



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

**Subject Content: Elementary Art      Grade : 5th**

**Indicates the Curriculum Map**

Weeks 1 – 3			Weeks 4 – 6		
<b>Unit/Topic</b> Elements of Art: Line			<b>Unit/Topic</b> Elements of Art: Texture		
<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 artwork using a variety of lines.</li> <li>I can draw lines by sketching.</li> <li>I can use a variety</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create artwork using a variety of lines.</li> <li>I can draw lines by sketching.</li> <li>I can use a variety</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can create artwork using a variety of lines.</li> <li>I can draw lines by sketching.</li> <li>I can use a variety of</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can draw texture of objects.</li> <li>I can write about texture in a response describing how the</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>of materials to create lines.</p> <ul style="list-style-type: none"> <li>I can identify and create a response about lines in artwork.</li> </ul>	<p>of materials to create lines.</p> <ul style="list-style-type: none"> <li>I can identify and create a response about lines in artwork.</li> </ul>	<p>materials to create lines.</p> <ul style="list-style-type: none"> <li>I can identify and create a response about lines in artwork.</li> </ul>	<p>texture feels.</p> <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 to describe how an artist uses texture in 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 (visual) texture</li> <li>Actual (tactile) texture</li> <li>3-D/2-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 (visual)/Actual (tactile)textures</li> <li>Media/medium</li> <li>3-D/2-D</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Implied (visual)/Actual (tactile)textures</li> <li>Media/medium</li> <li>Collage</li> <li>3-D/2-D</li> </ul>
<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Create directional lines, zig-zag, wavy, curved, spirals.</li> <li>Draw each line on the board for students to see the line. Discuss how lines become objects and letters.</li> <li>Discuss how graphic artists use words in their art to describe an object, place, thing or person.</li> <li>Discuss graphic</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review lines and how lines become letters.</li> <li>Review graphic word art.</li> <li>Students will continue to work on their artwork that will describe himself/herself.</li> <li>Students are using lines to create lettering.</li> <li>Students will write a response discuss why they chose the</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Discuss how people from India paint their hands using lines. Show henna images from the Internet.</li> <li>Students will trace their hand in the middle of the paper.</li> <li>Students will create henna art by drawing different lines on the hand.</li> <li>Use oil pastels to create color for the lines once lined out</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>Place one object in a brown paper bag. Make one of these</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Explore visual texture in artwork by looking at Vincent Van Gogh's <i>Self-Portrait with Straw Hat</i>.</li> <li>Have students look in a mirror and observe how the texture of their hair looks and feels, how the texture of their skin looks and feels.</li> <li>Students will draw their self-portraits</li> </ul>	<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>Review texture and again analyze Vincent van Gogh's <i>Self-Portrait with Straw Hat</i> for texture.</li> <li>Students will continue their portrait prints.</li> <li>Students will apply paint onto the plate covering the entire self-portrait. Make sure the paint doesn't seep into the lines.</li> <li>Place a sheet of paper over the foam and press evenly to</li> </ul>

<p>word art images from the Internet.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to draw block letters, bubble letters and pointed style letters.</li> <li>• Students will create their initials in each letter style.</li> <li>• Students will select on style and write their name.</li> <li>• Students will select words that describe himself/herself.</li> <li>• The students will draw these works surrounding their name using the letter styles.</li> <li>• Change size of the letters to create emphasis.</li> </ul> <p>Hint: This project will take more than one class.</p>	<p>words for their artwork and how the lines they choose to draw the words created differences in the artwork.</p>	<p>in pencil.</p>	<p>bags per student.</p> <ul style="list-style-type: none"> <li>• Students will get a bag and not look inside by put their hand inside and feel the object. They will write words describing the object's texture.</li> <li>• They will try to draw the object and include the texture as they draw it.</li> <li>• Students will reveal their object to the others at their table after a determined amount of time.</li> <li>• Students will discuss with their groups why they chose the words to describe. Students can feel each others objects and check to see if they would describe with texture differently or the same.</li> </ul>	<p>on paper adding lines for texture.</p> <ul style="list-style-type: none"> <li>• Students will use a ballpoint pen to copy the drawing onto a foam plate. Make sure to press hard enough to indent the lines into the foam.</li> <li>• Continue project next class.</li> </ul>	<p>transfer the paint to the paper. Pull the paper off.</p> <ul style="list-style-type: none"> <li>• Students will describe the visual texture in their self-portrait.</li> </ul>
<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based</p>

