify different artistic and human points of view. 	

Unit Two: Increase Your Green (Fall Expedition)

Timeline: 8 sessions

Students will learn that art is a product of their imagination. Using materials from the environment around them, students will develop an understanding of common art terms that will prove helpful to them as they carry out their personal and group project. Students will collaborate together to develop an environmental protection themed play. Students will then use multimedia and prior knowledge to develop a sketch of an animal puppet that will be used within the play. From this sketch students will use materials gathered from discarded items collected from the school or community. Throughout the process students will complete peer evaluations as well as student/teacher evaluations. To culminate the unit, students will use their puppets and play that they have written together and perform it for their own grad level, school, parents and teachers. Students will have a final assessment which combines their learned knowledge and background knowledge in the writing of a letter to consumers.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.1/D Identify the elements of art</p> <p>2.2/D Select and use the elements of art in works of art.</p> <p>2.3/D Identify the principles of design</p> <p>2.4/D Analyze the elements of art</p> <p>2.5/D Evaluate works of art in terms of structure and function</p> <p>2.6/D Analyze the principles of design</p> <p>2.8/I Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art.</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.2/D Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be</p>	<p>Essential Questions: Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p>	<ul style="list-style-type: none"> • Create technical drawings of your animals through multiple drafts based on photographs, which will be retrieved from numerous print and electronic sources. • Peer Critique followed by reflection and revision • Final product Canvas grocery bags with attached technical animal drawings and a letter to consumers regarding the environmental threats to the animal. • Students bring in boxes of all sizes or socks to make puppets. http://www.jimwestpuppets.com/activities/makepuppets/boxpuppets.html After puppets are made they can write dialogue about how important it is to reduce, reuse and recycle and present to younger students. • Students create sculptures from found and discarded items. Discarded toys, craft items, material, ties, egg cartons, plastic flatware, yogurt containers, soda cans, water bottles, etc. can all be turned into beautiful sculptures. http://www.albanysigns.com/junk_sculpture.htm http://wiresmash.com/amazing/amazing-and-creative-junk-sculptures/ • Students complete a self evaluation of their own work.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.2/D Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>deliberate or intuitive.</p> <p>Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art. • Discuss how individual experiences influence personal works of art. • Publically speak in front of a small group of people. • Share with others ways in which we can reduce, reuse, and recycle. • Peer Critique followed by reflection and revision. • Create technical drawings of animals and created animal characters through multiple drafts based on photographs, which will be retrieved from numerous print and electronic sources. • Complete a self-evaluation of their own work. • Develop art vocabulary for discussion and evaluation. • Show their work and talk 	<ul style="list-style-type: none"> • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		about their thought process while they were creating.	
Unit Three: The Seven Elements of Art and Sculpture Timeline: 5 sessions			
<p>1.3 D Use media and tools in a safe and responsible manner</p> <p>1.4 D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>2.2 D Select and use the elements of art in works of art</p> <p>4.1 D Identify historical and cultural characteristics of works of art</p>	<p>Big Ideas: The effect of design elements on art work.</p> <p>Artists use a variety of techniques to create art.</p> <p>Artists make thoughtful choices in creating works of art.</p>	<p>Essential Questions: What role does form play in sculpture?</p> <p>How do textures vary from one medium to another?</p> <p>Can one medium be used to mimic another medium?</p> <p>What is the value of hand made art?</p> <p>Does mass production of something lessen its value?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Discuss use of texture in Van Gogh and Monet paintings. • Effectively use texturing tools. • Add to arts portfolio. Create written descriptions for each entry. • Identify historical and cultural characteristics of works of art. <p>Art Projects:</p> <p>#1: Review</p> <ul style="list-style-type: none"> • Demonstrate understanding of texture by discussing the paintings of Van Gogh and Claude Monet. 	<ul style="list-style-type: none"> • Self and Peer Assessments • Peer Critique Protocols • Teacher observation of class discussions • Rubrics to assess art projects • Effective use of content vocabulary • Formative assessments on proper use of media and tools

