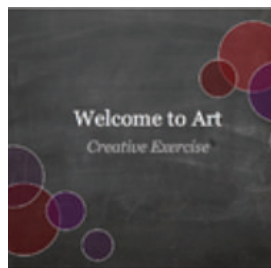
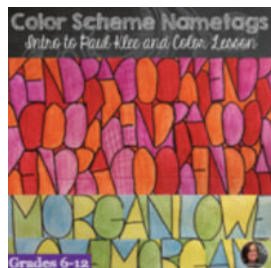


# Introduction to Art Curriculum Visual Timeline:

## Introduction



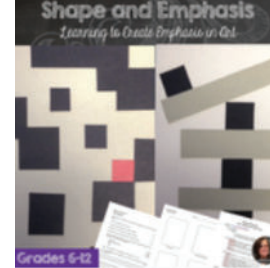
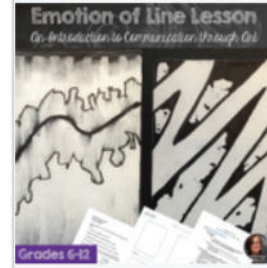
Week 1



## Introduction to the Elements & Principles of Art Unit



Weeks 2-3



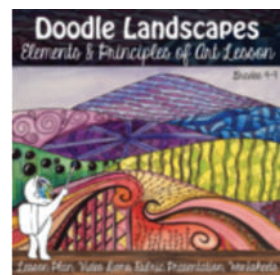
## Color/Watercolor Unit



Week 4-5

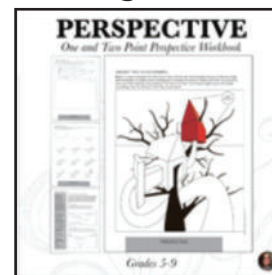


Week 6



Week 7-8

## Drawing Unit



Weeks 9-12



## Color/Acrylics/Art History Unit



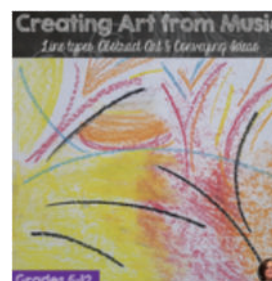
Weeks 13-15



## Color/Chalk/Oil Pastel Unit



Weeks 16-17

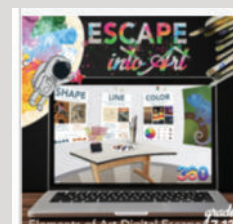
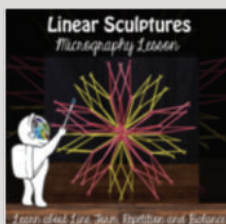


Week 18

## Extra Lessons:

## E & P Worksheets/Mini-Lessons

## Digital Lessons



## Intro to Visual Art – Elements & Principles Scope and Sequence

Lesson Name / Number of Days or Weeks / Media Covered/ Worksheets that can be used to supplement	Big Ideas / Key Concepts/ Elements/Principles Covered	National Visual Arts Anchor Standards/Reason for teaching.	Student Activities	Assessments	Differentiation Only use when necessary, always keep high expectations for all students.
<b>Day 1:</b> <b>1. Ice-breaker and Student Interest Survey</b>	Developing a positive classroom environment.	Understanding individual students learning preferences, strengths and needs.	Create a design using only 10 circles and 5 lines.	Participation Points	N/A
<b>Week 1</b> <b>2. Color Schemes Nametags</b> <u>WORKSHEETS:</u> <u>Classroom Critique Sheet</u>	Learn about abstract art/basic color schemes/how color can communicate a feeling.	<b>RESPONDING:</b>  Anchor Standard #8. Interpret intent and meaning in artistic work.	Students will learn about artist Paul Klee and create a piece of abstract art using the letters in their names and color schemes.	Participation and Classroom Critique (Worksheets included) OR Student Self-Evaluation	Allow special education students to create a name tag with 2 spaces and larger letters.
<b>Week 2 &amp; 3</b> <b>3.Elements &amp; Principles of Art Presentation</b> <b>Mini-Compositions:</b> <b>4. Emotion of Line</b> <b>5. Shape &amp; Emphasis</b> <b>MEDIA:</b> <b>Collage/Ink</b> <u>Supplemental WORKSHEETS:</u> <u>Elements/Principles Interactive Notebook Sheet</u>	Understanding the basics of the art world and how they are applied in famous artist's work. ----- Communication through art.  Line, Shape and Emphasis	<b>CREATING:</b>  Anchor Standard #1. Generate and conceptualize artistic ideas and work.  <b>CONNECTING:</b>  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.	Create thumbnail designs of 4 different emotions using ink and water. Create a final design. Create thumbnails of different kinds of emphasis and create a final design using cut paper and glue.	Complete a student self-evaluation for Emotion of Line and Shape and Emphasis Designs.	Allow special education students to complete less complicated designs and/or complete fewer practices.  If possible find simpler step-by-step patterns and print them out for special education students.

