



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

Subject Content: Visual Arts Grade 6th

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Elements of Art	Elements of Art
<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design. DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes. DOK 1</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design. DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes. DOK 1</p>

<p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p> <p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>	<p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p> <p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>
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CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Line	Identify Sub-Topics Space	Identify Sub-Topics Line & Space in 1-point Linear Perspective	Identify Sub-Topics Texture	Identify Sub-Topics Value	Identify Sub-Topics Value & Texture in 1-Point Linear Perspective
I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can identify and describe lines using a variety of media. ➤ I can create lines 	I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can identify positive and negative spaces in an artwork. ➤ I can create 	I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can apply line to create 1-point linear perspective art. ➤ I can apply an 	I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can identify and describe actual and implied texture in artwork. 	I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can identify and describe value in artwork. ➤ I can create a variety of values using various 	I CAN STATEMENTS: <ul style="list-style-type: none"> ➤ I can apply textures to objects in 1-point linear perspective art. ➤ I can apply values to

in artwork.	positive and negative spaces in an artwork.	understanding of space to create 1-point linear perspective art.	<ul style="list-style-type: none"> ➤ I can create texture in artwork by rubbing (actual/tactile texture) and drawing implied/visual texture. ➤ I can identify hatching, cross-hatching, contour hatching, random hatching (or scumbling), stippling, and smudging. ➤ I can identify hatching, cross-hatching, contour hatching, random hatching (or scumbling), stippling, and smudging. 	shading techniques. <ul style="list-style-type: none"> ➤ I can create a value scale/gradation. ➤ I can identify the difference between shade and tint. ➤ I can create shades and tints. ➤ I can create value in implied textures. 	create shading and shadows 1-point linear perspective art.
Critical Vocabulary Line Movement Direction Horizontal	Critical Vocabulary Space Positive Negative	Critical Vocabulary 1 Point Linear Perspective Space	Critical Vocabulary Texture Actual/Tactile Texture Implied/Visual Texture	Critical Vocabulary Value Shade/ Darkest Shadows Tint/Lightest	Critical Vocabulary Review/ Draw from Weeks 1-5

<p>Vertical Diagonal Curved Zigzag Wavy Straight Broken Thick Thin Mood Expression Emotional Descriptive Structural</p>		<p>Line Horizon Line Vanishing Point Foreground Middle ground Background Positive Space Negative Space</p>	<p>Hatching Cross Hatching Contour Hatching Random Hatching (or Scumbling) Stippling Smudging</p>	<p>Highlights Light Source Gradation Aerial Perspective (to show various value situations) Value scale</p>	
<p>Suggested Strategies/Activities</p> <p>Create lines that show examples of movement, direction, mood, expression, emotion, description, and structure.</p> <p>Create lines using clay, paint, pencil, marker or crayons.</p> <p>Create lines to music to create mood.</p> <p>Analyze artwork for lines. Identify lines in the artwork.</p>	<p>Suggested Strategies/Activities</p> <p>Apply lines to establish different spaces.</p> <p>Discuss space and use a variety of lines to create positive and negative spaces.</p> <p>Create their names using lines in block, bubble or pointed lettering.</p> <p>Select words that describe the individual's personality and create a collage of words.</p>	<p>Suggested Strategies/Activities</p> <p>Present rules of 1-point linear perspective. Show examples.</p> <p>Create a 1-point linear perspective drawing using lines and spaces. (Use shapes to reinforce K-5 curriculum. Save drawing for future work.)</p>	<p>Suggested Strategies/Activities</p> <p>Identify in examples of art various textures:</p> <ul style="list-style-type: none"> Actual textures from rubbings Implied textures from drawings <p>Create various textures:</p> <ul style="list-style-type: none"> Actual textures through rubbings Implied textures through drawings <p>Create a sampling of hatching, cross-hatching, contour hatching, random hatching (scumbling), stippling, and smudging.</p>	<p>Suggested Strategies/Activities</p> <p>Identify the differences between darkest/shade/shadows and lightest/tint/highlights in examples of various artworks.</p> <p>Identify light sources in examples of various artworks.</p> <p>Create a value scale displaying gradation from light to dark, indicating the light source.</p> <p>Create a drawing applying value to positive and negative</p>	<p>Suggested Strategies/Activities</p> <p>Return to perspective drawing to add values & textures to enhance previous work.</p> <p>Acknowledge that taking a break from work can add a fresh perspective to the drawing when the artist returns to the work.</p>

