



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2012**

**Subject Content: Elementary Art      Grade : 3rd**

**Indicates the Curriculum Map**

Weeks 1 – 3			Weeks 4 – 6		
<b>Unit/Topic</b> <b>Elements of Art:</b> <b>Line</b>			<b>Unit/Topic</b> <b>Elements of Art:</b> <b>Texture</b>		
<p align="center"><b>CORE CONTENT 4.1</b> <b>Common Core Standards</b></p> <p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.            AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.            AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.            AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>			<p align="center"><b>CORE CONTENT 4.1</b> <b>Common Core Standards</b></p> <p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.            AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.            AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.            AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sub-Topic Line	Sub-Topic: Line	Sub-Topic: Line	Sub-Topic: Texture	Sub-Topic: Texture	Sub-Topic: Texture
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create lines by drawing lines.</li> <li>I can use a variety of materials to create lines.</li> <li>I can identify lines</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create lines by drawing lines.</li> <li>I can use a variety of materials to create lines.</li> <li>I can identify lines</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create lines by drawing lines.</li> <li>I can use a variety of materials to create lines.</li> <li>I can identify and</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create texture by rubbing or drawing texture.</li> <li>I can use a variety of materials to create texture.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create texture by rubbing or drawing texture.</li> <li>I can use a variety of materials to create texture.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create texture by rubbing or drawing texture.</li> <li>I can use a variety of materials to create texture.</li> </ul>

in artwork.	in artwork.	create a response about lines in artwork.	<ul style="list-style-type: none"> <li>I can identify texture in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify texture in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and create a response of about texture in an artwork.</li> </ul>
<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Line</li> <li>Directional lines – horizontal, vertical, diagonal</li> <li>Zig-zag, wavy, curved, spiral lines</li> <li>Thick and thin lines</li> <li>Short and long lines</li> <li>Media/medium</li> <li>Sketching</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Line</li> <li>Directional lines – horizontal, vertical, diagonal</li> <li>Zig-zag, wavy, curved, spiral lines</li> <li>Thick and thin lines</li> <li>Short and long lines</li> <li>Media/medium</li> <li>Sketching</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Line</li> <li>Directional lines – horizontal, vertical, diagonal</li> <li>Zig-zag, wavy, curved, spiral lines</li> <li>Thick and thin lines</li> <li>Short and long lines</li> <li>Media/medium</li> <li>sketching</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Texture</li> <li>Media/medium</li> <li>Implied texture</li> <li>Actual texture</li> <li>2-D/3-D</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Texture</li> <li>Implied/Actual textures</li> <li>Media/medium</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Texture</li> <li>Media/medium</li> <li>Collage</li> <li>3-D</li> <li>Portrait</li> </ul>
<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Create directional lines, zig-zag, wavy, curved, spirals by air drawing.</li> <li>Draw each line on the board for students to see the line.</li> <li>Identify lines in artwork such as Pierre Auguste Renior’s <i>Doges’ Palace, Venice Painting</i>.</li> <li>Students will create lines by drawing each line then redrawing each line</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review lines drawn and sketched.</li> <li>Students will create a drawing of a tree by sketching lines.</li> <li>Students will go outside to sit near a tree. Discuss how the tree’s lines are vertical, diagonal, wavy.</li> <li>Demonstrate how to draw the lines of the truck, branches using sketchy lines.</li> <li>Students will sketch a tree in their sketchbook using</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review lines drawn and sketched.</li> <li>Students will drawings by Leonardo da Vinci. Discuss how he used sketched lines to create his artwork.</li> <li>Students will draw one object found in the room using sketched lines.</li> <li>Students will create a background for that objects using sketched lines.</li> <li>If the students</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Explore Actual Textures (how something feels): feel hair, clothes, rub hand over table, chair, floor, side of shoe.</li> <li>Discuss implied textures: how it looks like it feels. Analyze artwork for implied textures.</li> <li>Students will discuss and evaluate animals for their textures from their fur, skin</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review texture: Feel hair, clothes, etc. Review implied texture.</li> <li>Students will <b>evaluate</b> textures of leaves and compare the leaves for dark and light areas.</li> <li>Students will <b>create</b> the image of a leaf. They will create texture and shade by using oil pastels to create an implied</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review texture: Feel hair, clothes, etc. Review implied texture.</li> <li>Students will create a collage using textures that are implied and actual.</li> <li>Show students images of collage artwork from the internet.</li> <li>Show students an actual collage and discuss what elements make it 2-D/3-D.</li> <li>Students will select a subject from the fall season and use a</li> </ul>

