



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

Subject Content: Elementary Art Grade : 4th

Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
Unit/Topic Elements of Art: Line			Unit/Topic Elements of Art: Texture		
<p align="center">CORE CONTENT 4.1 Common Core Standards</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">CORE CONTENT 4.1 Common Core Standards</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>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create artwork using a variety of lines. I can draw lines by sketching. I can use a variety 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create artwork using a variety of lines. I can draw lines by sketching. I can use a variety 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create artwork using a variety of lines. I can draw lines by sketching. I can use a variety of 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create textures by rubbing or drawing texture. I can use a variety of materials to create texture. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create texture by rubbing or drawing texture. I can use a variety of materials to create texture. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create texture by rubbing or drawing texture. I can use a variety of materials to create texture.

<p>of materials to create lines.</p> <ul style="list-style-type: none"> I can identify and create a response about lines in artwork. 	<p>of materials to create lines.</p> <ul style="list-style-type: none"> I can identify and create a response about lines in artwork. 	<p>materials to create lines.</p> <ul style="list-style-type: none"> I can identify and create a response about lines in artwork. 	<ul style="list-style-type: none"> I can identify texture in artwork. 	<ul style="list-style-type: none"> I can identify texture in artwork. 	<ul style="list-style-type: none"> I can identify and create a response to describe how an artist uses texture in artwork.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium Sketching 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium Sketching 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium sketching 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Media/medium Implied texture Actual texture Collage 3-D 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Implied/Actual textures Media/medium Collage 3-D 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Implied/Actual Textures Media/medium Collage 3-D habitat
<p>Strategies/Activities</p> <ul style="list-style-type: none"> Create directional lines, zig-zag, wavy, curved, spirals by air drawing. Draw each line on the board for students to see the line. Discuss contour lines (the outline of an image or object). Show images from the Internet of contour drawings. Students will write 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review lines drawn and sketched. Identify lines in artwork such as Leonardo da Vinci's <i>Mona Lisa</i>. Discuss how lines are different if just drawn or sketched. Demonstrate how to sketch. Students will create lines by sketching a portrait. Discuss the change in the appearance of the 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review lines drawn and sketched. Students will drawings by Leonardo da Vinci. Discuss how he used sketched lines to create his artwork. Students will draw a sketch of their shoe. Students will use a variety of lines to create the sketch. Focus on the contour then create 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Explore Actual Textures (how something feels): feel hair, clothes, rub hand over table, chair, floor, side of shoe. Discuss implied textures: how it looks like it feels. Analyze artwork for implied textures. Discuss and evaluate textures from artwork from 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. Review implied texture. Students will continue work on their animal's texture. Students will brush glue over the entire body of the animal to create a "varnish". Allow to dry flat. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. Review implied texture. Students will create something from the animal's habit for to complete the activity. For example the students can create a leaf or a lily pad for the frog. Students need to create texture as well. Students will create a written response

<p>their name using cursive writing.</p> <ul style="list-style-type: none"> • Students will create contour lines around their name. (Basically they will be outlining their name) • For example: Take a green marker and trace close without touching the letters from the beginning to the end of their name. Do this on top and on bottom of the name. • Next, select a new color marker. With this marker draw the contour line of the line just drawn (green). Repeat. <p>Hint: Use a small piece of paper and complete the process by filling the paper.</p>	<p>lines.</p> <ul style="list-style-type: none"> • Students may create a self-portrait by drawing himself/herself. • Demonstrate how to place the face. Encourage sketched lines and good observation of the person drawing. Mirrors may be helpful. 	<p>the inside detail.</p> <ul style="list-style-type: none"> • Students will write a response comparing how lines appear different by drawing sketched lines. 	<p>the internet or prints and actual objects found in the classroom.</p> <ul style="list-style-type: none"> • View different animals on the internet and determine what kind of textures they would have. • Students will select an animal to create. The students will replicate its hide, fur, etc by using textures (actual or implied). • For example, if a frog is selected, students can use dried pasta, beans, lentils and even sand paper to cover its body. • This project will take at least 2 to 3 classes. 		<p>describing the process they used to create the animal and why they chose the additional object to represent the habitat of the animal.</p>
<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>