# Intro to Visual Art – Elements & Principles Scope and Sequence

<p><b>Weeks 4-5</b></p> <p><b>6. Color Wheel Motif</b></p> <p><b>MEDIA:</b> <b>Watercolor &amp; Ink</b></p> <p><u>WORKSHEET</u> <u>Element of Color</u></p>	<p>Understanding the element of color: Primary, Secondary and Tertiary colors on color wheel.</p> <p>Understanding mixing to create all colors on color wheel.</p> <p>Color, Shape and Balance.</p>	<p><b>CREATING:</b></p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Create radial symmetry through the use of a motif in the form of a color wheel. Students will use <b>only the primary colors</b> to create secondary and tertiary colors on the color wheel.</p>	<p>Complete a student self-evaluation for the Color Wheel Motif Lesson.</p>	<p>Allow special education student to use a template in simple shapes such as a star or even a pie shape or circle depending on the ability of the student.</p>
<p><b>Week 6</b></p> <p><b>7. Abstract Watercolor</b></p> <p><b>MEDIA: Watercolor</b></p> <p><u>WORKSHEET</u> <u>Color Mixing Chart</u></p>	<p>Learn about color mixing, including color bias.</p> <p>Learn watercolor techniques such as wet on wet, wet on dry, and dry brush techniques.</p> <p>Demonstrate an understanding of the elements of art such as line, shape and color.</p> <p>Demonstrate an understanding of repetition, patterns, variety, rhythm and unity.</p>	<p>Creating:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Responding:</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p>	<p>Demonstrate the following watercolor techniques:</p> <p>Wet on wet blending Wet on dry detail painting Dry brush technique Ink detailing</p> <p>Demonstrate the following elements of art: Color Mixing, Shape, Line</p> <p>Demonstrate an understanding of the following principles of art: Repetition, Patterns, Variety, Rhythm, Unity</p>	<p>Complete a student self-evaluation with written explanations of color mixing choices and the definition of unity and how it was created in final artwork.</p>	<p>No accommodations needed.</p>
<p><b>Weeks 7-8:</b></p> <p><b>8. Doodle Landscapes:</b></p> <p><b>MEDIA:</b> <b>Watercolor &amp; Ink</b></p>	<p>To learn about atmospheric perspective and the</p>	<p><b>CREATING:</b></p>	<p>Explore atmospheric perspective through the use of space in art through the use of overlapping shapes, size, color &amp; value.</p>	<p>Complete a student self-evaluation and participate in</p>	<p>Allow special education students to complete less complicated designs and/or complete fewer practices.</p>