<p>by sketching. Discuss the change in the appearance of the lines.</p> <ul style="list-style-type: none"> <li>• Students will create a sketchbook by stapling papers together with a construction paper cover.</li> <li>• Students will draw lines and then sketch lines in the sketchbook.</li> <li>• Students will compare the lines.</li> <li>• Students can design the cover of their sketchbook.</li> </ul>	<p>sketched lines.</p> <ul style="list-style-type: none"> <li>• Students will compare a tree draw without sketched lines and one that is sketched.</li> <li>• Share their responses in small groups.</li> </ul>	<p>choose a clock from the classroom, they may want to draw the wall it would be hanging on. They may add posters or windows. These items need not be in the classroom.</p> <ul style="list-style-type: none"> <li>• Students will write a response comparing how lines are changed by using sketched lines.</li> </ul>	<p>etc.</p> <ul style="list-style-type: none"> <li>• Students will create a 2-D/3-D animal using implied and actual textures. They can use a paper crimper, rubbings, folding, bending to create texture.</li> <li>• Students will describe the process in which they created this animal's texture. They will record the process on paper.</li> </ul>	<p>texture(what texture looks like) and creating color by rubbing the oil pastels.</p>	<p>variety of materials to create the collage.</p> <ul style="list-style-type: none"> <li>• For example, students can create a fall harvest. They can select paper, yarn and beads. They can crumple paper to make tree bark. Use green, orange, red and yellow paper to create the fall leaves. A crimper is great to use to make the leaves have texture. Beads can be glued for apples or even pumpkins in a pumpkin patch. Sand paper can be used for the ground.</li> </ul>
<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>

<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Internet search images: <i>Doges'Palace, Venice Painting</i> by Renoir.</li> <li>• Art materials: paper, pencil, eraser, construction paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Near by tree or tree branches (Images from the Internet of trees may be used if not available).</li> <li>• Art Materials: sketchbook, paper, pencil, eraser, sharpener</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Art Materials: sketchbooks, pencil, erasers, sharpener</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Internet images of animals.</li> <li>• Textures: Actual textures and images of implied textures.</li> <li>• Materials (media) to create their animals: paper, markers, yarn, beads, ribbon, cotton, etc.</li> <li>• Paper and pencil to record the process.</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Actual leaves (some fresh and some dried).</li> <li>• Images of leaves from the Internet</li> <li>• Oil pastels, pencil and paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of collage from the Internet.</li> <li>• Actual Collage (can be a teacher produced collage of a similar product they will create).</li> <li>• Materials (media): various collage materials, pencil, paper, markers, yarn, etc.</li> </ul>

Weeks 7-9			Weeks 10-12		
Unit/Topic Elements of Art: Shape and Form			Unit/Topic Elements of Art: Color		
CORE CONTENT 4.1 Common Core Standards			CORE CONTENT 4.1 Common Core Standards		
<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>			<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Sub-Topic: Shape	Sub-Topic: Shape/Form	Sub-Topic: Form	Sub-Topic: Primary Colors	Sub-Topic: Secondary Colors	Sub-Topic: Neutrals/Cool and Warm Colors
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create shapes using a variety of media.</li> <li>I can identify shapes in artwork.</li> <li>I can create forms using a variety of media.</li> <li>I can identify forms in artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create shapes using a variety of media.</li> <li>I can identify shapes in artwork.</li> <li>I can create forms using a variety of media.</li> <li>I can identify forms in artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create shapes using a variety of media.</li> <li>I can identify shapes in artwork.</li> <li>I can create forms using a variety of media.</li> <li>I can identify forms in artwork.</li> <li>I can identify shape and form in artwork</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can identify the primary and secondary colors on the color wheel.</li> <li>I can identify the primary and secondary colors in artwork.</li> <li>I can create secondary colors by mixing two primary colors.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create secondary colors by mixing two primary colors.</li> <li>I can identify the secondary colors on the color wheel and which two primary colors make it.</li> <li>I can identify secondary colors</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can identify the cool and warm colors on the color wheel</li> <li>I can identify the cool and warm colors in artwork and describe how the colors create mood/different feel in the artwork.</li> <li>I can create a cool or warm color artwork.</li> <li>I can describe how</li> </ul>