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
		<p>#2: Vases:</p> <ul style="list-style-type: none"> • Create a vase using a flat piece or slab of clay. Pinch slabs together in order to construct a vase form. They will also use texturing tools such as nails, pencils, and sticks to create designs on their vase. • Discuss appreciation of functional art and the time/talent required to create it. In modern society what devalues this appreciation for hand -made pieces? <p>#3: Free Form</p> <ul style="list-style-type: none"> • Create a fantasy fish sculpture while learning the add-on method, learning (or reviewing) slip, slab and scoring. Discuss the function of fantasy art vs. functional art. • Take pictures and add items to portfolios. Include written descriptions of each selection including why the item was included in the portfolio. 	
<p>Unit Four: Still Life and Composition Timeline: 5 sessions</p>			
<p>1.3/D Use media and tools in a safe and responsible manner.</p> <p>2.2/D Select and use the elements of art in works of art.</p>	<p>Big Ideas: Careful observation of color, shape and object placement can create realistic art.</p> <p>All colors have light, dark, or</p>	<p>Essential Questions: Why did pop artists paint objects to spark the interest of average Americans?</p> <p>Why do so many artists want to</p>	<p>Teacher observation of:</p> <ul style="list-style-type: none"> • Experimentation with paint mixing to create tints and shades • Trial and error testing of the best composition with shapes.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.8/I Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art.</p> <p>4.1/D Identify historical and cultural characteristics in works of art</p>	<p>medium values.</p> <p>Compositions with a balance of repetition and variety help a viewer's eyes move around the page.</p> <p>American Pop artist Wayne Thiebaud and Dutch Realist Willem Kalf use still life in different ways.</p>	<p>depict objects realistically?</p> <p>Why not just take a picture?</p> <p>How does light affect what we see?</p> <p>What makes an interesting composition?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Learn about the art terms foreground, middle ground, and background • Use the above terms to analyze a work of art • Write a narrative to develop an imagined experience using effective technique, well-chosen details, and well-structured event sequences • Learn to mix and match colors in pigment • Create artwork using the concepts of foreground, middle ground, and background • Create a still life drawing/painting. Write about your piece using vocabulary learned through the unit to demonstrate an understanding of the terms. 	<ul style="list-style-type: none"> • Cutting technique • Sketches using basic shapes • Ability to conference with teacher and verbalize thought process. • Participation in class discussions • Participation in small group discussions • Independent working on task • Overall effort • Participation/cooperation attitude <p>Peer critique protocols</p> <p>Student Written Evaluation</p> <p>Self-assessment rubric</p> <p>Basic art rubric</p>

Unit Five: Liberty for All
Timeline : 5 sessions
This Expedition takes students from the founding of the United States of America to the Civil Rights Movement. Students learn about the 3 branches of government and the system of checks and balances. They explore the creation of the Bill of Rights and learn about their own rights. An examination of the Civil Rights Movement proves that Rights are not universally applied and that government can be changed.