# Intro to Visual Art – Elements & Principles Scope and Sequence

<p><u>Supplemental WORKSHEETS:</u></p> <p><u>Principle of Unity</u></p> <p><u>Principle of Rhythm</u></p> <p><u>Element of Space &amp; Composition</u></p> <p><u>Principle of Pattern/Repetition</u></p> <p><u>Critique Sheets</u></p>	<p>use of space in a piece of art.</p> <p>To learn about warm and cool color schemes.</p> <p>Line, Color, Shape, Space, Pattern, Value, Repetition, Rhythm</p> <p>Variety, Unity</p>	<p>Anchor Standard #1.</p> <p>Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2.</p> <p>Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Learn to apply elements of art with good craftsmanship</p> <p>Apply watercolor paint with varying degrees of value.</p> <p>Practice and apply the principle of rhythm through the use of line</p>	<p>critique of work if desired.</p>	<p>If appropriate reduce the size of the finished landscape, or allow student to use larger markers.</p>
<p><b>Weeks 9-12:</b></p> <p><b>Drawing Unit:</b></p> <p><b>9. Perspective Drawing Workbook &amp; Project</b></p> <p><b>10. Observational Drawing - Contour Lines</b></p> <p><b>11. Self-Portrait Drawing – Using a Grid</b></p> <p><b>MEDIA</b></p> <p><b>Graphite &amp; Colored Pencil</b></p> <p><u>WORKSHEETS:</u></p> <p><u>Perspective Workbook Pages</u></p> <p><u>Element of Line: Contour</u></p> <p><u>Element of Value</u></p> <p><u>Element of Form</u></p> <p><u>Grid Practice</u></p> <p><u>Critique Sheets</u></p>	<p>Learn to draw from observation, learn about contour lines, learn to draw on a grid, apply value and proportion to self-portrait.</p> <p>Line, Contours, Value, Form, Grid Method</p> <p>Drawing.</p>	<p><b>CREATING:</b></p> <p>Anchor Standard #1.</p> <p>Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2.</p> <p>Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Learn about one-point and two-point perspective.</p> <p>Create a treehouse using perspective.</p> <p>Observational Drawing:</p> <p>To learn what contour lines are and how to draw them.</p> <p>To learn to draw from observation</p> <p>Self-Portrait Lesson:</p> <p>Apply the principle of proportion through the use of a grid</p> <p>To learn how to grid a reference and use the grid as an aid for drawing.</p> <p>To learn how to create value in art to create the illusion of 3 dimensions on a flat surface.</p>	<p>Complete a student self-evaluation and participate in critique of work if desired.</p>	<p>Special Education students should be allowed to trace their objects from observation using a piece of plexiglass and dry erase pens holding it 90 degrees in front of object. Once complete they should be able to draw that image onto their drawing paper and add value.</p> <p>When necessary, reduce number of objects.</p> <p>Portrait photo contour lines can be traced with marker and then traced to final paper.</p> <p>Final drawing can be smaller.</p>



## Intro to Visual Art – Elements & Principles Scope and Sequence

<p><b>Weeks 13-15:</b>  <b>12. Art Movements</b>  <b>13. Introduction to Acrylics</b>  <b>14. Wire Sculpture based on Art Movements</b>  <b>MEDIA:</b>  <b>Intro to Acrylic Paint Wire Sculpture</b>  <u>WORKSHEETS:</u>  <u>Art Movements Index</u>  <u>Cards/Presentation</u>  <u>E&amp;P Definitions Sheet</u>  <u>Peer Critique Sheets</u></p>	<p><b>FORM:</b> Students will create a sculpture from wire, then paint the canvas.</p> <p><b>MEDIA:</b> Students will learn about acrylic paint and its role in the history of art.</p> <p><b>ART HISTORY:</b> Students will become familiar with 6 major art movements.</p>	<p><b>CONNECTING:</b></p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p><b>RESPONDING:</b></p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p>	<p>Learn about acrylic paints and color mixing.</p> <p>Learn about different art movements, identify relevant characteristics and apply them to final sculpture.</p> <p>Describe how those elements were used to create art reminiscent of the art movement assigned for your sculpture painting?</p>	<p><b>REFLECTION:</b> Students describe which elements were used in the process of their creation and how they were applied as principles in the final piece.</p>	<p>Allow special education students to pick their own movement rather than assigning it to them.</p> <p>Aid students with formation of wire, application of panty hose and stapling as necessary.</p> <p>Allow students to communicate how elements were used to create principles verbally rather than in written form.</p>
<p><b>Weeks 16-17:</b>  <b>Abstract Art Unit:</b>  <b>15. Introduction to Kandinsky</b>  <b>16. Art from Music Lesson</b>  <b>17. Abstract Oil Pastel Lesson</b>  <b>MEDIA:</b>  <b>Chalk Pastels</b>  <b>Oil Pastels &amp; Ink</b>  <u>WORKSHEETS:</u>  <u>Principle of Contrast/Variety</u>  <u>Element of Color</u></p>	<p>Learn about abstract art</p> <p>Use knowledge of Color, (Color Schemes) and Blending, Line &amp; Shape (Organic &amp; Geometric) Balance, Repetition, Patterns and Variety to create a pleasing Abstract Composition.</p>	<p><b>CONNECTING:</b></p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p><b>RESPONDING:</b></p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p>	<p>Use an understanding of color theory to create blends in an abstract oil pastel.</p> <p>Explore element of line, shape and color to create a piece of abstract art.</p> <p>Describe how and where elements and principles of art were used in their artwork in a written reflection.</p> <p>Complete a student self-evaluation and participate in critique of work</p>	<p><b>REFLECTION:</b> Students describe which elements were used in the process of their creation and how they were applied as principles in the final piece.</p>	<p>Most students are able to complete this lesson without modifications, however if necessary allow students to work on a smaller scale or use paint rather than oil pastels.</p>