<p>(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>(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>(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>(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>(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>(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>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images from the Internet: Graphic word art.</li> <li>• Art Materials: paper, pencil, eraser, sharpener, colored pencils</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images from the Internet: Graphic word art.</li> <li>• Art Materials: paper, pencil, eraser, sharpener, colored pencils</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images from Internet: Henna from India</li> <li>• Art Materials: sketchbooks, pencil, erasers, sharpener, oil pastels</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Visual Arts Tool Kit pages 333-334.</li> <li>• Brown paper bags</li> <li>• Various objects one per student</li> <li>• Paper, pencils</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh’s <i>Self-Portrait with Straw Hat</i></li> <li>• Paper and pencil</li> <li>• Foam plates</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh’s <i>Self-Portrait with Straw Hat</i></li> <li>• Paper and pencil</li> <li>• Foam plates</li> <li>• Paint, brushes, paper towels</li> </ul>

Weeks 7-9			Weeks 10-12		
<b>Unit/Topic</b> <b>Elements of Art:</b> <b>Shape and Form</b>			<b>Unit/Topic</b> <b>Elements of Art:</b> <b>Color</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 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 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
<b>I CAN STATEMENTS:</b> <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>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify shapes and forms in artwork.</li> <li>I can create forms using a variety of media.</li> <li>I can describe how shape and form are different.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can create shapes and forms using a variety of media.</li> <li>I can identify shapes and forms in artwork.</li> <li>I can identify shape and form in artwork and create a response describing each.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify the primary and secondary colors on the color wheel and in artwork.</li> <li>I can create secondary colors by mixing two primary colors.</li> <li>I can create the secondary colors on the color wheel by mixing two primary colors.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify the secondary colors on the color wheel and which two primary colors make it.</li> <li>I can identify the neutrals in artwork.</li> <li>I can create art using the neutrals.</li> <li>I can create color change by using neutral.</li> </ul>	<b>I CAN STATEMENTS:</b> <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 mood changes with the color the artist</li> </ul>

				<ul style="list-style-type: none"> <li>I can respond to artwork describing the colors the artist used.</li> </ul>	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>Cave Drawings</p> <ul style="list-style-type: none"> <li>Discuss how cave dwellers recorded experiences on the walls of the caves. Native Americans also did this.</li> <li>Analyze artwork from caves such as <i>Men on Horseback with Mountain Sheep</i> found in Moab, Utah and <i>The Red Horse and the Bull</i></li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Organic Form Sculpture</p> <ul style="list-style-type: none"> <li>Discuss objects that are 3-D are created using shapes that are organic or geometric. Have students analyze Alexander Archipenko's <i>Carrousel Pierrot</i> and Dale Chihuly's <i>Lime Mist Ikebana with Cascading Oxblood Leaf</i> for 3-D shapes and</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Organic Form Sculpture</p> <ul style="list-style-type: none"> <li>Review shape and form, sculpture and the process the artist takes to create their artwork.</li> <li>View Alexander Archipenko's <i>Carrousel Pierrot</i> and Dale Chihuly's <i>Lime Mist Ikebana with Cascading Oxblood Leaf</i> again for inspiration and discuss the color they selected.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Photomontage</p> <ul style="list-style-type: none"> <li>Discuss the color when and review primary and secondary colors. Identify these colors in artworks found on the Internet.</li> <li>Students will chose a color scheme. They will find the colors in magazines pictures and they will use these colors to create a collection arranged</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Everyday Objects</p> <ul style="list-style-type: none"> <li>Discuss how Andy Warhol used everyday objects as his subjects in his paintings. Show images of his artwork and analyze the colors he used.</li> <li>Students will select an everyday object. Something with a simple shape such as a bottle, ball,</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Neutrals</p> <ul style="list-style-type: none"> <li>Discuss Piet Mondrian and analyze how he used color and simple lines and shapes to create his abstract art.</li> <li>Students will use one color and the neutrals to create a line painting similar to Mondrian's.</li> <li>Students will use masking tape to tape off areas on a canvas board. The areas</li> </ul>