		and create a response describing each.	<ul style="list-style-type: none"> <li>I can create the secondary colors on the color wheel by mixing two primary colors.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a color darker or lighter by using the neutrals black and white.</li> </ul>	mood changes with the color the artist chooses.
<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Shape</li> <li>Form</li> <li>Media/medium</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Shape</li> <li>Form</li> <li>Media/medium</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Shape</li> <li>Form</li> <li>Media/medium</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Hue</li> <li>Primary colors: red, yellow, blue</li> <li>Secondary Colors: orange, green, purple (violet)</li> <li>Media</li> <li>Neutrals</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Hue</li> <li>Primary colors: red, yellow, blue</li> <li>Secondary Colors: orange, green, purple (violet)</li> <li>Media</li> <li>Neutrals</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Hue</li> <li>Primary colors: red, yellow, blue</li> <li>Secondary Colors: orange, green, purple (violet)</li> <li>Media</li> <li>Neutrals</li> <li>Cool colors</li> <li>Warm colors</li> <li>Mood</li> </ul>
<p><b>Suggested Strategies/Activities</b></p> <p>Shape Plant Design</p> <ul style="list-style-type: none"> <li>Discuss Wassily Kandinsky's artwork, <i>Yellow-Red-Blue</i>. Discuss how he used lines, shapes and colors to express feelings. Have students identify these elements.</li> <li>Discuss how artist use shapes to create art. Some</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Shapes in Still-Life</p> <ul style="list-style-type: none"> <li>Discuss <i>Fruit</i> by Fernando Botero. Have students analyze the artwork for shapes. Discuss how the objects look as if we can see more than 2 sides of the object.</li> <li>Site several objects on a desk or table, Arrange them so</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Shapes in Still-Life</p> <ul style="list-style-type: none"> <li>Discuss <i>Fruit</i> by Fernando Botero. Have students analyze the artwork for shapes. Discuss how the objects look as if we can see more than 2 sides of the object.</li> <li>View Paul Cezanne's <i>Apples and Oranges</i> still life and analyze for shapes and forms</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Room Painting</p> <ul style="list-style-type: none"> <li>Review the Color Wheel with students. Have students identify both primary and secondary colors.</li> <li>Students will analyze Vincent van Gogh's Bedroom for primary and secondary colors.</li> <li>Students will draw their bedroom or a</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Room Painting (cont.)</p> <ul style="list-style-type: none"> <li>Review the color wheel, primary and secondary colors. Discuss neutrals: white and black and how they change paint colors when mixed with them.</li> <li>Once again look at Vincent van Gogh's Bedroom for these color</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Color Groups Create Mood</p> <ul style="list-style-type: none"> <li>Discuss Georgia O'Keefe's painting: <i>My Back Yard</i>.</li> <li>Discuss how the color wheel can be divided in half into two groups: warm and cool. These color groups create a feel in the painting or a mood.</li> <li>Discuss how</li> </ul>

<p>artwork will look real and some will look abstract.</p> <ul style="list-style-type: none"> <li>• Have students sketch a design of a plant made up of shapes. Emphasize they can draw smaller shapes inside larger ones.</li> <li>• Have students copy the shapes onto construction paper and cut out the shapes. Use their sketch as a guide to place the shapes on to black paper.</li> <li>• Have students discuss each others artwork in small groups to find the shapes their friends made.</li> </ul>	<p>there are different shapes and sizes.</p> <ul style="list-style-type: none"> <li>• Have students sketch the objects by drawing the shapes and using overlap to create a 3-D effect.</li> <li>• Have the students to analyze their artwork for shapes that have become forms (3-D) and overlap.</li> <li>• Students will paint their still-life next class to create depth with color.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students to look at the still life again and analyze their shapes.</li> <li>• Students will paint their still life to create shadows for a 3-D effect to make the objects look more like forms.</li> </ul>	<p>room they know well (It could be the artroom) using a pencil.</p> <ul style="list-style-type: none"> <li>• They will then decide which colors to use to paint the room: primary or secondary colors.</li> <li>• This activity will continue to the next class.</li> </ul>	<p>groups.</p> <ul style="list-style-type: none"> <li>• Students will paint their room they drew the last class and include these color groups in the painting. They will also use black and white to tint and shade the paint.</li> <li>• Discuss how to hold the paintbrush and how to make strokes.</li> <li>• Students will complete their painting.</li> <li>• Students will evaluate their artwork for use of primary colors and secondary colors.</li> </ul>	<p>O’Keefe’s painting seems warm and vibrant.</p> <ul style="list-style-type: none"> <li>• Discuss Josephine Trotter’s <i>Winter Palace</i> and how the color group she used changed the feel in the painting.</li> <li>• Divide the class into 2 groups: cool and warm. They class will create a silhouette of a house using the different color groups for the sky.</li> <li>• They students will use paint to color the sky and black construction paper for the house and ground.</li> <li>• Students will create a written response describing how their color of sky created the mood of the painting.</li> </ul>
<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response,</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice,</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice,</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)  Written/aural – multiple choice, constructed response, open response</p>

open response	constructed response, open response		response	constructed response, open response	
<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>	<b>Summative</b>
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>	<b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b>
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
<ul style="list-style-type: none"> <li>• <i>Yellow-Red-Blue</i> by Wassily Kandinsky</li> <li>• Other artwork found on the internet.</li> <li>• Paper, scissors, glue, black paper</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit by Fernando Botero</li> <li>• Various shaped objects to create a still life</li> <li>• Pencil and paper</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit by Fernando Botero</li> <li>• <i>Apples and Oranges</i> by Paul Cezanne</li> <li>• Various shaped objects to create a still life</li> <li>• Pencil and paper</li> <li>• Paint, water, brushes, paper</li> </ul>	<ul style="list-style-type: none"> <li>• Vincent van Gogh's Bedroom</li> <li>• Paint, pencil, brushes, water</li> <li>• Color Wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Vincent van Gogh's Bedroom</li> <li>• Paint, pencil, brushes, water</li> <li>• Color Wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia O'Keefe's <i>My Back Yard</i></li> <li>• Josephine Trotter's <i>Winter Palace</i></li> <li>• Paper pencil, cool and warm color paint, black construction paper, glue, scissors</li> </ul>