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>2.1/D Identify the elements of art</p> <p>2.3/D Identify the principles of design</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/I Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.2/D Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>4.7/D Describe how the visual arts influence history and cultures</p> <p>5.2/E Identify ways the visual arts are used as communication</p> <p>5.4/D Analyze works of art to speculate why they</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists must understand media, techniques and processes as tools to communicate.</p> <p>Every work of art has a point of view. Form and function may or may not be related to one another.</p> <p>Art draws upon all aspects of human experience.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art preserves and depicts history in ways words cannot.</p>	<p>Essential Questions: To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Graffiti paint/draw symbols of liberty. Defend symbols both orally and in writing • Make connections between art and history. Respond to the prompt of “how does history influence art?” • Study art depicting scenes of freedom. Identify commonalities and differences in medium, color, subject. • Each student create one piece to culminate to a class “Liberty Collage” • Describe how the visual arts communicate a message 	<p>Teacher observation of:</p> <ul style="list-style-type: none"> • Practice and experimentation with materials • Participation in class discussions • Sketches • Ability to conference and explain thought process • Transfer of sketches to silhouette • Independent working on task • Ongoing work and one-on-one discussions • Participation/cooperation /attitude <p>Student Written Evaluation</p> <p>Self-assessment rubric</p> <p>Basic art rubric</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>were created</p> <p>5.5/D Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p>			
<p>Unit Six: Liberty For All (Spring Expedition) Timeline: 8 sessions</p>			
<p>1.1/P Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/P Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5/D Compare and contrast the different effects created by various two dimensional and three-dimensional works of art</p> <p>1.7/D Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>2.1/P Identify the elements of art</p> <p>2.2/P Select and use the elements of art in works of art.</p> <p>2.3/D Identify the principles of design</p> <p>2.6/D Analyze the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p>	<p>Big Ideas:</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Learning can be deepened by</p>	<p>Essential Questions:</p> <p>Why do artists select one medium over another?</p> <p>How can media be manipulated using a variety of techniques and processes?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> Students will design “Civil Rights Super Heroes” which will be depictions of real life figures who played prominent roles in the development of and fight for Civil Rights. They can create realistic representations, sketches, abstracts or imitation art pieces. They will then have 	<p>Students complete a self-evaluation of their own work.</p> <p>Develop art vocabulary for discussion and evaluation.</p> <p>Students show their work and talk about their thought process while they were creating.</p> <p>Performance tasks</p> <p>Rubrics to assess art projects</p> <p>Peer Critique Protocols</p> <p>Peer evaluations</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.2/E Identify ways the visual arts are used as communication</p> <p>5.3/P Describe personal responses to selected works of art</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>to provide explanation of who their Civil Rights Hero is, how their piece depicted him or her and the contribution that figure made to the way they are able to live their lives today.</p> <ul style="list-style-type: none"> • Create a poster/book jacket advertising your “Kid Friendly Bill of Rights” • Develop self-portraits as new super heroes. Exaggerate or exemplify the characteristics in people that would allow you to overcome either a problem you learned of during your studies, or a current problem you believe faces people today. How would your adaptation help you to overcome the struggle? • With a timeline of the Civil Rights that has been created, decide if “our work here is done.” If you believe that everyone’s rights are now protected and respected, create an ending for your timeline depicting that triumph. If you believe that all civil rights are not yet being protected, create artistic representations of two events you must believe still occur in the fight for civil rights for all. 	

Curriculum Framework for Visual Arts

School: Mapleton Charter School Curricular Tool: Teacher Created Grade: 5 Teacher: _____