<p>found in Lascaux Caves in Lascaux, France.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the cave art in each painting for shapes, lines and color.</li> <li>• Describe at least 2 ways in which these artists are like artists today. (They used shapes to create art and lines to create movement.)</li> <li>• Have students imagine they are a cave painter in ancient times. What plants and animals would they include in a cave painting? What experience would they record?</li> <li>• Have students make sketches of their cave painting.</li> <li>• Have students copy this sketch on brown colored paper. Use black crayons to outline objects and make</li> </ul>	<p>forms.</p> <ul style="list-style-type: none"> <li>• Discuss sculpture and how artists choose subjects to create and how they plan the sculpture: sketching, material selection and creation process.</li> <li>• Have students look at natural objects to get ideas for their sculpture. Sketch some ideas. They can look realistic or abstract.</li> <li>• Once sketches are complete have students work the clay on paper to get all air bubbles out. (Press down on paper and fold over, repeat.)</li> <li>• Sculpt and organic form by pinching and pulling the clay.</li> <li>• Use craving tools to add details to the sculpture.</li> <li>• Let it dry completely before adding color.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will paint their sculpture they created the last class.</li> <li>• Once they have completed the sculpture, they will create a response describing their process they used to create the sculpture.</li> </ul>	<p>on paper.</p> <ul style="list-style-type: none"> <li>• Glue the pieces to make interesting shapes.</li> <li>• Students will write description of why they chose the color for their photomontage and why they arranged it in the way they did.</li> </ul>	<p>can.</p> <ul style="list-style-type: none"> <li>• Divide a sheet of paper into four equal sections and draw a line drawing of this object in each section.</li> <li>• Create a different color scheme for each section. (Remember the background color is an important part of the scheme.)</li> <li>• Use watercolors to paint each section.</li> <li>• Students will evaluate their artwork and describe why they chose the color schemes.</li> </ul>	<p>under the tape will remain white. The students will use black gray and one other color to compose an interesting color design.</p> <ul style="list-style-type: none"> <li>• Students will evaluate their artwork for their choice of design.</li> </ul>
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<p>some lines thick and thin.</p> <ul style="list-style-type: none"> <li>• Use dark reds and browns and other earth colored crayons to complete pictures.</li> <li>• Crumple paper when complete several times to create a old deteriorated look. Glue onto black poster board.</li> <li>• (Be careful not to tear paper when opening. Smooth out it out gently before you crumple it again.)</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</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>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>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>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><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• <i>Men on Horseback with Mountain Sheep</i> found in Moab, Utah and <i>The Red Horse and the Bull</i> found in Lascaux Caves in Lascaux, France.</li> <li>• Crayons, pencils, paper, brown paper, black constructin paper.</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Alexander Archipenko’s <i>Carrousel Pierrot</i> and Dale Chihuly’s <i>Lime Mist Ikebana with Cascading Oxblood Leaf</i></li> <li>• Clay, clay tools, paper</li> <li>• Objects for inspiration</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Alexander Archipenko’s <i>Carrousel Pierrot</i> and Dale Chihuly’s <i>Lime Mist Ikebana with Cascading Oxblood Leaf</i></li> <li>• Clay, clay tools, paper</li> <li>• Objects for inspiration</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Daniel Arsenault’s photomontage</li> <li>• Magazines</li> <li>• Scissors</li> <li>• Glue</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol artwork</li> <li>• Watercolor paper</li> <li>• Watercolors, brushes, cups of water and paper towels</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Piet Mondrian’s artwork</li> <li>• Canvas boards</li> <li>• Masking tape</li> <li>• Tempera paint</li> <li>• Brushes, water cups and paper towels</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 and which element created the contrast.</li> <li>I can identify a landscape, portrait</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can identify contrast in artwork and which element of art created the contrast.</li> <li>I can identify if an</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 and include patterns in the artwork.</li> <li>I can describe why Native American Artists created their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can create Native American art and include patterns in the artwork.</li> <li>I can create a response that describes pattern in Native American art.</li> </ul>	<ul style="list-style-type: none"> <li>I can create Native American art and include patterns in the artwork.</li> <li>I can describe why Native American Artists created their artwork and compare it to another work of fine art.</li> </ul>	<p>and still life.</p> <ul style="list-style-type: none"> <li>I can create a contrast in a landscape by using the element of arts.</li> </ul>	<p>artwork is a landscape, portrait or still life.</p> <ul style="list-style-type: none"> <li>I can create a portrait and create a contrast for the subject matter by using the element of art.</li> </ul>	<p>portrait and create a contrast for the subject matter 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> <li>I can select which subject matter the artist used and describe how the artist used the elements and principles of design 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>Native American Weave</p> <ul style="list-style-type: none"> <li>Discuss woven baskets and rugs that are made by Native Americans. Analyze the images for patterns and lines.</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Native American Weave</p> <ul style="list-style-type: none"> <li>Review weaving and discuss patterns created in the Native Americans rugs and baskets.</li> <li>Students will</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Native American Paintbrushes</p> <ul style="list-style-type: none"> <li>Analyze Native American totem poles. Discuss how they are symmetrical and are painted with bold colors</li> <li>Students will create</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Street Landscape</p> <ul style="list-style-type: none"> <li>Discuss landscape drawing and painting of street scenes such as Maurice Utrillo’s “Street in Paris”. Analyze for contrast and areas of space.</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Abstract Portraits</p> <ul style="list-style-type: none"> <li>Analyze abstract portraits for contrast and lines and shapes.</li> <li>Sketch the front view and the side view of a classmate on the</li> </ul>	<p><b>Strategies/Activities</b></p> <p>Still Life with Overlap</p> <ul style="list-style-type: none"> <li>Analyze Paul Cezanne’s “Apples and Oranges” for contrast, overlap and color.</li> <li>Students will arrange a group still life using boxes,</li> </ul>