Weeks 13-15			Weeks 16-18		
<b>Unit/Topic</b> <b>Principles of Design:</b> <b>Pattern</b>  <b>Culture:</b> <b>Native American Art</b>			<b>Unit/Topic</b> <b>Principles of Design:</b> <b>Contrast</b>  <b>Subject Matter:</b> <b>Landscape, Portrait, Still-Life</b>		
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.			<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Sub-Topics:</b> <b>Pattern</b> <b>Native American Art</b>	<b>Sub-Topics:</b> <b>Pattern</b> <b>Native American Art</b>	<b>Sub-Topics:</b> <b>Pattern</b> <b>Native American Art</b>	<b>Sub-Topics:</b> <b>Contrast</b> <b>Landscape</b>	<b>Sub-Topics:</b> <b>Contrast</b> <b>Portrait</b>	<b>Sub-Topics:</b> <b>Contrast</b> <b>Still Life</b>
<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create pattern using the elements of art.</li> <li>I can identify patterns in Native American artwork.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create pattern using the elements of art.</li> <li>I can identify patterns in Native American artwork.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create pattern using the elements of art.</li> <li>I can identify patterns in Native American artwork.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify contrast in artwork.</li> <li>I can identify a landscape, portrait and still life.</li> <li>I can create a</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify contrast in artwork.</li> <li>I can identify a landscape, portrait and still life.</li> <li>I can create a</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify contrast in artwork.</li> <li>I can identify a landscape, portrait and still life.</li> <li>I can create a</li> </ul>

<ul style="list-style-type: none"> <li>I can create Native American art.</li> </ul>	<ul style="list-style-type: none"> <li>I can create Native American art.</li> </ul>	<ul style="list-style-type: none"> <li>I can create Native American art.</li> <li>I can create a response that describes pattern in Native American art.</li> </ul>	<p>contrast by using the element of arts.</p>	<ul style="list-style-type: none"> <li>I can create a landscape, portrait or still life and create a contrast for the subject matter by using the element of art.</li> </ul>	<p>contrast by using the element of art.</p> <ul style="list-style-type: none"> <li>I can select which subject matter the artist used and describe contrast in the art.</li> </ul>
<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Pattern</li> <li>Elements of Art</li> <li>Native American culture</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Pattern</li> <li>Elements of Art</li> <li>Native American culture</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Pattern</li> <li>Elements of Art</li> <li>Native American culture</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Contrast</li> <li>Elements of Art</li> <li>Subject Matter: landscape, portrait, still life</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Contrast</li> <li>Elements of Art</li> <li>Subject Matter: landscape, portrait, still life</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Contrast</li> <li>Elements of Art</li> <li>Subject Matter: landscape, portrait, still life</li> </ul>
<p><b>Strategies/Activities</b></p> <p>Legend of the Indian Paintbrush and Bluebonnett</p> <ul style="list-style-type: none"> <li>Students will become familiar with these legends in reading class. Students will create each of these flowers using pastel chalk or oil paint.</li> <li>Students will analyze Tommie Depaola's artwork in the books he wrote depicting these legends.</li> <li>Students will create either</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Dream catchers</p> <ul style="list-style-type: none"> <li>Discuss the dream catchers that Native American make and their purpose.</li> <li>Show different Dream catchers. Images can be found on the Internet.</li> <li>Students will create a dream catcher using a paper plate, yarn, beads and feathers.</li> <li>The students will design the paper plate using a</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Animal Hides</p> <ul style="list-style-type: none"> <li>Native Americans would record events on dried animal hides. They would use pictures to represent words.</li> <li>Students will analyze animal hides and the pictures. These images can be found on the Internet.</li> <li>Students will create a short event that a Native American would have experience. For example a hunt, fish, or passage of rights.</li> <li>Students will crumple</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Watercolor Seascape</p> <ul style="list-style-type: none"> <li>Discuss the kinds subject matter: landscape, portrait, and still life.</li> <li>Students will analyze landscapes to see what is included in a landscape. Discuss contrast and have students identify areas of contrast.</li> <li>Show student images of deserts, seascapes, mountains from the Internet or prints.</li> <li>Students will create a watercolor landscape of the sea.</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Portrait of a President</p> <ul style="list-style-type: none"> <li>Review the types of subject matter. Analyze portraits painting by various artists. Discuss self-portraits.</li> <li>View portraits by Sargent who was a famous artist of the presidents. Discuss areas of contrast in colors.</li> <li>Students will select a president and draw a sketch of this president.</li> <li>Students will also research the president and find</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Still Life of Fruit</p> <ul style="list-style-type: none"> <li>Review the kinds of subject matter. Students will analyze still life.</li> <li>Discuss Paul Cezanne's still life and have students find areas of color contrast.</li> <li>Students will create a still life of apples or oranges using oil pastels.</li> <li>Students will create areas of contrast using color.</li> </ul>