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Perspectives of Composition Timeline : 4 sessions			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3 /D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/I Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>5.1/D Discuss how individual experiences influence personal works of art</p> <p>5.2/P Identify ways the visual arts are used as communication</p>	<p>Big Ideas: Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>Essential Questions: Why create artwork? For whom?</p> <p>What am I trying to achieve through the artwork?</p> <p>Where do ideas for art come from?</p> <p>How does the point of view of the artist influence the artwork?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Identify perspective used in various works of art • Effectively use art vocabulary when describing works of art • Create thumbnail sketches of a selected classroom object with varied focal points • Define and use the “rule of thirds” in your composition • Defend focal point in terms of your composition 	<p>Teacher observation of:</p> <ul style="list-style-type: none"> • Practice and experimentation with materials • Participation in class discussions • Sketches • Ability to conference and explain thought process • Independent working on task • Ongoing work and one-on-one discussions • Participation/cooperation /attitude • Collaboration rubric <p>Student Written Evaluation</p> <p>Self-assessment rubric</p> <p>Basic art rubric</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.3/D Describe personal responses to selected works of art</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines.</p> <p>2.3/D Identify the principles of design</p>			
<p>Unit Two: Top Gear (Fall Expedition) Timeline: 6 sessions</p>			
<p>1.1/P Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/P Use selected two- dimensional and three-dimensional media to communicate ideas</p> <p>1.3/P Use media and tools in a safe and responsible manner</p> <p>1.7/D Describe how media and techniques are used to create two- dimensional and three-dimensional works of art</p> <p>2.1/P Identify the elements of art</p> <p>2.2/P Select and use the elements of art in works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.4/D Analyze the elements of art</p> <p>2.5/D Evaluate works of art in terms of structure and function</p>	<p>Big Ideas: The process of choosing and evaluating subject matter, symbols, and ideas may be deliberate or intuitive.</p> <p>Advertising often combines art and language to produce a persuasive effect.</p> <p>Knowing the elements of art and design will help you to deconstruct advertising and become a more thoughtful and critical consumer.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>Essential Questions: How do you brand your name?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>How and why is art used as a vehicle for communication?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Students will create their model vehicle designs. The data they collect throughout this portion of the learning expedition will enable them to make informed decisions about their vehicle design. <p>Learning Graphic Design</p> <ul style="list-style-type: none"> Students will be required to include digital technical drawings of their designs in their 	<p>Teacher observation of:</p> <ul style="list-style-type: none"> Participation in small group discussions Group dynamics Proper use of art vocabulary. Experimentation and practice with multiple advertising methods. Experimentation with placement of lines, shapes, colors and textures. Independent and group working on task Sketches and student ability to conference and verbalize thought process Overall effort Participation/cooperation attitude <p>Student Written Evaluation</p> <p>Self-assessment rubric</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.6/D Analyze the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>2.10/D Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>3.1/P Identify subject matter, symbols and ideas in works of art</p> <p>3.2/D Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>3.3/D Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.3/P Compare the purpose of works of art and design in history and cultures</p> <p>4.5/D Describe and differentiate the roles of artists in society across history and cultures</p> <p>5.2/E Identify ways the visual arts are used as communication</p>	<p>The process of creating art requires critical and creative problem solving.</p>	<p>model vehicle owner’s manual. To accomplish this, the students will complete an intensive unit of study on graphic design, using Microsoft Publisher. They will learn how to create digital graphic images to scale, how to combine shapes to form complete objects, and how to manipulate objects individually and in groups.</p> <p>Create Sketchbook Covers</p> <ul style="list-style-type: none"> • Working with a word document with student photo embedded in it, students will use same skills used for their owners manual. Spiral binders used to make sketchbooks. • Design a logo that represents their car. • Create a picture that shows motion. It can include anything that moves. 	<p>Group Work Rubric</p> <ul style="list-style-type: none"> • Students will use their lab notebooks as reference at the end of the expedition when they created their model vehicle designs. The data they collect throughout this portion of the learning expedition will enable them to make informed decisions about their vehicle design. • Students will be required to include digital technical drawings of their designs in their model vehicle owner’s manual. To accomplish this, the students will complete an intensive unit of study on graphic design, using Microsoft Publisher. They will learn how to create digital graphic images to scale, how to combine shapes to form complete objects, and how to manipulate objects individually and in groups. In addition to these graphic design skills, students will also work on improving their overall computer skills, including typing, file management, and working with Microsoft Office programs. • Create sketchbook covers. • Working with a word document

