| DATES: | Week 1 | Week 2 |
|----------------------------------|---|---|
| ESSENTIAL QUESTIONS | How can you communicate though painting? | |
| | | |
| CONTENT | Chapter 1: Ideas, Learning to see, and Style | Chapter 2: Elements and Principles of |
| in terms of essential concepts | | design |
| and topics | | accigit |
| STANDARDS/SKILLS | Standard 1 | Standard 4 |
| i.e.processes and skills | Students understand the significance of visual art in relation to historical, social, | Students identify and apply standards to make informed |
| emphaized Indiana Academic | political, environmental, technological, and economic issues. | judgments about art. |
| Standards plus skills | Standard 3 | Standard 6 |
| | Students describe, analyze, and interpret works of art and artifacts. | Students theorize about art and make informed |
| | Standard 4 | judgments. |
| | Students identify and apply standards to make informed judgments about art. | Standard 7 |
| | Standard 5 | Students observe, select, and use a range of subject |
| | Students reflect on the nature of art and aesthetic issues concerning the meaning | matter, symbols, and ideas. |
| | and significance of art. | Standard 9 |
| | Standard 6 | Students develop and apply skills using a variety of two |
| | Students theorize about art and make informed judgments . | dimensional and three |
| | Standard 7 | dimensional media, tools, and processes to create works |
| | Students observe, select, and use a range of subject matter, symbols, and ideas. | that communicate personal meaning. |
| | Standard 9 | Standard 10 |
| | Students develop and apply skills using a variety of two dimensional and three | Students reflect on, revise, and refine work using |
| | dimensional media, tools, and processes to create works that communicate | problem solving and critical |
| | personal meaning. | thinking skills. |
| | Standard 10 | Standard 12 |
| | Students reflect on, revise, and refine work using problem solving and critical | Students understand how art experiences affect daily life |
| | thinking skills. | and identify opportunities for involvement in the arts. |
| | Standard 12 | |
| | Students understand how art experiences affect daily life and identify | |
| | opportunities for involvement in the arts. | |
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| PRODUCTS / | | |
| ASSESSMENTS It is | | |
| assumed that teachers will | Written evaluations, projects, sketchbooks, and quizzes. | |
| assess students with traditional | | |
| tests. | | |
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| DATES: | Week 3 & Week 4 | Week 4 |
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| ESSENTIAL QUESTIONS | How does color affect the mood and communication? | |
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| CONTENT in terms | Color Theory | Tempera |
| of essential concepts and topics | | rompord |
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| STANDARDS/SKILLS | Standard 4 | Standard 1 |
| i.e.processes and skills | Students identify and apply standards to make informed judgments about | Students understand the significance of visual art in relation to historical, social, |
| | art. | political, environmental, technological, and economic issues. |
| Standards plus skills | Standard 5 | Standard 3 |
| | Students reflect on the nature of art and aesthetic issues concerning the | Students describe, analyze, and interpret works of art and artifacts. |
| | meaning | Standard 4 |
| | and significance of art. | Students identify and apply standards to make informed judgments about art. |
| | Standard 6 | Standard 5 |
| | Students theorize about art and make informed judgments . | Students reflect on the nature of art and aesthetic issues concerning the meaning |
| | Standard 7 | and significance of art. |
| | Students observe, select, and use a range of subject matter, symbols, and | Standard 6 |
| | ideas. | Students theorize about art and make informed judgments . |
| | Standard 9 | Standard 7 |
| | Students develop and apply skills using a variety of two dimensional and | Students observe, select, and use a range of subject matter, symbols, and ideas. |
| | three | Standard 9 |
| | dimensional media, tools, and processes to create works that communicate | Students develop and apply skills using a variety of two dimensional and three |
| | personal meaning. | dimensional media, tools, and processes to create works that communicate |
| | Standard 10 | personal meaning. |
| | Students reflect on, revise, and refine work using problem solving and | Standard 10 |
| | critical | Students reflect on, revise, and refine work using problem solving and critical |
| | thinking skills. | thinking skills. |
| | Standard 12 | Standard 12 |
| | Students understand how art experiences affect daily life and identify | Students understand how art experiences affect daily life and identify |
| | opportunities for involvement in the arts. | opportunities for involvement in the arts. |
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| PRODUCTS / ASSESSMENTS | | |
| It is assumed that teachers will | | |
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| tests. | Written evaluations, projects, sketchbooks, and quizzes. | |
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| DATES: | Week 5 & Week 6 | Week 7 & Week 8 |
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| ESSENTIAL QUESTIONS | | |
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| CONTENT in terms | Watercolor | Acrylic |
| of essential concepts and | | |
| topics | | |