<p>flower.</p>	<p>pattern, punch holes in the plate, string yarn through the holes and add beads and feathers.</p> <ul style="list-style-type: none"> <li>Students will describe the process of how they made the catcher and discuss the purpose of it.</li> </ul>	<p>brown paper over and over until the paper has become soft. They students will record their story they wrote by drawing pictures they Native Americans used to represent the words they wrote. Students will use black crayon. They will also create a pattern of lines or shapes or colors around the edges of the hide.</p> <ul style="list-style-type: none"> <li>The students will share their hides in small groups.</li> </ul>	<p>Students will create a wash using watercolors to represent the sky and ocean. Student will create contrast using darker and lighter colors.</p>	<p>out one interesting fact about him.</p> <ul style="list-style-type: none"> <li>Students will share their portrait and interesting fact with the class.</li> </ul>	
<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b> Performance Based (Student demonstrates specific skills)</p>

<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Legend of the BlueBonnett and Legend of the Indian Paintbrush by Tomie Depaola</li> <li>• Oil pastels, chalk pastels</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Native American Dreamcatchers images from the Internet or an actual catcher</li> <li>• Paper plates, yarn, beads and feathers, hole punch</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Native American Hides, pictures, images</li> <li>• Brown craft paper, pencils, black crayons</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of painted landscapes of mountains, oceans, deserts</li> <li>• Watercolors, brushes, water, paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Presidents and information about presidents</li> <li>• Pencils, paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Paul Cezanne’s Still life images from the Internet or prints.</li> <li>• Oil pastels, paper, blending stumps</li> </ul>

Weeks 19-21			Weeks 22-24		
Unit/Topic Principles of Design: Emphasis			Unit/Topic Principle of Design: Balance		
CORE CONTENT 4.1 Common Core Standards			CORE CONTENT 4.1 Common Core Standards		
<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>			<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Sub-Topic: Emphasis	Sub-Topic: Emphasis	Sub-Topic: Emphasis	Sub-Topic: Balance (symmetry)	Sub-Topic: Balance (symmetry)	Sub-Topic: Balance (symmetry)
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create emphasis in art by using the elements of art to create a focal point.</li> <li>I can identify emphasis in artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create emphasis in art by using the elements of art to create a focal point.</li> <li>I can identify emphasis in artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create emphasis in art by using the elements of art to create a focal point.</li> <li>I can identify emphasis in artwork.</li> <li>I can describe in a response why the object is the emphasis (focal point) in the</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create symmetrical balance in art by using the elements of art.</li> <li>I can identify a symmetrical artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create symmetrical balance in art by using the elements of art.</li> <li>I can identify a symmetrical artwork.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create symmetrical balance in art by using the elements of art.</li> <li>I can identify a symmetrical artwork.</li> <li>I can describe what element(s) of art makes the artwork symmetrical.</li> </ul>

		artwork.			
<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal Point</li> <li>Elements of Art</li> </ul>	<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal point</li> <li>Elements of Art</li> </ul>	<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal Point</li> <li>Elements of Art</li> </ul>	<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>	<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>	<b>Critical Vocabulary</b> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>
<b>Suggested Strategies/Activities</b> Collage creates Emphasis <ul style="list-style-type: none"> <li>Discuss how Tom Wesselmann created emphasis with his still life collage called <i>Still Life #25</i>.</li> <li>Discuss how collage is created by gluing pieces of paper or other materials to a flat surface.</li> <li>Students will select one magazine picture to create an emphasis for a collage. The students will create the surroundings for the object using either crayon, marker or</li> </ul>	<b>Suggested Strategies/Activities</b> Printmaking <ul style="list-style-type: none"> <li>Discuss how Beatrice Sagar created rhythm, pattern and emphasis by using a print in her artwork called <i>Sun Shines</i>.</li> <li>Students will use a styrofoam plate to carve an object into. They will use a pencil or pick to make the indentions.</li> <li>Students will apply paint to the plate and press paper onto the plate. Students will repeat the process to create a larger quilt like artwork.</li> <li>Students will</li> </ul>	<b>Suggested Strategies/Activities</b> Graphic Arts <ul style="list-style-type: none"> <li>Discuss how Graphic Artists use words or objects to catch the viewers attention.</li> <li>Discuss Johnanna Kriesel's <i>We're Waiting Just for You at he Zoo</i> Panda Print.</li> <li>She created an emphasis using the panda.</li> <li>Students will select a word or an object to create a front of a cereal box. Students will cover a cereal box with paper and design a new label for a cereal</li> </ul>	<b>Suggested Strategies/Activities</b> Mexican Yarn Masks <ul style="list-style-type: none"> <li>Discuss how many cultures use masks for many reasons. View Huichoi yarn Mask from the Internet.</li> <li>Discuss how the mask is created to by symmetrical.</li> <li>Students will design a mask on tagboard. The mask must be symmetrical.</li> <li>Students will color the mask with crayons.</li> <li>Students will outline the lines with glue and then press yarn onto the glue.</li> <li>Attach a craft stick to the back of the mask.</li> <li>Students will continue the mask to next class.</li> </ul>	<b>Suggested Strategies/Activities</b> Mexican Yarn Masks (cont.) <ul style="list-style-type: none"> <li>Review masks from many cultures. Evaluate these masks for symmetry.</li> <li>Students will continue with their Mexican yarn mask design.</li> <li>Upon, completion, students will describe the patterns on their mask. And how they created symmetry.</li> </ul>	<b>Suggested Strategies/Activities</b> Asymmetrical Balance Murals <ul style="list-style-type: none"> <li>Discuss murals with students. Murals cover large areas usually walls of a building.</li> <li>Students will analyze various murals for balance. These artists created balance for the viewers eye.</li> <li>Students will work in small groups to create a large mural.</li> <li>Tape a large paper to a wall. Students will sketch out a scene from their community: such as the park, football field, and neighborhoods.</li> <li>Students will create balance by filling areas of space. They need to think about how the</li> </ul>