# Intro to Visual Art – Elements & Principles Scope and Sequence

<u>Elements and Principles of Design Definitions</u> <u>Oil Pastel Suggestions</u> <u>Color Schemes</u> <u>Worksheet</u> <u>Written Critique Sheet</u>					
<b>OPTIONAL LESSONS</b> <b>Additional Lessons to use where/when appropriate:</b>					
<b>18. Lesson in Creative Limits: Tea Bag Art</b> <u>WORKSHEETS:</u> <u>Graphic Organizer,</u> <u>Planning your art</u>  <u>Classroom Critique</u> <u>Instructions</u>  <u>Planning your art</u>	To explore how limits can enhance creativity	<b>CREATING:</b>  Anchor Standard #1. Generate and conceptualize artistic ideas and work.  Anchor Standard #2. Organize and develop artistic ideas and work.  <b>CONNECTING:</b> Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Go through the process of creating art, by filling out the planning worksheet, listing activities they love, associating those with images, finding reference and practicing images that they want to use in final art.  Explore the bounds of creativity through limiting themselves to a small square surface on which to paint.  Create an original piece of art on a used tea bag.  Participate in classroom critique  Describe, analyze and interpret created artwork	Completed Student Self-Evaluation or Participation in Classroom Critique.	None needed.

## Intro to Visual Art – Elements & Principles Scope and Sequence

<b>19. Toothpick Sculptures</b>	<p>The purpose of this project is to create a free-standing or hanging sculpture composed entirely of toothpicks and glue.</p> <p>The sculpture should employ and emphasize the qualities of <b>line, space</b> (both positive and negative) and <b>rhythm, movement and balance</b>.</p>	<p><b>CREATING:</b></p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Create a “unit” using toothpicks. Add color using spray paint or acrylic paint, and then compile the units into a sculpture.</p>	<p><b>REFLECTION:</b></p> <p>Students fill out a self-evaluation and describe how the principle of balance and rhythm were created in their art.</p>	<p>Allow students to use fewer units. Have them start with colored toothpicks rather than having to paint them.</p>
<p><u>(12) SUB LESSON SHEETS</u></p> <p><u>Use throughout the semester as early-finisher work, sketchbook or sub lessons.</u></p>					
<b>Week 18 Final Portfolio, Artist Statement and Exhibition</b>	<p>Students work collected over the course of the semester will be given 10 points for each completed lesson, 0</p>	<p><b>PRESENTING:</b></p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p>	<p>Collect all completed artwork based on list of lessons and turn in as a portfolio of work.</p> <p>Choose 3 pieces of art to included in a presentation to the class.</p>	<p>Final Portfolio Evaluation will be based on art show presentation, portfolio and reflection.</p>	N/A

# Intro to Visual Art – Elements & Principles Scope and Sequence

<u>WORKSHEETS:</u> <u>Final Project Guidelines</u> <u>Packet</u>	for each lesson that isn't completed.  Art show for each student should include 3 works of art and student should plan on how to present their work to the class.		Students must choose their three best pieces and display them in an "art show" for the class to view.		
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## Full Semester Materials List

### MATERIALS LIST:

#### COLOR SCHEME NAMETAGS LESSON:

- PowerPoint Presentation
- 12" x 18" Drawing Paper
- Colored Pencils or Watercolor Pencils
- Brushes/Water/cups if using watercolor pencils
- Rulers (2" rulers if available)
- 

#### EMOTION OF LINE MINI-COMPOSITIONS

- Enough for each student to have (2) 3" x 4" Rectangles cut from thicker paper.
- Thin, Medium and Thick Black Markers (Water based markers work best.
- PowerPoint Presentation
- Thumbnail Worksheets – for Rhythm and Emotion
- Student Evaluation Sheets
- Doodle Starter Sheets



# Intro to Visual Art – Elements & Principles Scope and Sequence

## SHAPE AND EMPHASIS MINI-COMPOSITIONS:

- Small canvases cut out of heavy weight paper (3" x 5")
- Construction paper, gray, black and some colors
- Glue Sticks
- Pencils and Erasers
- Scissors
- Worksheets included in packet