| STANDARDS/SKILLS | Standard 1 | Standard 1 |
| i.e.processes and skills | Students understand the significance of visual art in relation to historical, social, | Students understand the significance of visual art in relation to historical, social, |
| | political, environmental, technological, and economic issues. | political, environmental, technological, and economic issues. |
| Standards plus skills | Standard 3 | Standard 3 |
| · | Students describe, analyze, and interpret works of art and artifacts. | Students describe, analyze, and interpret works of art and artifacts. |
| | Standard 4 | Standard 4 |
| | Students identify and apply standards to make informed judgments about art. | Students identify and apply standards to make informed judgments about art. |
| | Standard 5 | Standard 5 |
| | Students reflect on the nature of art and aesthetic issues concerning the meaning | Students reflect on the nature of art and aesthetic issues concerning the meaning |
| | and significance of art. | and significance of art. |
| | Standard 6 | Standard 6 |
| | Students theorize about art and make informed judgments . | Students theorize about art and make informed judgments . |
| | Standard 7 | Standard 7 |
| | Students observe, select, and use a range of subject matter, symbols, and ideas. | Students observe, select, and use a range of subject matter, symbols, and ideas. |
| | Standard 9 | Standard 9 |
| | Students develop and apply skills using a variety of two dimensional and three | Students develop and apply skills using a variety of two dimensional and three |
| | dimensional media, tools, and processes to create works that communicate | dimensional media, tools, and processes to create works that communicate |
| | personal meaning. | personal meaning. |
| | Standard 10 | Standard 10 |
| | Students reflect on, revise, and refine work using problem solving and critical | Students reflect on, revise, and refine work using problem solving and critical |
| | thinking skills. | thinking skills. |
| | Standard 12 | Standard 12 |
| | Students understand how art experiences affect daily life and identify | Students understand how art experiences affect daily life and identify |
| | opportunities for involvement in the arts. | opportunities for involvement in the arts. |
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| PRODUCTS / | | |
| ASSESSMENTS It is | | |
| assumed that teachers will | Written evaluations, projects, sketchbooks, and quizzes. | |
| assess students with traditional tests. | | |
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| DATES: | Week 9 & Week 10 | Week 11 & Week 12 |
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| ESSENTIAL QUESTIONS | | |
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| CONTENT in terms | Oil | Pastel |
| of essential concepts and | | |
| topics | | |
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| STANDARDS/SKILLS | Standard 1 | Standard 1 |
| i.e.processes and skills | Students understand the significance of visual art in relation to historical, social, | Students understand the significance of visual art in relation to historical, social, |
| emphaized Indiana Academic | political, environmental, technological, and economic issues. | political, environmental, technological, and economic issues. |
| Standards plus skills | Standard 3 | Standard 3 |
| | Students describe, analyze, and interpret works of art and artifacts. | Students describe, analyze, and interpret works of art and artifacts. |
| | Standard 4 | Standard 4 |
| | Students identify and apply standards to make informed judgments about art. | Students identify and apply standards to make informed judgments about art. |
| | Standard 5 | Standard 5 |
| | Students reflect on the nature of art and aesthetic issues concerning the meaning | Students reflect on the nature of art and aesthetic issues concerning the meaning |
| | and significance of art. | and significance of art. |
| | Standard 6 | Standard 6 |
| | Students theorize about art and make informed judgments . | Students theorize about art and make informed judgments . |
| | Standard 7 | Standard 7 |
| | Students observe, select, and use a range of subject matter, symbols, and ideas. | Students observe, select, and use a range of subject matter, symbols, and ideas. |
| | Standard 9 | Standard 9 |
| | Students develop and apply skills using a variety of two dimensional and three | Students develop and apply skills using a variety of two dimensional and three |
| | dimensional media, tools, and processes to create works that communicate | dimensional media, tools, and processes to create works that communicate |
| | personal meaning. Standard 10 | personal meaning. Standard 10 |
| | | |
| | Students reflect on, revise, and refine work using problem solving and critical | Students reflect on, revise, and refine work using problem solving and critical |
| | thinking skills. Standard 12 | thinking skills. Standard 12 |
| | Students understand how art experiences affect daily life and identify | Students understand how art experiences affect daily life and identify |
| | opportunities for involvement in the arts. | opportunities for involvement in the arts. |
| | | opportunities for involvement in the arts. |
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| PRODUCTS / | | |
| ASSESSMENTS It is | | |
| assumed that teachers will | Written evaluations, projects, sketchbooks, and quizzes. | |
| assess students with traditional | | |
| tests. | | |
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