<ul style="list-style-type: none"> <li>• Students will begin a weave using strips of cloth. Students will wrap yarn around a piece of cardboard about 10 times. Try to space out the strings evenly.</li> <li>• Weave strips of material or ribbons through the strings. Tie off the ends of the material so they will not slip out.</li> <li>• Students will complete the weave during the next art class.</li> </ul>	<p>continue their weaves until all if filled.</p> <ul style="list-style-type: none"> <li>• Students will cut apart the strings and tie off the ends so the ribbon and material will not slip out.</li> <li>• Students will describe the weaving and evaluate for pattern.</li> </ul>	<p>their own paintings of Native American Totem Poles by first sketching their totem poles and them painting them with tempera paint.</p> <ul style="list-style-type: none"> <li>• Students will evaluate their peer totem poles for patterns and symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use a rulers to draw a horizon line across a paper and mark a dot for a vanishing pt. on the line.</li> <li>• Students will draw diagonal lines from the bottom of the page to the vanishing point.</li> <li>• Students will draw the side of a building by drawing two lines that start at the side of the paper and converge toward the vanishing point. Make the bottom edge of the building parallel to the side of the road.</li> <li>• Students will add other buildings and details. Use colored pencils to add contrast to the artwork.</li> <li>• Students will evaluate their peers artwork for contrast.</li> </ul>	<p>same picture and overlapping the images.</p> <ul style="list-style-type: none"> <li>• Draw straight and wavy lines across the paper, dividing the portrait into sections. Add more lines and shapes to create patterns in each section.</li> <li>• Create contrast by using colored pencils or markers to color the portrait.</li> <li>• Students will evaluate their artwork by describing areas of constrast.</li> </ul>	<p>balls, cans, fruit etc..</p> <ul style="list-style-type: none"> <li>• Students will sketch the still life on paper creating overlapping objects.</li> <li>• Use watercolors to paint the still life and creating contrast using different colors.</li> <li>• Students will describe the colors, and shapes, lines used to create overlap and contrast.</li> </ul>
<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>