			Students will create a drawing applying texture to positive and negative spaces.	spaces. Use of texture should be incorporated.	
<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying the use of lines.</p> <p>Summative</p> <p>Completion of individual artwork (drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work creating drawings displaying positive and negative space.</p> <p>Summative</p> <p>Completion of individual artwork (drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work sketching a one-point linear perspective drawing.</p> <p>Summative</p> <p>Completion of individual artwork (sketch) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work creating texture samplings and objects with various textures.</p> <p>Summative</p> <p>Completion of individual artwork (drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work creating value scales and objects with value (combining value with texture).</p> <p>Summative</p> <p>Completion of individual artwork (drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work measured by the addition of textures and values to previous work.</p> <p>Summative</p> <p>Completion of individual artwork incorporating line, space, texture, and value AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Elements of Art	Elements of Art
CORE CONTENT 4.1	CORE CONTENT 4.1
<p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p>	<p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p>
<p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>	<p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>

<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>	<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>
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CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics Shape	Identify Sub-Topics Form	Identify Sub-Topics Subject Matter (Apply Shape & Form)	Identify Sub-Topics Color (Color Theory)	Identify Sub-Topics Color (Properties - Hue, Value, and Intensity)	Identify Sub-Topics Color (Color Schemes/Groupings)
<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe various two-dimensional media/art processes. ➤ I can identify and describe shape in artwork. ➤ I can create a variety of shapes. ➤ I can create 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe various three-dimensional media/art processes. ➤ I can identify and describe form in artwork. ➤ I can create a variety of forms. ➤ I can create forms 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify/describe subject matter as representation and non-representational. ➤ I can create representational and non-representational art using the elements of art. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify art using primary and secondary colors. ➤ I can combine primary colors to create secondary colors. ➤ I can create art using primary and secondary colors. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify mood created by the colors used in artwork. ➤ I can respond to how artwork changes by the colors the artist selects. ➤ I can identify value and intensity in a 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify warm and cool color schemes. ➤ I can create warm and cool color schemes. ➤ I can create art using a monochromatic color scheme. ➤ I can create

<p>shapes using a variety of media.</p> <ul style="list-style-type: none"> ➤ I can identify geometric and organic shapes in artwork. ➤ I can create art using geometric shapes. ➤ I can create art using organic shapes. 	<p>using a variety of media.</p>		<ul style="list-style-type: none"> ➤ I can identify complimentary and analogous colors. 	<p>hue.</p> <ul style="list-style-type: none"> ➤ I can create art using various values and intensities of hues. ➤ I can identify a monochromatic color scheme. 	<p>complimentary and analogous colors scheme artwork.</p>
<p>Critical Vocabulary</p> <p>Shape Two-dimensional 2-D Geometric shapes Organic shapes Positive shapes Negative shapes Illusion of space Outline Overlapping Size Focus Placement</p>	<p>Critical Vocabulary</p> <p>Form Three-dimensional 3-D Cone Cube Cylinder Sphere Still Life Organic Forms Geometric Forms Gradational Shading</p>	<p>Critical Vocabulary</p> <p>Subject Matter Composition Realism Representational Portrait Self-Portrait Landscape Seascape Cityscape Still Life Non-representational Abstract Non-Objective</p>	<p>Critical Vocabulary</p> <p>Color Color Theory Color Wheel Hue Color Scheme Color Palette Primary Colors Secondary Colors Complimentary Colors Analogous Colors</p>	<p>Critical Vocabulary</p> <p>Color Color Theory Color Wheel Hue Value Value Scale (using hues) Gradation (of a hue) Intensity Monochromatic Colors Mood</p>	<p>Critical Vocabulary</p> <p>Color Color Theory Color Wheel Hue Color Scheme Color Palette Warm Colors Cool Colors Monochromatic Colors Complimentary Colors Analogous Colors</p>
<p>Suggested Strategies/Activities</p> <p>Using a sample drawing, identify/trace over shapes found in that picture. Identify the</p>	<p>Suggested Strategies/Activities</p> <p>Create an organic shape design by viewing a still-life students have set-up</p>	<p>Suggested Strategies/Activities</p> <p>Discuss (whole class group) and use resources, the variety of different subject matter</p>	<p>Suggested Strategies/Activities</p> <p>Discuss a Primary Color Scheme, a Secondary Color Scheme, a Complimentary Color</p>	<p>Suggested Strategies/Activities</p> <p>Discuss Monochromatic Color Schemes within artwork displayed</p>	<p>Suggested Strategies/Activities</p> <p><u>WORK DAY: APPLY</u> Discuss Warm and Cool Colors within artwork</p>