constructed response, open response	constructed response, open response	response, open response	constructed response, open response	constructed response, open response	response, open response
Summative	Summative	Summative	Summative	Summative	Summative
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
Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul style="list-style-type: none"> Internet search images: Contour drawings Art materials: paper, pencil, eraser 	<ul style="list-style-type: none"> Internet search image: <i>Mona Lisa</i> by Leonardo da Vinci. Art Materials: sketchbook, paper, pencil, eraser, sharpener, mirrors 	<ul style="list-style-type: none"> Internet search images: Contour drawings of shoes Art Materials: sketchbooks, pencil, erasers, sharpener, shoes <p>Hint: You may want to bring extra shoes from home for students who feel uncomfortable taking off their shoes.</p>	<ul style="list-style-type: none"> Internet search images: Artwork with good texture, and animals to determine texture. Objects to feel for texture Pictures of animals Various materials to create the animals texture: beans, pasta, beads, yarn, fabric, paper, etc.. Glue, brushes, newspaper, paper, pencils. 	<ul style="list-style-type: none"> Internet search images: Artwork with good texture, and animals to determine texture. Objects to feel for texture Pictures of animals Various materials to create the animals texture: beans, pasta, beads, yarn, fabric, paper, etc.. Glue, brushes, newspaper, paper, pencils. 	<ul style="list-style-type: none"> Internet search images: Artwork with good texture, and animals to determine texture. Objects to feel for texture Pictures of animals Various materials to create the animals texture: beans, pasta, beads, yarn, fabric, paper, etc.. Glue, brushes, newspaper, paper, pencils.

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
<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can create shapes using a variety of media. • I can identify shapes in artwork. • I can create forms using a variety of media. • I can identify forms in artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can identify shapes and forms in artwork. • I can create forms using a variety of media. • I can describe how shape and form are different. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can create shapes and forms using a variety of media. • I can identify shapes and forms in artwork. • I can identify shape and form in artwork and create a response describing each. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can identify the primary and secondary colors on the color wheel and in artwork. • I can create secondary colors by mixing two primary colors. • I can create the secondary colors on the color wheel by 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can identify the secondary colors on the color wheel and which two primary colors make it. • I can identify the neutrals in artwork. • I can create art using the neutrals. • I can create color 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> • I can identify the cool and warm colors on the color wheel. • I can identify the cool and warm colors in artwork and describe how the colors create mood/different feel in the artwork. • I can create a cool or warm color artwork. • I can describe how

			mixing two primary colors.	change by using neutral. <ul style="list-style-type: none"> I can respond to artwork describing the colors the artist used. 	mood changes with the color the artist chooses.
Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals 	Critical Vocabulary <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals 	Critical Vocabulary <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals Cool colors Warm colors Mood
Suggested Strategies/Activities Shapes in Nature <ul style="list-style-type: none"> Discuss Franz Marc's <i>Monkey Frieze</i>. Have students identify shapes, geometric and organic in the painting. Have student to determine if they see more organic or geometric shapes. Analyze Georgia O-Keeffe's <i>Poppies</i> 	Suggested Strategies/Activities Shapes in Nature <ul style="list-style-type: none"> Review shapes in nature by looking at Marc's, O-Keeffe's and Van Gogh's artwork analyzed last class. Have students to look at their close up view sketch they drew last class. They will choose the sketch that shows the close-up view the 	Suggested Strategies/Activities Shapes in Nature <ul style="list-style-type: none"> Review shapes in nature by looking at Marc's, O-Keeffe's and Van Gogh's artwork analyzed last class. Discuss how the objects can be seen from more than one side. As the students paint, have them emphasize the 3-D formation of the object. 	Suggested Strategies/Activities Vase Still Life <ul style="list-style-type: none"> Discuss color wheel and analyze the wheel for the three primary colors. Analyze artwork from the Internet that shows a clear view of these three colors. Students will sketch a vase on a canvas board. This will be placed in the center of the board. Then 	Suggested Strategies/Activities Vase Still Life <ul style="list-style-type: none"> Review the color wheel and review the primary colors and secondary colors. Students will analyze a still life by Paul Cezanne for foreground, middle ground and background. Students will identify these three areas of 	Suggested Strategies/Activities Vase Still Life <ul style="list-style-type: none"> Review the color wheel and discuss the neutrals: black and white and how they create the colors darkness and lightness. Students will complete their painting by using red and blue to create the background color. Students will peer