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.2/D Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			<p>with student photo embedded in it, students will use same skills used for their owners manual. Spiral binders used to make sketchbooks.</p> <ul style="list-style-type: none"> • Design a logo that represents themselves and their traits. • Create a picture that shows motion. It can include anything that moves. • Students complete a self evaluation of their own work • Develop art vocabulary for discussion and evaluation. • Students show their work and talk about their thought process while they were creating.
<p>Unit Three: Discovering Japanese Culture through Manga (DDOE Model Unit) Timeline: 6 sessions</p>			
<p>1.1/P Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/P Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>1.3/P Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5/D Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>1.7/D Describe how media and techniques are used</p>	<p>Big Ideas:</p> <p>Images and text often combine to communicate more effectively and transmit culture.</p> <p>Text and pictures work together to give something meaning</p> <p>Images can be construed differently based on cultural assumptions</p> <p>Personal experience can influence how someone views or interprets a work of art</p> <p>There are many points of view both of opinion and visually</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do written word and the visual arts combine to create meaning and communicate culture? • To what extent does art reflect culture or shape it? • What things in our culture should be represented in media? <p>Learning Targets:</p> <ul style="list-style-type: none"> • Explain how pictures and words work together to give something meaning • Describe how ideas and 	<p>Performance Task #1 – Comic Strip Writing Prompt</p> <p>As a class, the ways that text and images are combined to give information and transmit culture will be discussed. Examples such as newspapers, magazines, and books will be given. The focus will be comic books, especially Japanese Manga. Images and text will be studied. Students will be asked what information they can get from the pictures that they might not get from the words and vice versa. We will look at different types of Manga, and discuss what the</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>to create two-dimensional and three-dimensional works of art</p> <p>2.1/P Identify the elements of art</p> <p>2.2/P Select and use the elements of art in works of art</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1/P Identify subject matter, symbols and ideas in works of art</p> <p>3.2/D Integrate a variety of sources for subject matter, symbols and/or ideas that best communicate an intended meaning in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1/P Identify historical and cultural characteristics of works of art</p> <p>4.2/P Describe how the arts and artists influence each other across history and cultures</p> <p>4.3/P Compare the purpose of works of art and design in history and cultures</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.6/D Describe how history and cultures influence</p>		<p>cultures can be conveyed in artwork</p> <ul style="list-style-type: none"> • Compare how artwork can be viewed in many different ways depending on point of view and life experiences • Discuss how issues in society are portrayed through the media • Show how images and text combine to transmit culture • Tell how a piece of literature uses both text and images to convey meaning • Create a comic based on their ideas 	<p>purpose of each might be. After the class discussion, each individual student will be given a comic strip in which the words have been blanked out. Each student will be asked to look at the pictures and fill in what they think is happening.</p> <p>Performance Task #2- Creating a Comic</p> <p>Each student will create a comic strip. Each student will create a minimum of 6 panels or frames in their comic. They must use proportions that have been discussed previously for the characters as well as one point perspective for the backgrounds. The comic must focus on some aspect of school culture or show individual experience.</p> <p>Participate in class discussions</p> <p>Complete a worksheet on one point perspective</p> <p>Write a journal entry reviewing items discussed</p> <p>Create a rough copy of a comic to plan for their final copy</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>the visual arts</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.2/P Identify ways the visual arts are used as communication</p> <p>5.3/D Describe personal responses to selected works of art</p> <p>5.4/P Analyze works of art to speculate why they were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			
<p>Unit Four: Combining Language and Art Timeline: 3 sessions</p>			
<p>1.1/P Select and use different media, techniques and processes that are used to create works of art</p> <p>1.3/P Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.5/D Compare and contrast the different effects created by various two dimensional and three-dimensional works of art</p>	<p>Big Ideas:</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired results.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>The process of art requires critical and creative problem solving.</p>	<p>Essential Questions:</p> <p>How do artists express their thoughts and feelings?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>When does a work of art have merit? How does the viewer's personal response to the artwork influence its merit?</p>	<p>Teacher observation of:</p> <ul style="list-style-type: none"> • Practice and experimentation with materials and texturing techniques. • Participation in class discussions using art vocabulary. • Conferencing about thought process • Independent working on task • Ongoing work and one-on-one discussions • Experimentation with color