<p>construction paper.</p> <ul style="list-style-type: none"> <li>Share their finished product in small groups and evaluate for emphasis.</li> </ul>	<p>evaluate their art for emphasis and pattern.</p>	<p>they create.</p> <ul style="list-style-type: none"> <li>They have to include emphasis to catch the attention of a shopper.</li> <li>Students will paint, or color with markers to add color.</li> <li>Students will evaluate their cereal box to see if they were successful in creating emphasis.</li> </ul>			<p>viewer's eyes will move around the mural and they will place objects to create the movement.</p> <ul style="list-style-type: none"> <li>Students will add color using paint, markers or crayons.</li> <li>Students will discuss their mural and evaluate for balance.</li> </ul>
<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p>

<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Tom Wesselman still life collage called <i>Still Life #25</i>.</li> <li>• Magazines, paper, glue, scissors, markers</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Beatrice Sagar’s <i>Sun Shines</i></li> <li>• Styrofoam plates, paint, brushes, paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Johnanna Kriesel’s <i>We’re Waiting Just for You at he Zoo” Panda Print</i>.</li> <li>• Cereal boxes, paper, paint, pencils</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Huichoi yarn Mask from the Internet</li> <li>• Tagboard, yarn, glue, pencils, crayons</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Huichoi yarn Mask from the Internet</li> <li>• Tagboard, yarn, glue, pencils, crayons</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Mural images from the Internet</li> <li>• Large paper, pencils, crayons, markers, paint</li> </ul>



Weeks 25-27			Weeks 28-30		
<b>Unit/Topics</b> <b>Cultures:</b> <b>African</b> <b>Purposes of Art:</b> <b>Ceremonial, Narrative, Artistic Expression, Functional</b>			<b>Unit/Topics</b> <b>Cultures:</b> <b>Colonial American</b> <b>Purposes of Art:</b> <b>Ceremonial, Narrative, Artistic Expression, Functional</b>		
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b> AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. AH EP 3.4.1 Students will describe or explain how art fulfills a variety of purposes. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.			<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b> AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. AH EP 3.4.1 Students will describe or explain how art fulfills a variety of purposes. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<b>Sub-Topic:</b> <b>African Art</b> <b>Purposes of Art</b>	<b>Sub-Topic:</b> <b>African Art</b> <b>Purposes of Art</b>	<b>Sub-Topic:</b> <b>African Art</b> <b>Purposes of Art</b>	<b>Sub-Topic:</b> <b>Colonial American Art</b> <b>Purposes of Art</b>	<b>Sub-Topic:</b> <b>Colonial American Art</b> <b>Purposes of Art</b>	<b>Sub-Topic:</b> <b>Colonial American Art</b> <b>Purposes of Art</b>
<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to African artists.</li> <li>I can identify the elements of art and principles of design</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to African artists.</li> <li>I can identify the elements of art and principles of design</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to African artists.</li> <li>I can identify the elements of art and principles of</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American artists.</li> <li>I can identify the elements of art and principles of design in</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American artists.</li> <li>I can identify the elements of art and principles of design</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American artists.</li> <li>I can identify the elements of art and principles of design in</li> </ul>

<p>in African Art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an artwork.</li> </ul>	<p>in African Art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an artwork.</li> </ul>	<p>design in African Art.</p> <ul style="list-style-type: none"> <li>I can identify and describe the purpose of an artwork.</li> </ul>	<p>Colonial American art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an artwork.</li> </ul>	<p>in Colonial American art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an artwork.</li> </ul>	<p>Colonial American art.</p> <ul style="list-style-type: none"> <li>I can identify and describe the purpose of an artwork.</li> </ul>
<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>African</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>African</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>African</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>Colonial American</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>Colonial American</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of art</li> <li>Principles of design</li> <li>Colonial American</li> <li>Culture</li> <li>Processes</li> <li>Media/Medium</li> <li>Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>
<p><b>Suggested Strategies/Activities</b></p> <p>Clay Beads</p> <ul style="list-style-type: none"> <li>Discuss African Art. African make art to use: Functional purpose and they also make art for ceremonial purposes.</li> <li>Students will view clay beads created by African artists. They created clay beads to use to adorn masks, as</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Clay Beads (cont.)</p> <ul style="list-style-type: none"> <li>Students will review the purpose of African art.</li> <li>Students will paint the small dried clay beads and create patterns.</li> <li>They will sting the beads on string to create a necklace or bracelet.</li> <li>Students will describe the</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Woven Baskets</p> <ul style="list-style-type: none"> <li>Students will view various woven baskets Africans. They will evaluate the baskets for pattern, and contrast.</li> <li>Students will determine the purpose of this art.</li> <li>Students will create a woven</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Dolls made from hose</p> <ul style="list-style-type: none"> <li>Colonial American created dolls by sewing.</li> <li>Students will view images of these dolls and describe the differences from these dolls today and then.</li> <li>Students will create a doll using knee high panty hose and cotton batting.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Quilt Squares</p> <ul style="list-style-type: none"> <li>Discuss the purpose of quilts and how quilts have been made for generations.</li> <li>View quilts made by the colonists. Students will analyze the quilts for pattern and balance. Discuss how the women and little girls</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Checker Boards</p> <ul style="list-style-type: none"> <li>Discuss the games children played in the colonial times.</li> <li>Checkerboards have been made for centuries. Show images of checkerboards. Children created these for recreational purposes.</li> <li>Students will create</li> </ul>