<p>and Van Gogh's <i>Iris</i>s. Have student identify shapes in the artwork. Do they see more organic or geometric?</p> <ul style="list-style-type: none"> • What kinds of shapes are most often found in nature (organic)? • Have students to choose an object with an interesting close up view such as a sliced orange or apple or a flower petal. Have students make a sketch of the object from different angles. • Look closely at the shapes and decide if they are more organic or geometric. • (Lesson will continue next class) 	<p>best and redraw it on large paper.</p> <ul style="list-style-type: none"> • Emphasize to the student to try to fill up the paper. • Students should lightly outline each shape in pencil. • Student will choose colors to represent their object and begin painting. • (The painting will be completed next class.) 	<ul style="list-style-type: none"> • Once complete, have students create a written response describing how the process of shapes to form took place as they worked with shapes in nature. 	<p>they will then draw a line forming a table for the vase to sit on.</p> <ul style="list-style-type: none"> • Students will complete the next steps during the next class period. 	<p>space in their artwork of the vase they drew in the previous class.</p> <ul style="list-style-type: none"> • Students will use the three primary colors to paint the areas of the vase first. They will use yellow, red and white to create a highlight. • Students will use blue to create the tables color and add black to create a shadow. • Students will continue painting next class. 	<p>analyze their artwork as they evaluate for foreground, middle ground, and background. Students will also self evaluate for primary, secondary colors and neutrals.</p>
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>

<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Franz Marc’s <i>Monkey Frieze</i> • Georgia O-Keeffe’s <i>Poppies</i> • Vincent van Gogh’s <i>Irises</i> • Paper and pencil • Objects from nature: apples, oranges, leaves, flower petals, etc. 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Franz Marc’s <i>Monkey Frieze</i> • Georgia O-Keeffe’s <i>Poppies</i> • Vincent van Gogh’s <i>Irises</i> • Paper and pencil • Objects from nature: apples, oranges, leaves, flower petals, etc. • Paint, brushes, water 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Franz Marc’s <i>Monkey Frieze</i> • Georgia O-Keeffe’s <i>Poppies</i> • Vincent van Gogh’s <i>Irises</i> • Paper and pencil • Objects from nature: apples, oranges, leaves, flower petals, etc. • Paint, brushes, water 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Color Wheel • Paul Cezanne Still Life • Canvas boards • Acrylic paint • Brushes • Vases for demonstration 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Color Wheel • Paul Cezanne Still Life • Canvas boards • Acrylic paint • Brushes • Vases for demonstration 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Color Wheel • Paul Cezanne Still Life • Canvas boards • Acrylic paint • Brushes • Vases for demonstration • Peer /Self Evaluation form

Weeks 13-15			Weeks 16-18		
Unit/Topic Principles of Design: Pattern Culture: Native American Art			Unit/Topic Principles of Design: Contrast Subject Matter: Landscape, Portrait, Still-Life		
CORE CONTENT 4.1 Common Core Standards 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.			CORE CONTENT 4.1 Common Core Standards 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
Sub-Topics: Pattern Native American Art	Sub-Topics: Pattern Native American Art	Sub-Topics: Pattern Native American Art	Sub-Topics: Contrast Landscape	Sub-Topics: Contrast Portrait	Sub-Topics: Contrast Still Life
I CAN STATEMENTS: <ul style="list-style-type: none"> I can create pattern using the elements of art. I can identify patterns in Native American artwork. 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create pattern using the elements of art. I can identify patterns in Native American artwork. 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create pattern using the elements of art. I can identify patterns in Native American artwork. 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can identify contrast in artwork and which element created the contrast. I can identify a landscape, portrait 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can identify contrast in artwork and which element of art created the contrast. I can identify if an 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can identify contrast in artwork. I can identify a landscape, portrait and still life. I can create a