## COLOR WHEEL MOTIF LESSON:

- Watercolor Paper cut to 12" x 12" (or whatever works best for the paper you have)
- Pencils and Erasers
- Permanent Markers
- Watercolor Paint
  - Grumbacher Watercolor tube paints were used in demonstration in the following colors:
    - Gamboge or Cadmium Yellow Medium – Orange Bias
    - Pale Yellow Hue – Green Bias
    - Cadmium Red Medium – Orange Bias
    - Alizarin Crimson – Violet Bias
    - Cobalt Blue – Violet Bias
    - Thalo Blue – Green Bias
- Brushes
- Water Cups
- Worksheets included in packet

## ABSTRACT WATERCOLOR LESSON:

- Scraps of Watercolor paper (the best quality you have available) approximately 5" x 9"
- Grumbacher Watercolor tube paints were used in demonstration in the following colors:
  - Gamboge or Cadmium Yellow Medium – Orange Bias
  - Pale Yellow Hue – Green Bias
  - Cadmium Red Medium – Orange Bias
  - Alizarin Crimson – Violet Bias
  - Cobalt Blue – Violet Bias
  - Thalo Blue – Green Bias

# Intro to Visual Art – Elements & Principles Scope and Sequence

- Paint Brushes – ½” Flat brush – No. 6 Round Brush – No. 4 Round Brush – No. 1 Liner Brush
- Water cups
- Permanent markers of varies sizes (Micron pens or Sharpies)

## DOODLE LANDSCAPE LESSON:

- Watercolor Paper cut to 10” x 14” (or whatever works best for the paper you have)
- Pencils and Erasers
- Permanent Markers
- Watercolor Paint
- Brushes
- Water Cups
- Worksheets included in packet

## DRAWING UNIT:

- B Pencils; 3B or 4B Pencils; H Pencils
- Rulers
- Colored Pencils
- Pink Erasers
- Kneadable Erasers
- Blending Stumps
- Gridded Drawing Worksheets (Print from link provided)
- Worksheets on Value and Contour Lines (Print enough for each student.)
- Large Newsprint (16” x 24”; or big enough to double the size of your print out.)
- White Drawing Paper
- PowerPoint Lesson
- Variety of Shells or
- Other assorted objects
- Camera or Phone to take photos
- Drop cloth for students to stand in front of
- Printer
- Photoshop or other photo manipulation software (optional)

# Intro to Visual Art – Elements & Principles Scope and Sequence

## WIRE SCULPTURE LESSON:

- 3" x 5" (or similar size) wooden blocks with 2 holes drilled into them the size of your wire.
- 14 to 16 gauge wire from the hardware store, thick enough to hold shape but flexible enough to work with.
- White gesso or white acrylic paint.
- Knee high panty hose.
- Various colors of acrylic paint.
- Art history index cards or other reference
- Art history PDF presentation with links.
- Artist Reflection worksheet

## Art from Music Lesson:

- Colored chalk or chalk pastels
- Drawing Paper (enough for 4 sheets per student)
- Computer with access to YouTube
- Speakers to play music for students

## ABSTRACT OIL PASTEL LESSON

- Black Fine Tip Marker (Sign Pen)
- White paper (12" x 18") or (9" x 12")
- Rulers
- Oil Pastels
- Paper Towels and/or Blending Stumps to blend
- Worksheets included in packet

## OPTIONAL TOOTHPICK SCULPTURE:

- Worksheets included in packet
- Toothpicks, enough for 100 toothpicks per student
- Ziplock baggies, or something to hold the toothpicks
- Wood glue or Glue guns and glue sticks (optional)

# Intro to Visual Art – Elements & Principles Scope and Sequence

- Paper to protect desks
- Spray paint or acrylic/tempura paint.
- Spray booth, or safe place to spray sculptures if using.
- (If using glue guns be sure to demonstrate how to use just a dot of glue so they don't get really messy!)

## OPTIONAL TEA BAG ART:

- Unused Tea Bags (one for each student)
- Magazines/books/glue etc. if allowing the use of mixed media
- Pencils, erasers
- Watercolor, Gouche or Acrylic Paint
- Brushes of varying sizes
- Water cups
- Paper plates for palettes (or whatever you'd like to use for palettes)
- Computers/SmartPhones/Printer for reference

## ART EXHIBITION/PORTFOLIO AND REFLECTION

- Final Project Guidelines Packet