<p>jewelry and to sale to make money or exchange for goods.</p> <ul style="list-style-type: none"> <li>• Students will create small clay beads by rolling clay into small balls. They will then poke a small pick through the clay to create a hole.</li> <li>• They will allow the clay to dry.</li> <li>• Continue this art making to next class.</li> </ul>	<p>process of how they made the clay beads.</p>	<p>basket by taking a small cardboard carton and cutting vertical slits into the box. They will tread raffia through the slits using a over and under repetition.</p> <ul style="list-style-type: none"> <li>• Students will complete the basket.</li> <li>• Students will describe how they created the weave and discuss the purpose the Africans would have used the baskets.</li> </ul>	<ul style="list-style-type: none"> <li>• Stuff the cotton into the hose and twist rubber bands around the hose for create a small ball at the top for the head. And again around a small area to make hands.</li> <li>• Students can add buttons for eyes and fabric to make clothes.</li> <li>• Students will describe the dolls created today to dolls created in the colonial times.</li> </ul>	<p>would get together to quilt and the purpose of their gatherings.</p> <ul style="list-style-type: none"> <li>• Students will select a quilt pattern square.</li> <li>• They will cut fabric to create a replica of that square. Students will work in small groups to create a group quilt. They will sew the quilt square together to make a baby quilt.</li> <li>• Students will describe the reasons why colonists made quilts and the setting they made them in.</li> </ul>	<p>a checkerboard by creating a paper weave.</p> <ul style="list-style-type: none"> <li>• Students will cut slits into a sheet of construction paper. They will then weave slips of paper over and under through the slits changing the sequence to under over on the next strip.</li> <li>• Students will create checkers by using small rounds bottle caps, pennies, rocks or any found objects just as children would have in the colonial days.</li> <li>• Students will compare checkers to today and to the ones created now.</li> </ul>
<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>

<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Clay beads</li> <li>• Clay, paint, picks, string</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Clay beads</li> <li>• Clay, paint, picks, string</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Woven African Baskets</li> <li>• Cardboard cartons</li> <li>• Raffia</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Colonial inspired dolls</li> <li>• Panty hose knee highs</li> <li>• batting</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Quilt Squares and Quilt images</li> <li>• Fabric, scissors, quilt patterns</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Colonial games played by children</li> <li>• Checker Boards</li> <li>• Paper</li> </ul>

Weeks 31-33			Weeks 34-36		
<b>Unit/Topic</b> <b>Culture:</b> <b>Appalachian</b> <b>Purposes of Art:</b> <b>Ceremonial, Narrative, Artistic Expression, Functional</b>			<b>Unit/Topic</b> <b>Review of Art</b>		
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b> AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. AH EP 3.4.1 Students will describe or explain how art fulfills a variety of purposes. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.			<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b> AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design. AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes. AH EP 2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. AH EP 3.4.1 Students will describe or explain how art fulfills a variety of purposes. AH EP 4.4.1 Students will create artwork using the elements of art and principles of design. AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<b>Sub-Topics:</b> <b>Appalachian Art</b> <b>Purposes of Art</b>	<b>Sub-Topics:</b> <b>Appalachian Art</b> <b>Purposes of Art</b>	<b>Sub-Topics:</b> <b>Appalachian Art</b> <b>Purposes of Art</b>	<b>Sub-Topics:</b> <b>Elements of Art</b> <b>Principles of Design</b> <b>Subject Matter</b> <b>Cultures</b> <b>Purposes of Art</b>	<b>Sub-Topics:</b> <b>Elements of Art</b> <b>Principles of Design</b> <b>Subject Matter</b> <b>Cultures</b> <b>Purposes of Art</b>	<b>Sub-Topics:</b> <b>Elements of Art</b> <b>Principles of Design</b> <b>Subject Matter</b> <b>Cultures</b> <b>Purposes of Art</b>
<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American artists.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American artists.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create artwork similar to Colonial American</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create art using the elements of art and principles of</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create art using the elements of art and principles of</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create art using the elements of art and principles</li> </ul>