<ul style="list-style-type: none"> I can create Native American art and include patterns in the artwork. I can describe why Native American Artists created their artwork. 	<ul style="list-style-type: none"> I can create Native American art and include patterns in the artwork. I can create a response that describes pattern in Native American art. 	<ul style="list-style-type: none"> I can create Native American art and include patterns in the artwork. I can describe why Native American Artists created their artwork. 	<p>and still life.</p> <ul style="list-style-type: none"> I can create a contrast in a landscape by using the element of arts. 	<p>artwork is a landscape, portrait or still life.</p> <ul style="list-style-type: none"> I can create a portrait and create a contrast for the subject matter by using the element of art. 	<p>portrait and create a contrast for the subject matter by using the element of art.</p> <ul style="list-style-type: none"> I can select which subject matter the artist used and describe contrast in the art. I can select which subject matter the artist used and describe how the artist used the elements and principles of design in the art.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art Subject Matter: landscape, portrait, still life 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art Subject Matter: landscape, portrait, still life 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art Subject Matter: landscape, portrait, still life
<p>Strategies/Activities</p> <p>Dream Catchers</p> <ul style="list-style-type: none"> Discuss Native American folklore about Dream Catchers. Students will view a storytelling about a Dream catcher from the 	<p>Strategies/Activities</p> <p>Painted Horses</p> <ul style="list-style-type: none"> Discuss the importance of horses to the Native American culture. Analyze pictures of painted horses of the Native Americans. 	<p>Strategies/Activities</p> <p>Native American Pottery</p> <ul style="list-style-type: none"> Discuss and analyze images of Native American pottery. Discuss the pottery's uses (functional purpose) and analyze for patterns and color. 	<p>Strategies/Activities</p> <p>Watercolor Silhouettes</p> <ul style="list-style-type: none"> Discuss watercolor paintings and silhouettes found on the Internet. They will look for contrast areas and how the artist created contrast. 	<p>Strategies/Activities</p> <p>Self-Portraits</p> <ul style="list-style-type: none"> Students will view pencil sketches of portraits and self-portraits. They will identify areas of contrast. Students will look into a mirror to 	<p>Strategies/Activities</p> <p>Overlapping Still Life</p> <ul style="list-style-type: none"> Students will view still life images from the Internet. Students will analyze the objects for overlap. Students will sketch basic objects

<p>Internet.</p> <ul style="list-style-type: none"> • Students will view example of dream catchers. These can be found on the Internet. • Students will look for patterns the yarn makes and also the pattern the colored beads make. • Students will begin to construct their own dream catcher using a paper plate and yarn/string. • Students will add beads and feathers will the string is woven. • Students will evaluate their finished project for pattern using a self evaluation form. 	<p>These can be found on the Internet.</p> <ul style="list-style-type: none"> • Students will sketch a horse head's profile on a large sheet of paper. They will include a pattern repetition. • Students will use pastels to create the color for the horse. • Students can use the chalks to blend and overlay color. • Students will complete a short paragraph description of their horse including a description of the significance of the colors they selected. 	<ul style="list-style-type: none"> • Students will construct a small vessel and add etchings to create pattern. • Students will self/peer evaluate for pattern and describe to a partner what the purpose of their vase would be. 	<ul style="list-style-type: none"> • Students will create a background using watercolors. They will choose either warm or cool colors to complete their backgrounds. • Students will then create a silhouette using black paint of trees or cactus. • Students will evaluate their art for contrast by writing a short description of how they used color to create contrast. 	<p>analyze the shape of their face. Students will then sketch a shape similar to their face shape.</p> <ul style="list-style-type: none"> • Students will divide the face into areas to correctly place the eyes, nose, mouth, ears. • Students will sketch these features. They will use pencils to shade in contrast around the nose and eyelids. • Students will evaluate their self-portrait for contrast for placement. 	<p>creating overlap and developing the drawing into three areas of space: foreground, middle ground and background.</p> <ul style="list-style-type: none"> • Students will create shade/shadow using charcoal pencils by determining a light source. • Students will self evaluate their artwork by using a self evaluation form to determine areas of space and if overlap was created.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>

<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p style="text-align: center;">Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Native American images • Dream catchers • Paper plates, yarn, beads, feathers • Self/peer evaluation form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Native American images • Painted Horses images • Large paper, pencil • Colored chalk pastels • Short Paragraph paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Native American images of pottery • Clay • Pottery tools (tooth picks, sticks, can be used as well) • Water • Peer Evaluation Form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Watercolor paintings, silhouette paintings • Watercolors, brushes, watercolor paper, pencil • Black tempera paint • Lined paper to create the narrative description 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Portraits, self-portraits • Mirrors, pencil, paper • Self-evaluation form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Still life paintings • Several objects to create a still life such as oranges, apples, small boxes • Pencil, charcoal pencils, paper • Self-evaluation form