<p>shapes as organic or geometric.</p> <p>Create a geometric shape design by choosing an object found in the classroom:</p> <ol style="list-style-type: none"> 1. Create the outline of the object by placing the object on white paper and tracing the outside edges of the object with a number 2 lead pencil/ colored pencils. 2. Move the object and outline it again, overlapping the objects shape until you have filled the page. (It may be wise to establish minimum number of tracings with some classes.) 3. Have the student's 	<p>or teacher created for the class.</p> <p>Create forms by transforming the 2-d shapes into 3-d forms, using the correct shading techniques.</p> <p>Discuss and explain (in small groups) the direction of the light source and shading techniques chosen to complete the artwork.</p>	<p>used in works of art.</p> <p>Choose a subject matter and create a work of art, using knowledge learned, transforming shapes into forms, to complete the composition.</p> <p>Discuss and explain subject matter, composition and choice of shading techniques used to complete work.</p> <p><i>Alternative or class opener, possible written assignment:</i></p> <p>Create or select examples of all 5 representational and non-representational art subject matters incorporating lines, space, texture, value, shapes and forms if creating.</p> <p>Small group compare and contrast the final products.</p>	<p>Scheme, and an Analogous Color Scheme within artwork displayed during the lecture part of class, and then ask students to recognize/identify them.</p> <p>Create a color wheel using paint, oil pastels, etc. by establishing the primary colors and then blending the primary colors to create the secondary colors.</p> <p>Create a sampling of art that uses a primary color scheme palette and a secondary color scheme palette.</p>	<p>during the lecture part of class, and then ask students to recognize/identify them.</p> <p>Practice value scales using actual colors to achieve gradation.</p> <p>Identify the mood the color scheme creates within the artwork.</p> <p>Review ~ Week 1 creating lines to music to create mood.</p> <p>Possibly create pictures to music to create mood by color selection.</p> <p>Experiment with intensity of colors by placing different colors side-by-side or a spot of one color in the center of a block of another color to show how colors can change the appearance of other colors.</p>	<p>displayed during the lecture part of class, and then ask students to recognize/identify them.</p> <p>Advanced classes: Create art that reflects the application of each of the following color schemes: Warm Colors Cool Colors Monochromatic Colors Complimentary Colors Analogous Colors</p> <p>This assignment can be accomplished by creating a sampling of each picture or creating one large drawing, subdividing the page into sections or panels, and applying a different color scheme to each area within the same picture.</p> <p>Beginners classes or accommodations: Offer a drawing, such as a Mandala or preprinted coloring page, with specifically assigned color schemes to each picture.</p>
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<p>explain/identify the type of shape they chose to use and discuss work completed in class.</p> <p>Alternative Assignment: The Shapes Trees (Select an object/subject/common idea for the students to work toward)</p> <p>Divide the class into two or more groups--like a boys group and a girls group, for example. Have the boys use cut geometric shapes out of a magazine or colored paper. The girls should cut or tear out organic shapes. Then, both groups should create a collage from the shapes to make the object. The Geometric tree could look like a giant lollipop and the organic tree can reflect more free-flowing, organic lines.</p>					
<p>Balanced Assessment: Formative</p> <p>Performance based on</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on</p>