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>2.1/P Identify the elements of art</p> <p>2.2/P Select and use the elements of art in works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.4/D Analyze the elements of art</p> <p>2.6/D Analyze the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>2.10/D Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p>3.1/P Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p>		<p>How does color affect the overall tone of a piece of work?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Choose and illustrate a poem. • Write why/how illustrations depict the theme or tone of the poem • Identify the elements of art used to illustrate your poem • Drafts of your illustration, one using warm colors, one using cool colors. Prepare to answer the question of “How does color affect tone of a piece?” 	<p>values and monochromatic painting to create multiple effects..</p> <ul style="list-style-type: none"> • Student attempting multiple solutions to visual arts problems. • Participation/cooperation /attitude <p>Student Written Evaluation</p> <p>Self-assessment rubric</p> <p>Basic art rubric</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.3/E Describe personal responses to selected works of art</p> <p>5.4/P Analyze works of art to speculate why they were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			
<p>Unit Five: Let’s Face It (DDOE Model Unit) Timeline: 7 sessions</p>			
<p>1.1/P Select and use different media, techniques and processes that are used to create works of art</p> <p>2.2/P Select and use the elements of art in works of art</p> <p>2.7/D Select and use the principles of design in works of art</p> <p>3.2/D Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p>5.3/E Describe personal responses to selected works of art</p>	<p>Big Ideas: Identity is learning about who you are and how you can convey yourself in a portrait.</p> <p>The expressive qualities of a portrait can be determined through the use of design elements and principles like color, line quality, emphasis, and proportion.</p> <p>Works of art are created through thoughtful choices and decisions derived from studying other artists, personal style, or an integration of styles.</p>	<p>Essential Questions: How can the elements and principles help in the creation of portraits? How are certain effects achieved in artwork?</p> <p>How do artists use tools, techniques, observation, and media to express ideas and communicate meaning?</p> <p>How does art reflect the artists’ culture, time, and/or place?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> Recall background 	<p>Written Analysis of 3 Artworks: Through the use of a graphic organizer, students will analyze and compare artworks by Kahlo, Close, and Arcimboldo and identify characteristics of their style and ways they were influenced by their cultures, times, and/or places.</p> <p>Portrait Artwork: Students will use information learned from their analysis to generate ideas for their portraits. They will create their own portraits and select a medium (collage, colored pencil, paint, and/or mixed media). Students will prepare the work for an exhibit and</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
	Artists are influenced by their cultures, times, and/or places.	information on Frida Kahlo, Chuck Close, and Giuseppe Arcimboldo. <ul style="list-style-type: none"> • Describe how culture, times, and places affect the making of portraits. • Explain a variety of ways artists create portraits. • Describe the proper proportions and placement of facial features. • Use the proper vocabulary in relation to portraits. • Know how to use materials appropriately. • Compare, analyze, and discuss artworks. • Make a connection between medium and the desired effect in the finished portrait. • Create a portrait that is expressive of the individual and artists studied. • Critique their work and the work of others. • Identify historical and cultural characteristics of works of art. 	critique. Sketches of portraits and notes from class. Teacher observation of ongoing work and one-on-one discussions. Practice and experimentation with materials. Class critique. Student reflection in a journal or sketchbook. Graphic organizers
Unit Six: Delaware’s Changing Bay Spring Expedition Timeline: 6 sessions			
1.1/D Select and use different media, techniques and processes that are used to create works of art	<u>Big Ideas:</u> Artists make thoughtful choices	<u>Essential Questions:</u> Why do artists select one	Photography study: <ul style="list-style-type: none"> • Students studied photography