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>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create emphasis in art by using the elements of art to create a focal point. I can identify emphasis in artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create emphasis in art by using the elements of art to create a focal point. I can identify emphasis in artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create emphasis in art by using the elements of art to create a focal point. I can identify emphasis in artwork. I can describe in a response why the object is the emphasis (focal point) in the 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create symmetrical balance in art by using the elements of art. I can identify a symmetrical artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create symmetrical balance in art by using the elements of art. I can identify a symmetrical artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create symmetrical balance in art by using the elements of art. I can identify a symmetrical artwork. I can describe what element(s) of art makes the artwork symmetrical.

		artwork.			
Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Emphasis Focal Point Elements of Art 	Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Emphasis Focal point Elements of Art 	Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Emphasis Focal Point Elements of Art 	Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art 	Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art 	Critical Vocabulary <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art
Suggested Strategies/Activities Hand Design <ul style="list-style-type: none"> Analyze MC Escher artwork found on the internet. Discuss the area of emphasis and how it draws the eye near. Students will select a common object to draw or a cut out from a magazine can be used or image from the Internet. For example, baseball or cake. This will be glued or drawn on paper. Students will trace their hand on a colored piece of construction 	Suggested Strategies/Activities Still life Collage <ul style="list-style-type: none"> Students will analyze collage artwork from the Internet. Students will draw a sketch of a table and they will cut objects from magazines to create a still life collage on the drawn table. Students will create emphasis using the collage objects. Students will peer evaluate the collage to determine if emphasis was created. 	Suggested Strategies/Activities Eye Illusion <ul style="list-style-type: none"> Discuss Mirror images and how the image is reverse. Have students look through a mirror to see reverse images. Students will draw a large eye on a piece of paper and they will use the pupil as a mirror reflecting an object that the eye is looking at. Students will create emphasis by adding shade/shadow or color. Peer evaluation will determine if the artwork has 	Suggested Strategies/Activities Snowflake Design <ul style="list-style-type: none"> Discuss symmetry and analyze snowflakes images from the Internet for symmetry. Students will fold a square piece of paper into triangle folds. Students will draw design cut out from the edges to create areas to cut. Students will cut and remove the paper and unfold the snowflake. Students will evaluate their artwork for symmetry. Students will design the snowflake with color and continue to keep it symmetrical. Student will evaluate their snowflake for symmetrical cut out and symmetrical color. 	Suggested Strategies/Activities Winter Trees <ul style="list-style-type: none"> Students will look at images of winter trees on the Internet and they will also look at winter trees found out the windows. Students will determine that the trees have asymmetrical symmetry. Students will draw the branches of the tree to create a asymmetrical space. Students will evaluate their trees to see if the area is balanced. 	Suggested Strategies/Activities Positive/Negative Space <ul style="list-style-type: none"> Analyze artwork from the Internet of positive and negative space for balance symmetry. Students will select a simple object such a butterfly, bird, etc to draw on a folded piece of paper. Students will draw half of the object on the line of symmetry. The object will be cut out and glue to another piece of paper to create a symmetrical image to the empty space left by the cut out object. Students will peer evaluate for symmetry created using the peer evaluation form.

<p>paper including a portion of the wrist or arm. This will be cut out and glued as if it is picking up the object. This creates an emphasis.</p> <ul style="list-style-type: none"> Students will hang their artwork on the wall and step back and evaluate to see if they created emphasis successfully. 		<p>created emphasis.</p>			
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates specific</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates specific</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates specific skills)</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates specific skills)</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Summative Performance Based (Student demonstrates specific skills)</p>

<p>skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • MC Escher artwork • Images of everyday objects • Pencils, construction paper, glue, scissors 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Collage painting • Magazines • Glue, scissors, paper pencils • Peer evaluation form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Mirror • Pencil, paper • Peer evaluation form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Snowflake images • Square white paper, scissors, • Markers, colored pencils or crayons 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Winter Tree images • Paper, pencil 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Positive and negative space images • Construction paper, scissor, glue • Peer evaluation form