<p>(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>(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>(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>(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>(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>(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>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Native American woven rugs</li> <li>• Cardboard rectangles for each student</li> <li>• String</li> <li>• Ribbon and strips of material</li> <li>• Scissors</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Native American woven rugs</li> <li>• Cardboard rectangles for each student</li> <li>• String</li> <li>• Ribbon and strips of material</li> <li>• Scissors</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Native American Totem Poles</li> <li>• Paper, pencil</li> <li>• Tempera paint, brushes, cups of water</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Maurice Utrillo’s “Street in Paris”</li> <li>• Images of city landscapes with horizon lines and vanishing points</li> <li>• Paper, pencil</li> <li>• Ruler</li> <li>• Colored pencils</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Abstract portrait images</li> <li>• White paper</li> <li>• Pencil</li> <li>• Markers, colored pencils</li> </ul>	<p style="text-align: center;"><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Paul Cezanne “Apples and Oranges”</li> <li>• Boxes, balls, cans, fruit</li> <li>• White Paper, pencils</li> <li>• Watercolors, brushes, cups of water</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> <li>I can describe emphasis in an artwork and distinguish which element of art</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 and describe which element of art created the emphasis.</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 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 and which element of art created the symmetry.</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 and which element of art created they symmetry.</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>

<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal Point</li> <li>Elements of Art</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal point</li> <li>Elements of Art</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Emphasis</li> <li>Focal Point</li> <li>Elements of Art</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>	<p><b>Critical Vocabulary</b></p> <ul style="list-style-type: none"> <li>Principles of Design</li> <li>Balance</li> <li>Symmetry/symmetrical</li> <li>Elements of Art</li> </ul>
<p><b>Suggested Strategies/Activities</b></p> <p>Emphasis with Diagonals</p> <ul style="list-style-type: none"> <li>Analyze Edgar Degas “Dancer on Stage” for Emphasis created by color and diagonal invisible lines.</li> <li>Students will create a shape in the middle of the paper and then create different shapes and lines around it but differing in size.</li> <li>Students will use color to draw the eye to the middle shape by making it brighter.</li> <li>Students will peer evaluate for emphasis and contrast.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Pastel Drawing</p> <ul style="list-style-type: none"> <li>Analyze David Hockney “A Bigger Splash” for emphasis created by color.</li> <li>Students will create a sketch of a magazine photo they like.</li> <li>Students will decide what parts of the sketch to emphasize with bold color.</li> <li>Students will use oil pastels to create the color emphasis.</li> <li>Students will evaluate their artwork by discussing their area of emphasis.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Dewdrop</p> <ul style="list-style-type: none"> <li>Analyze M.C. Escher’s “Dewdrop” for emphasis. Discuss how the dewdrop draws the eye into a new picture.</li> <li>Students will sketch a large leaf on paper. Students will sketch a dewdrop somewhere on the leaf.</li> <li>Students will create a reflection in the dewdrop. Students will add colors to the reflection to add visual pull.</li> <li>Students will evaluate their artwork by</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Optical Illusion</p> <ul style="list-style-type: none"> <li>Analyze Frank Stella’s “Paradoxe sur le Comedien” for line, symmetry and color</li> <li>Students will draw a very small square in the middle of a square piece of paper. The student will surround that small square with a slightly larger square. Students will draw another square surrounding the previous one until there is no more room on the paper.</li> <li>Students will then select colors to color the areas created by the squares with black as the center color and every other color as a pattern.</li> <li>Students will analyze their artwork for pattern, symmetry,</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Radial Design</p> <ul style="list-style-type: none"> <li>Analyze the Rose Window in the Notre Dame Cathedral. (Find the image on Internet.) Analyze for symmetry, color and shape.</li> <li>Students will create a radial design by using a compass to create circles. Students will draw a large circle, and then divide the circle into four equal sections.</li> <li>Then they will draw smaller circles inside the large one and add additional circles around the edges. These circles will overlap.</li> <li>Students will use oil pastels to color the design.</li> <li>Students will evaluate their design for symmetry and use of</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Balance and Color</p> <ul style="list-style-type: none"> <li>Analyze Paul Cezanne’s “Still Life with Tea Kettle” for balance, emphasis and color.</li> <li>Artists use colors to create visual weight and use similar size objects to create balance in an artwork.</li> <li>Dull Colors have less weight visually than bright colors.</li> <li>Gather objects for a still life large and small. Group several large objects together and place smaller objects to the right of the larger group.</li> <li>Students will sketch objects and plan a color scheme to create balance. Add bright colors to smaller objects to create visual weight.</li> <li>Use watercolors to</li> </ul>