<p>class work displaying the use of shapes. Two-dimensional work should be obviously represented.</p>	<p>class work displaying the use of forms. Three-dimensional work should be obviously represented.</p>	<p>class work displaying examples of representational and non-representational art.</p>	<p>class work displaying the use of Color Theory. Color Theory and understanding of the color wheel should be obviously represented. Students should be able to apply Primary and Secondary color schemes. Student should be able to identify complimentary and analogous color schemes.</p>	<p>class work displaying the use of Color Theory. Student work should reflect the application of gradation and value scales to hues. Students should be able to identify a Monochromatic color scheme. Work should reflect understanding and the use of intensity.</p>	<p>class work displaying the use of Color Theory. Application of Color theory and use of the color wheel should be apparent in student artwork. The students should create art using Warm Color Scheme, Cool Color Scheme, Monochromatic Color Schemes, Complimentary Color Schemes, and Analogous Color Schemes.</p>
<p>Summative</p>	<p>Summative</p>	<p>Summative</p>	<p>Summative</p>	<p>Summative</p>	<p>Summative</p>
<p>Completion of individual artwork (drawings) AND/OR Written Assessment</p>	<p>Completion of individual artwork (drawings) AND/OR Written Assessment</p>	<p>Completion of individual artwork (drawings) AND/OR Written Assessment</p>	<p>Completion of individual artwork (drawings) AND/OR Written Assessment</p>	<p>Completion of individual artwork (drawings) AND/OR Written Assessment</p>	<p>Completion of individual artwork (drawings) AND/OR Written Assessment</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>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>
<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbook</p>	<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
Principles of Design/Culture/Art History	Principles of Design/Culture/Art History
CORE CONTENT 4.1	CORE CONTENT 4.1
<p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>	<p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>

<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures:</p> <p style="padding-left: 40px;">Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)</p> <p style="padding-left: 80px;">Asian – China (the evolution of ceramics)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>	<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures:</p> <p style="padding-left: 40px;">Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)</p> <p style="padding-left: 80px;">Asian – China (the evolution of ceramics)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Repetition/Pattern	Identify Sub-Topics Contrast/Emphasis	Identify Sub-Topics Latin American Art/Asian Art	Identify Sub-Topics Performance Events/Review	Identify Sub-Topics Performance Events/Review	Identify Sub-Topics Performance Events/Review
<p>I CAN STATEMENTS:</p> <p>➤ I can identify and describe</p>	<p>I CAN STATEMENTS:</p> <p>➤ I can identify contrast in artwork. I can</p>	<p>I CAN STATEMENTS:</p> <p>➤ I can create artwork reflective of mural art</p>	<p>I CAN STATEMENTS:</p> <p>➤ I can identify and analyze the use of</p>	<p>I CAN STATEMENTS:</p> <p>➤ I can identify and analyze the</p>	<p>I CAN STATEMENTS:</p> <p>➤ I can identify and analyze the use of</p>

<p>repetition/patterns in artwork.</p> <ul style="list-style-type: none"> ➤ I can create repetition/patterns using lines, color, shapes, and textures. 	<p>describe contrast in artwork.</p> <ul style="list-style-type: none"> ➤ I can create contrast (black/white, rough/smooth) by using color, texture, and line. ➤ I can identify emphasis in artwork. ➤ I can create emphasis by using the elements of art to create a focal point. ➤ I can identify and describe a focal point in artwork. ➤ I can create a focal point in artwork. 	<p>(similar to the style of artist Diego Rivera).</p> <ul style="list-style-type: none"> ➤ I can identify/describe elements of art and principles of design in Asian art. ➤ I can create artwork reflective of early Asian art that incorporates elements of art and principles of design. 	<p>elements of art and principles of design in a variety of two-dimensional and three-dimensional art.</p> <ul style="list-style-type: none"> ➤ I can create persuasive art using elements of art and principles of design utilizing a variety of media. ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional art. 	<p>use of elements of art and principles of design in a variety of two-dimensional and three-dimensional art.</p> <ul style="list-style-type: none"> ➤ I can create persuasive art using elements of art and principles of design utilizing a variety of media. ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional art. 	<p>elements of art and principles of design in a variety of two-dimensional and three-dimensional art.</p> <ul style="list-style-type: none"> ➤ I can create persuasive art using elements of art and principles of design utilizing a variety of media. ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional art.
<p>Critical Vocabulary</p> <p>Repetition Pattern Line Shape Color Space Texture</p>	<p>Critical Vocabulary</p> <p>Contrast Emphasis Focal Point</p>	<p>Critical Vocabulary</p> <p>Mural Elements of Art Diego Rivera Repetition Pattern Asian Art Paper marbling Sculptures Vases</p>	<p>Critical Vocabulary</p> <p>Review art terms needed to date</p>	<p>Critical Vocabulary</p> <p>Review art terms needed to date</p>	<p>Critical Vocabulary</p> <p>Review art terms needed to date</p>