Weeks 25-27			Weeks 28-30		
Unit/Topics Cultures: African Purposes of Art: Ceremonial, Narrative, Artistic Expression, Functional			Unit/Topics Cultures: Colonial American Purposes of Art: Ceremonial, Narrative, Artistic Expression, Functional		
CORE CONTENT 4.1 Common Core Standards 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.			CORE CONTENT 4.1 Common Core Standards 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
Sub-Topic: African Art Purposes of Art	Sub-Topic: African Art Purposes of Art	Sub-Topic: African Art Purposes of Art	Sub-Topic: Colonial American Art Purposes of Art	Sub-Topic: Colonial American Art Purposes of Art	Sub-Topic: Colonial American Art Purposes of Art
I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to African artists. I can identify the elements of art and principles of design 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to African artists. I can identify the elements of art and principles of design 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to African artists. I can identify the elements of art and principles of 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial American artists. I can identify the elements of art and principles of design in 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial American artists. I can identify the elements of art and principles of design 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial American artists. I can identify the elements of art and principles of design in

<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>design in African Art.</p> <ul style="list-style-type: none"> I can identify and describe the purpose of an artwork. 	<p>Colonial American art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in Colonial American art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>Colonial American art.</p> <ul style="list-style-type: none"> I can identify and describe the purpose of an artwork.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Colonial American Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Colonial American Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Colonial American Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional
<p>Suggested Strategies/Activities</p> <p>Adrinka Cloth</p> <ul style="list-style-type: none"> Students will view images of adrinka cloth created by Africans from the Internet. Students will discuss reasons for the images created by the Africans and the purpose of the cloth. They will analyze the images for symmetry. 	<p>Suggested Strategies/Activities</p> <p>Adrinka Cloth</p> <ul style="list-style-type: none"> Review Adrinka cloth and its purpose. Students will complete their objects they were carving into the Styrofoam. Students will use a large piece of cloth to create prints of their design. Students will dip 	<p>Suggested Strategies/Activities</p> <p>Friendship Bracelets</p> <ul style="list-style-type: none"> Africans use various materials to weave. Students will discuss the weaving process. Students will create woven bracelets by using yarn, thin rope or ribbon. They will tape three or four 	<p>Suggested Strategies/Activities</p> <p>Quill Writing</p> <ul style="list-style-type: none"> Students will analyze how colonial Americans used a feather to write and record history. Analyze their writing for the decorative strokes. Students will practice using a feather to write letters on regular paper. They will dip 	<p>Suggested Strategies/Activities</p> <p>String Games</p> <ul style="list-style-type: none"> Students will research games colonial American children played. Students will create one of the games: string games. Students will cut a long piece of string about a yarn in length. They will tie the ends together to 	<p>Suggested Strategies/Activities</p> <p>Carved Apple Face</p> <ul style="list-style-type: none"> Often colonial American's carved or whittled into wood. Show images from the internet of carvings. Students will carve using a plastic knife and toothpicks or craft picks into a peeled apple. They will carve a face by carving out

<ul style="list-style-type: none"> • Discuss the process of creating the stamp and printing the cloth. • Student will be divided into four groups. Students will create an adrinka stamp by carving into Styrofoam using a plastic spoon or knife. First they will draw a simple design on the Styrofoam. • They will carve away the area around their object they draw. • Next, class they will complete the adrinka cloth. 	<p>the stamp into a tray of paint and make a print onto the cloth. Repeat until entire cloth is filled.</p> <ul style="list-style-type: none"> • Each group will create one cloth. • Students will create a brochure writing of how they created these clothes. (Partner with computer lab and students can create the brochure on Publisher and include images of completed Adrinka Cloth.) 	<p>pieces of yarn the same length onto the table.</p> <ul style="list-style-type: none"> • Students will create knots or braid the bracelets. • Students will create a writing describing three characteristic of a friend. 	<p>the tip of the feather into a “ink well” black paint.</p> <ul style="list-style-type: none"> • Students will write their entire name on parchment paper once they become more accustomed to writing. • Students will write an reflection of this activity. 	<p>form a continuous loop.</p> <ul style="list-style-type: none"> • Demonstrate how to make a cup and saucer using the string. Students will try this too. • Demonstrate Jacob’s Ladder and Cat’s Cradle. • Students will repeat your steps to create these string games. • Students will reflect on this type of play the colonial American children played. 	<p>indentions for the eyes and carving away apple to reveal a nose and mouth.</p> <ul style="list-style-type: none"> • These apples will need to be brushed with a lemon juice/water wash to keep them from browning. • Leave the art on a sheet of wax paper to dry. It will continue to shrivel for about two weeks. Students can keep an observation log in science class to record the dehydration process.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p>