		describing their decision of their reflection and how they created it into the emphasis.	and contrast.	shape and color.	complete the color. <ul style="list-style-type: none"> <li>Students will peer evaluate the still life 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>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>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>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>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>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>Summative</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>Summative</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>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</b></p>	<p><b>Common (PLC Teams will design the common</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e.,</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>



assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	grade level, and/or depts..)			
<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• Edgar Degas’ “Dancer on Stage”</li> <li>• White paper</li> <li>• Pencil</li> <li>• Markers, crayons</li> </ul>	<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• David Hockney “A Bigger Splash”</li> <li>• White paper</li> <li>• Magazines</li> <li>• Pencils</li> <li>• Oil pastels</li> </ul>	<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• M.C. Escher’s “Dewdrop”</li> <li>• White paper, pencils</li> <li>• Colored pencils</li> </ul>	<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• Frank Stella’s “Paradoxe sur le Comedien”</li> <li>• Square white paper, pencil, rulers</li> <li>• markers</li> </ul>	<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• Rose Window from the Notre Dame Cathedral</li> <li>• Compass, white paper, pencils, rulers</li> <li>• Oil pastels</li> </ul>	<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• Paul Cezanne’s “Still Life with Tea Kettle”</li> <li>• Large and small objects for still life</li> <li>• Whit paper</li> <li>• Pencil</li> <li>• Watercolors, brushes, cups of water</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 African artwork.</li> </ul>	<p>in African Art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an African 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 a Colonial American artwork.</li> </ul>	<p>in Colonial American art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of a Colonial American artwork.</li> </ul>	<p>Colonial American art.</p> <ul style="list-style-type: none"> <li>I can identify and describe the purpose of an Colonial American 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>Reverse Weave</p> <ul style="list-style-type: none"> <li>Analyze kente cloth made by Africans. Identify areas of pattern, lines and color. Discuss the purpose of kente cloth.</li> <li>Students will create a reverse weave by removing a few strands of burlap to create open spaces.</li> <li>Weave colorful yarn slightly longer than the width of the</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>African Masks</p> <ul style="list-style-type: none"> <li>Discuss African ceremonial masks. Discuss the different ceremonies masks are worn. Analyze masks for symmetry, color, line.</li> <li>Students will create a mask for a specific ceremony. Students will design their masks first by drawing a line</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>African Masks</p> <ul style="list-style-type: none"> <li>Review African masks purposes and ceremonies. Analyze a mask for symmetry, color and line. Discuss its purpose.</li> <li>Students will continue to create their mask by adding additional details using feathers, yarn, beads and/or raffia.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Symbols in Art</p> <ul style="list-style-type: none"> <li>Discuss how the American Flags were created as a symbol for early United States of America. Students will discuss the purposes of this art.</li> <li>Students will create a flag to represent their family or school.</li> <li>Students will create a sketch on a sheet of white paper.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Recording History</p> <ul style="list-style-type: none"> <li>Artists has been recording history by drawing event, battles and portraits of prominent figures for generations.</li> <li>Students will analyze various images of historical Colonial American paintings.</li> <li>Students will determine the purpose of the paintings.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Milk Jug Portrait</p> <ul style="list-style-type: none"> <li>Students will analyze portraits from Colonial America such as George Washington and Paul Revere.</li> <li>Students will create a 3-D portrait for a historical Colonial American on a milk jug.</li> <li>Students will use permanent markers and acrylic paint to create the face.</li> </ul>