<ul style="list-style-type: none"> <li>• I can identify the elements of art and principles of design in Appalachian art.</li> <li>• I can identify the purpose of an Appalachian artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the elements of art and principles of design in Appalachian art.</li> <li>• I can identify the purpose of an Appalachian artwork.</li> </ul>	<p>artists.</p> <ul style="list-style-type: none"> <li>• I can identify the elements of art and principles of design in Appalachian art.</li> <li>• I can identify and describe the purpose of an Appalachian artwork.</li> </ul>	<p>design.</p> <ul style="list-style-type: none"> <li>• I can identify and describe the elements of art and principles of design in artwork of various cultures.</li> <li>• I can identify subject matter in art.</li> <li>• I can identify different types of media used in creating art.</li> <li>• I can identify the purpose an artwork was created.</li> </ul>	<p>design.</p> <ul style="list-style-type: none"> <li>• I can identify and describe the elements of art and principles of design in artwork of various cultures.</li> <li>• I can identify subject matter in art.</li> <li>• I can identify different types of media used in creating art.</li> <li>• I can identify the purpose an artwork was created.</li> </ul>	<p>of design.</p> <ul style="list-style-type: none"> <li>• I can identify and describe the elements of art and principles of design in artwork of various cultures.</li> <li>• I can identify subject matter in art.</li> <li>• I can identify different types of media used in creating art.</li> <li>• I can identify the purpose an artwork was created.</li> <li>• I can write a response describing an artwork.</li> </ul>
<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of art</li> <li>• Principles of design</li> <li>• Appalachian</li> <li>• Culture</li> <li>• Process</li> <li>• Media/Medium</li> <li>• Purposes of art: narrative, ceremonial, artistic expression, functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Appalachian</li> <li>• Culture</li> <li>• Processes</li> <li>• Media/Medium</li> <li>• Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Appalachian</li> <li>• Culture</li> <li>• Processes</li> <li>• Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Culture</li> <li>• Processes</li> <li>• Media/medium</li> <li>• Subject Matter: Landscape, Portrait, Still life</li> <li>• Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Culture</li> <li>• Processes</li> <li>• Media/medium</li> <li>• Subject Matter: Landscape, Portrait, Still life</li> <li>• Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Culture</li> <li>• Processes</li> <li>• Media/medium</li> <li>• Subject Matter: Landscape, Portrait, Still life</li> <li>• Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional</li> </ul>

<p><b>Suggested Strategies/Activities</b> Folk Art Sticks</p> <ul style="list-style-type: none"> <li>Appalachian art has evolved though the years to represent the people who live in their communities. Often they use found objects from nature to create their art.</li> <li>Students will gather sticks around the school. They will select one to use as their art. (If sticks are not available around the school, gather some at home and bring to school.)</li> <li>Students will use a stick to paint using paint. They may choose to make the stick look like an animal or a person or just a stick with a pattern.</li> <li>Continue to next class.</li> </ul>	<p><b>Suggested Strategies/Activities</b> Folk Art Sticks</p> <ul style="list-style-type: none"> <li>Folk Art has become a art of the Appalachia people.</li> <li>Students will continue making their stick.</li> <li>Upon completion, students will describe why they chose their subject and how it represent something from their community or something about him or herself.</li> </ul>	<p><b>Suggested Strategies/Activities</b> Landscapes of Log Cabins</p> <ul style="list-style-type: none"> <li>Frontiersman built their homes from logs to create cabins.</li> <li>Students will view log cabins on the Internet.</li> <li>Students will create a drawing of these cabins in a landscape. They will create depth using smaller object in the distance.</li> </ul>	<p><b>Suggested Strategies/Activities</b> Narrative Drawings</p> <ul style="list-style-type: none"> <li>View artwork that depicts a story.</li> <li>Show students illustrations from books such as <i>Coyote Places the Stars</i> illustrated by Harriet Peck Taylor.</li> <li>Students will draw a picture that tells a story. Or you may read a story and have the students illustrate one part of the story.</li> <li>They will draw with pencil and color.</li> </ul>	<p><b>Suggested Strategies/Activities</b> Western Boots</p> <ul style="list-style-type: none"> <li>View Western Boots Cowboys wore. These have design and often have color variations.</li> <li>Students will draw a western boot and color the boot with colored pencils.</li> </ul>	<p><b>Suggested Strategies/Activities</b> Student Choice</p> <ul style="list-style-type: none"> <li>Students will create an object using various objects from the scrape box. They will choose a subject and create it using glue.</li> </ul>
<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates</p>	<p><b>Balanced Assessment: Formative</b> Performance Based (Student demonstrates</p>

<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Summative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Appalachian Folk Art</li> <li>Sticks, paint, brushes</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Appalachian Folk Art</li> <li>Sticks, paint, brushes</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Images of log cabins from the early Appalachian days.</li> <li>Pencils and paper</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li><i>Coyote Places the Stars</i> illustrated by Harriet Peck Taylor</li> <li>Paper and pencil</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Images of Western Boots</li> <li>Paper, pencil, colored pencils</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Scrape box filled with construction paper scrapes, ribbons, yarn, etc.</li> <li>Glue, scissors</li> </ul>