<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Adrinka Cloth images • African map • Styrofoam, plastic spoons and knives • Pencils • Fabric red, blue or white • Black paint • Paper plates 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Adrinka Cloth images • African map • Styrofoam, plastic spoons and knives • Pencils • Fabric red, blue or white • Black paint • Paper plates 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Woven bracelet images • Small rope, ribbon or yarn • tape 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Colonial writing • Feathers, black thinned paint • paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Colonial children’s games • String 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Colonial Carvings • Peeled apples brushed with lemon juice • Plastic knives or toothpicks • Wax paper

Weeks 31-33			Weeks 34-36		
Unit/Topic Culture: Appalachian Purposes of Art: Ceremonial, Narrative, Artistic Expression, Functional			Unit/Topic Review of Art		
CORE CONTENT 4.1 Common Core Standards 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.			CORE CONTENT 4.1 Common Core Standards 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
Sub-Topics: Appalachian Art Purposes of Art	Sub-Topics: Appalachian Art Purposes of Art	Sub-Topics: Appalachian Art Purposes of Art	Sub-Topics: Elements of Art Principles of Design Subject Matter Cultures Purposes of Art	Sub-Topics: Elements of Art Principles of Design Subject Matter Cultures Purposes of Art	Sub-Topics: Elements of Art Principles of Design Subject Matter Cultures Purposes of Art
I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to Colonial 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art

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

narrative, ceremonial, artistic expression, functional	Narrative, Ceremonial, Artistic Expression, Functional	Artistic Expression, Functional	Landscape, Portrait, Still life <ul style="list-style-type: none"> • Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	Landscape, Portrait, Still life <ul style="list-style-type: none"> • Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	Landscape, Portrait, Still life <ul style="list-style-type: none"> • Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional
<p>Suggested Strategies/Activities Folk Art</p> <ul style="list-style-type: none"> • Discuss the art of Appalachia. View Images from the Internet. Most of art was created for functional purposes. • Students will work in groups and choose one type of folk art and research and create a presentation for the class. • The group will create one artwork depicting their choice. 	<p>Suggested Strategies/Activities Folk Art</p> <ul style="list-style-type: none"> • Discuss the art of Appalachia. View Images from the Internet. Most of art was created for functional purposes. • Students will work in groups and choose one type of folk art and research and create a presentation for the class. • The group will create one artwork depicting their choice. 	<p>Suggested Strategies/Activities Folk Art</p> <ul style="list-style-type: none"> • Students will present their folk art and display in the Library for all students to see. • Students will complete a group evaluation form. 	<p>Suggested Strategies/Activities Review</p> <ul style="list-style-type: none"> • Review critical vocabulary • Students will create artwork of their choice representing one or two areas of art. • Students will make a presentation to class to show their artwork and describe their use of the art areas. 	<p>Suggested Strategies/Activities Review</p> <ul style="list-style-type: none"> • Review critical vocabulary • Students will create artwork of their choice representing one or two areas of art. • Students will make a presentation to class to show their artwork and describe their use of the art areas. 	<p>Suggested Strategies/Activities Review</p> <ul style="list-style-type: none"> • Review critical vocabulary • Students will create artwork of their choice representing one or two areas of art. • Students will make a presentation to class to show their artwork and describe their use of the art areas.

<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>
<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>
<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>

<p>Resources Needed</p> <ul style="list-style-type: none"> • Folk art images • Various materials • Computer access • Posterboards/presentation boards 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Folk art images • Various materials • Computer access • Posterboards/presentation boards 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Folk art images • Various materials • Computer access • Posterboards/presentation boards 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Variety of art supplies • Critical Vocabulary description handout 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Variety of art supplies • Critical Vocabulary description handout 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Variety of art supplies • Critical Vocabulary description handout
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