<p>burlap into the open spaces created.</p> <ul style="list-style-type: none"> <li>• After spaces have been filled, push the threads together to create a tighter weave.</li> <li>• Students will evaluate their artwork for purpose.</li> </ul>	<p>design.</p> <ul style="list-style-type: none"> <li>• Students will plan a color scheme that would be represent their ceremony.</li> <li>• Students will color their mask with markers.</li> <li>• Students will continue this mask the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn a simple dance to African music.</li> <li>• Students will perform their dance for other fifth grade classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will lay the paper on top of a Styrofoam square tray and trace over the lines pressing firmly enough to transfer a faint line into the foam.</li> <li>• Students will remove the paper and retrace the indentions to make them deeper.</li> <li>• Students will make prints by spreading a thin layer of paint evenly over the foam tray with a foam brush.</li> <li>• Students will lay a sheet of white paper over the wet paint. Press gently and carefully lift the paper to reveal the print.</li> <li>• Experiment with different color and paint specific areas different colors.</li> <li>• Students will create a brochure to discuss the process of print making.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select one part of an historical even from Colonial America to sketch and color with colored pencils.</li> <li>• Students will present their artwork to the a peer group and describe what part of history they have recorded.</li> </ul>	<p>Students will add felt, construction paper, cardboard, etc to create hats, clothes.</p> <ul style="list-style-type: none"> <li>• Students will write a description of their character and their role in Colonial America.</li> </ul>
<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative Performance Based</b></p>	<p><b>Balanced Assessment: Formative</b></p>	<p><b>Balanced Assessment: Formative</b></p>

<p>(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>(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>(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>(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>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>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><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Kente Cloth</li> <li>• Burlap squares 6" x 6"</li> <li>• Colored yarn</li> <li>• Scissors</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of African masks</li> <li>• Mask shapes</li> <li>• Pencils, scissors</li> <li>• Markers</li> <li>• Feathers, beads, yarn, raffia</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of African masks</li> <li>• Mask shapes</li> <li>• Pencils, scissors</li> <li>• Markers</li> <li>• Feathers, beads, yarn, raffia</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of early American Flags</li> <li>• Pencil, paper</li> <li>• Foam trays</li> <li>• Tempera paint, foam brushes</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of historical events of Colonial America</li> <li>• Paper, pencil</li> <li>• Colored Pencils</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Images of Colonial Americans</li> <li>• Milk jugs (clean and dry)</li> <li>• Permanent markers</li> <li>• Acrylic paint, brushes</li> <li>• Felt, cardboard, construction 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> <li>I can identify the elements of art and</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</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</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 design.</li> <li>I can identify and</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 design.</li> <li>I can identify and</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 design.</li> <li>I can identify and</li> </ul>

<p>principles of design in Appalachian art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an Appalachian artwork.</li> </ul>	<p>principles of design in Appalachian art.</p> <ul style="list-style-type: none"> <li>I can identify the purpose of an Appalachian artwork.</li> </ul>	<p>elements of art and principles of design in Appalachian art.</p> <ul style="list-style-type: none"> <li>I can identify and describe the purpose of an Appalachian artwork.</li> </ul>	<p>describe the elements of art and principles of design in artwork of various cultures.</p> <ul style="list-style-type: none"> <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>describe the elements of art and principles of design in artwork of various cultures.</p> <ul style="list-style-type: none"> <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>describe the elements of art and principles of design in artwork of various cultures.</p> <ul style="list-style-type: none"> <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></p> <p>Folk Art Painting</p> <ul style="list-style-type: none"> <li>Students will</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Birds</p> <ul style="list-style-type: none"> <li>Students will</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Class Quilt</p> <ul style="list-style-type: none"> <li>Students will</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Action Painting</p> <ul style="list-style-type: none"> <li>Discuss the art of</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Surrealism</p> <ul style="list-style-type: none"> <li>Discuss the art of</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Computer Art</p> <ul style="list-style-type: none"> <li>Discuss how art is</li> </ul>