		Dynasty			
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>Using examples of artwork with repetition, identify and discuss what elements are repeated and what effect is created.</p> <p>Create stamps from Styrofoam. Using paint or inkpads, create art that will randomly repeat specific shapes or textures. Repetition can be achieved with the colors selected.</p> <p>Discuss the difference between pattern and repetition, acknowledging that a pattern is orderly repetition.</p> <p>Using Latin American artwork, identify and describe Patterns in the artwork. Compare and contrast patterns and repetition. Identify and describe motifs.</p> <p>Create a pattern/motif reflecting Latin American art. Other</p>	<p>Create a contrast grid: on a paper divided into a grid, create examples of contrasting lines, colors, values, and textures. There should be designated areas for each element.</p> <p>Create art that includes a focal point that stands out by utilizing design emphasis. Use elements to make sure there is emphasis on a specific area/object.</p>	<p>Group or Individual Work: Create a mural reflective of Latin American art. Use roll paper or even a designated wall space within the school, medium optional.</p> <p>Paper marbling: China once had people that became masters at marbling paper, studying intently as a trade. Other countries taxed the papers heavily, so eventually, the paper was wrapped around toys, shipped, and ironed when received. Using shaving cream as a base, spread until flat. Then, drip water-based paint (heavily watered down) onto the shaving cream, allowing it to float on top. Using a toothpick or pencil tip, the paint can be LIGHTLY swirled to blend colors or create a swirl effect. Lay paper on top, press lightly to ensure contact, and lift. Allow the shaving cream/paint to dry completely and brush off the dried shaving cream</p>	<p>Allows for an extra work day for student centered creativity.</p>	<p>Allows for an extra work day for student centered creativity.</p>	<p>Allows for an extra work day for student centered creativity.</p>

<p>possibilities include Quilts, computer graphics, and printmaking (using stamps or stencils.)</p> <p>Making Stencils: Use an Exacto knife to cut out a design in paper. On a hotplate, melt paraffin wax. Dip the finished stencil into the wax and allow drying. It is best to use thicker paper like cardstock or construction paper.</p>		<p>residue. The end result may vary from soft, subdued colors to bright, bold colors.</p> <p>OR</p> <p>(Students should wear rubber/latex gloves.) Spray some spray paint into water (in a plastic tub or kitty litter pan). Before it dries on top of the water, drop paper onto it and pick it back up. Allow it to dry. It is also possible to do a second lift from that same spray and it will have an iridescent quality.</p>			
<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Repetition through stamps or freehand work.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Patterns through stencils or freehand work.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of mural art reflective of Latin American art.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Contrast through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Emphasis through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Asian Art through paper marbling.</p> <p>Summative</p> <p>Completion of individual artwork (Marbled paper) AND/OR Written Assessment</p> <p>Common (PLC Teams</p>

will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks

Weeks 19-21	Weeks 22-24
<p align="center">Unit/Topic</p> <p align="center">Principles of Design/Culture/Art History</p>	<p align="center">Unit/Topic</p> <p align="center">Principles of Design/Culture/Art History</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p align="right">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p align="right">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p align="right">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p align="right">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>

<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures:</p> <p style="padding-left: 40px;">Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)</p> <p style="padding-left: 80px;">Asian – China (the evolution of ceramics)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>	<p>Art Processes: <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures:</p> <p style="padding-left: 40px;">Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)</p> <p style="padding-left: 80px;">Asian – China (the evolution of ceramics)</p> <p>AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</p>
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CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Proportion	Balance (Formal/Symmetrical)	Balance (Informal/Asymmetrical)	Rhythm	Movement	Review (Unity)