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>1.3/D Use media and tools in a safe and responsible manner</p> <p>1.4/D Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>2.8/D Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>2.9/D Plan, design and execute multiple solutions to challenging visual arts problems</p> <p>3.1/D Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.3/E Describe personal responses to selected works of art</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills</p>	<p>in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Subject matter, symbols and ideas are all rooted in culture. Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>medium over another?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Recreate photographic images of horsehoe crabs using paint. • Create a cartoon character to promote your message. • Begin with a rough sketch of two characters. Make a poster using the character and interesting lettering that captures your audience’s attention. • Create multiple drafts of photographs to elicit certain moods through the use of color • Using watercolors, paint a reflection picture that depicts the beauty of the Delaware bay and the surrounding habitats at either sunset or sunrise. • Illustrate the huge number 	<p>as a mode of communication. Before getting their hands on cameras, students were familiarized with the art and visual skills of subject, composition and focal point. Learning to communicate a message without words presented new challenges for students while offering a very powerful experience with a new art form.</p> <ul style="list-style-type: none"> • Scientific drawings to compliment their expository writing and photographs. Structured peer critique again offered a powerful method for producing high quality final products. <p>Peer Critique Protocols</p> <p>Self reflection</p> <p>Peer reflection</p> <p>Rubrics to assess art projects</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>		<p>of horseshoe crabs that some ashore on the Delaware beaches by overlapping and completely filling the paper with horseshoe crab images. Draw with dark crayons or oil pastels. Add color with watercolors.</p>	
<p>Unit Seven: History and Culture in Art (Some elements taken from http://www.smithsonianeducation.org/images/educators/lesson_plan/every_picture/every_picture.pdf) Timeline: 4 sessions</p>			
<p>1.1/D Select and use different media, techniques and processes that are used to create works of art</p> <p>1.2/D Use selected two dimensional and three-dimensional media to communicate ideas</p> <p>1.3/P Use media and tools in a safe and responsible manner</p> <p>1.6/D Identify different media, techniques and processes that are used to create works of art</p> <p>1.7/D Describe how media and techniques are used to create two- dimensional and three-dimensional works of art</p> <p>2.2/P Select and use the elements of art in works of art</p> <p>2.3/D Identify the principles of design</p> <p>2.7/D Select and use the principles of design in works of art</p>	<p>Big Ideas:</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art draws upon all aspects of human experience.</p> <p>Subject matter, symbols, and ideas are all rooted in culture.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>Essential Questions:</p> <p>To what extent does history reflect upon and have an influence on art?</p> <p>How is my understanding of the Colonial and Frontier time periods deepened through the study of art of the period?</p> <p>What makes art more or less authentic?</p> <p>How does history reflect upon and influence on art?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Study photos and identify elements of observation (shadowing, focal points, props, etc). • Create a chronological timeline based on study of historical photographs. 	<p>Teacher observation of:</p> <ul style="list-style-type: none"> • Participation in class discussions • Participation in small group discussions • Group dynamics • Proper use of art vocabulary. • Experimentation and practice with available materials. • Experimentation with a variety of lines to show calm to frenzied water. • Independent working on task • Sketches and student ability to conference and verbalize thought process • Ability to create in a 3-D form. • Hand coordination when modeling • Overall effort • Participation/cooperation attitude

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>3.1/P Identify subject matter, symbols and ideas in works of art</p> <p>3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>3.5/D Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>3.6/D Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p>4.1/P Identify historical and cultural characteristics of works of art</p> <p>4.2/P Describe how the arts and artists influence each other across history and cultures</p> <p>4.3/P Compare the purpose of works of art and design in history and cultures</p> <p>4.4/D Speculate on how history and culture give meaning to a work of art</p> <p>4.5/D Describe and differentiate the roles of artists in society across history and cultures</p> <p>4.6/D Describe how history and cultures influence the visual arts</p> <p>4.7/D Describe how the visual arts influence history and cultures</p> <p>5.1/E Discuss how individual experiences influence personal works of art</p> <p>5.4/P Analyze works of art to speculate why they</p>		<ul style="list-style-type: none"> • Choose a photo of interest to you. Identify elements represented within the photo that are still used in photography today. • Re-create the images of chosen photograph through a medium of your choice. • Describe how the visual arts act as a record of our history. 	<p>Student Written Evaluation Self-assessment rubric</p> <p>Group Work Rubric</p>

Standards Alignment	Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>were created</p> <p>5.6/D Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p>5.7/D Describe how a work of art can convey a voice of one or a voice of many</p> <p>6.1/D Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p>6.2/D Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p>6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>6.4/D Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			