<p>analyze Grandma Moses “The Old Checkered House” for narrative purpose.</p> <ul style="list-style-type: none"> <li>• Students will think of a tradition their family has and sketch some ideas of how to create it into a painting.</li> <li>• Students will emphasize areas with color and create visual balance. Students will use tempera paint to finish the artwork.</li> <li>• Students will peer evaluate for narrative purpose.</li> </ul>	<p>analyze folk art wooden sculpture for subject and purpose of artistic expression. Discuss carving and how this has become an art passed down generations.</p> <ul style="list-style-type: none"> <li>• Students will create folk art birds by using soap.</li> <li>• Students will carve a bird into soap using toothpicks or plastic knives.</li> <li>• Students will add color using tempera paint.</li> <li>• Students will describe their process to carve the bird.</li> </ul>	<p>analyze quilts made by grandparents for design and purpose.</p> <ul style="list-style-type: none"> <li>• Students will create a class quilt using felt, scissors and glue.</li> <li>• Each student will create a square with their first letter of their name. Students will create a design on the square using fabric markers such as lines, dots, swirls.</li> <li>• Students will combine the class squares to create a class quilt.</li> <li>• Students will discuss the purpose of quilts in America.</li> </ul>	<p>Jackson Pollock and his process he created to make his large abstract art.</p> <ul style="list-style-type: none"> <li>• Students will create a splatter action painting.</li> <li>• Cover a larger area outside with a tarp. Lay large sheets of paper on the tarp.</li> <li>• Students will use washable tempera paint on brushes to splatter on the white paper. Use one color at a time. Try to create balance and unity.</li> <li>• Students will stand back and evaluate their art for balance and unity.</li> </ul>	<p>Salvador Dali and analyze for elements and principles of design. Discuss his style of surrealism (art that focuses on impossible dreamlike images).</p> <ul style="list-style-type: none"> <li>• Students will choose a familiar setting such as a park or school and sketch it onto paper.</li> <li>• Choose a object to draw in the scene that seems impossible to be there such as a giant pear.</li> <li>• Students will use charcoal pencil to create shadows and contrast.</li> <li>• Students will peer evaluate their art.</li> </ul>	<p>created on computers: digital art.</p> <ul style="list-style-type: none"> <li>• Students will analyze digital images for elements and principles of design.</li> <li>• Students will go to the computer lab and use drawing tools or paint to create a design.</li> <li>• Students can choose a theme, personal saying, or abstract design to create.</li> <li>• Students will evaluate their art.</li> </ul>
<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice,</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural –</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>



constructed response, open response	constructed response, open response	multiple choice, constructed response, open response	response, open response	response, open response	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>• Grandma Moses “The Old Checkered House”</li> <li>• Paper, pencil</li> <li>• Tempera paint, brushes, cups of water</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Wooden folk art</li> <li>• Soap</li> <li>• Plastic knives</li> <li>• Toothpicks</li> <li>• Tempera paint, detail brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Images of quilts</li> <li>• Felt</li> <li>• Scissors</li> <li>• Fabric glue</li> <li>• Fabric Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Jackson Pollock’s artwork</li> <li>• Tarp</li> <li>• Large sheets of paper</li> <li>• Brushes and washable tempera paint</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Salvador Dali</li> <li>• Paper, pencil</li> <li>• Charcoal pencils, blending tools</li> </ul>	<ul style="list-style-type: none"> <li>• Images of Computer generated art (graphic art)</li> <li>• Computers with paint program</li> </ul>