<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe proportion within a work of art. ➤ I can create art that shows proportion. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can describe balance (symmetry/asymmetry) in art. ➤ I can create formal balance by using symmetry. ➤ I can identify and describe a symmetrical artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can create balance by using informal asymmetry. ➤ I can identify and describe an asymmetrical artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe rhythm in a work of art. ➤ I can create a work of art that shows rhythm using the elements of art. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe movement in a work of art. ➤ I can create a work of art that shows movement using the elements of art. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and describe how the principles of design work together to create unity. ➤ I can create a work of art that displays unity.
<p>Critical Vocabulary</p> <p>Proportion Hierarchical proportion</p>	<p>Critical Vocabulary</p> <p>Balance Formal Symmetrical Equal/Even Line of Symmetry Mirror image</p>	<p>Critical Vocabulary</p> <p>Balance Informal Asymmetrical Line of Symmetry (absent)</p>	<p>Critical Vocabulary</p> <p>Combine the two for one lesson or split for two-teachers choice</p> <p>Rhythm Suggested vibration Repeated elements Op Art Optical Illusions Alternating patterns</p> <p>Movement Look of action Feeling of action Leading viewers eye</p>	<p>Critical Vocabulary</p> <p>Rhythm Suggested vibration Repeated elements Op Art Optical Illusions Alternating patterns</p> <p>Movement Look of action Feeling of action Leading viewers eye</p>	<p>Critical Vocabulary</p> <p>Unity Elements of Art Principles of Design</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

<p>Identify different qualities of proportion.</p> <p>Discuss proportion of the body and face.</p> <p>Create a portrait of a classmate or a self-portrait.</p> <p>Possible twist: Use stippling in ink.</p>	<p>Discuss formal balance and symmetry in artworks.</p> <p>Create a mandala, which is radial balance using multiple lines of symmetry.</p>	<p>Discuss informal balance, the lack of a line of symmetry, and weight of the elements of art.</p> <p>Create collage observing/using elements of art within a piece of art, but not symmetrically.</p>	<p>Students will analyze op Art from a variety of resources, such as textbooks, magazines, computers, and school library.</p> <p>Create an original op art design using rhythm and movement. Evaluate each space in the design to determine which color needs to be in the pattern.</p> <p>Keep work to be completed for movement.</p> <p>Excellent lead-in example of rhythm and movement is Van Gogh's Starry Night.</p>	<p>Continuation of rhythm lesson, displaying movement within the creation of the pattern developed for rhythm Artwork.</p> <p>Involve students in a discussion about the discoveries behind the illusions developed. Why some designs hurt our eyes and others trick our eyes.</p> <p>Bridget Riley is an Op artist who places emphasis on rhythm and movement in her designs.</p> <p>Excellent lead-in example of rhythm and movement is Van Gogh's Starry Night.</p>	<p>Describe how unity is achieved in artwork, but elements of art and principles of design working together.</p> <p>Have students create art that has unity to it. Allow student choice, approved, with the option of revisiting previous projects for editing or adding to them.</p>
<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples Proportion through artwork.</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of formal balance/symmetry through artwork.</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Informal balance/asymmetry through artwork.</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of rhythm through the work of art.</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of rhythm & movement through the work of art.</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Unity through the work of art.</p> <p>Summative</p>

<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>

Weeks 25-27	Weeks 28-30
<p align="center">Unit/Topic</p> <p align="center">Cultures/Purposes of Art</p>	<p align="center">Unit/Topic</p> <p align="center">Cultures/Purposes of Art</p>
<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p align="right">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p align="right">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p align="right">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p align="right">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>

Art Processes:
Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking
Three-dimensional - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)

Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)

AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes.

DOK 2

Purposes of Art: (different roles of art)
Ceremonial - ritual, celebration, artworks created to support worship ceremonies
Artistic expression - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)
Narrative - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events
Functional - artistic objects used in everyday life

Persuasive - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)

AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-06-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.

Art Processes:
Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking
Three-dimensional - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)

Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)

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Persuasive - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)

AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-06-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics

Ceremonial	Functional	Review/Work Day	Narrative	Artistic Expression	Review/Work Day
<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional ceremonial art. ➤ I can create ceremonial art using elements of art and principles of design utilizing a variety of media. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional functional art. ➤ I can create functional art using elements of art and principles of design utilizing a variety of media. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can create cultural art works using the elements of art and principles of design. (work day) 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional narrative art. ➤ I can create narrative art using elements of art and principles of design utilizing a variety of media. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional artistic expression art. ➤ I can create artistic expression art using elements of art and principles of design utilizing a variety of media. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> ➤ I can create cultural art works using the elements of art and principles of design. (work day)
<p>Critical Vocabulary</p> <p>Ceremonial art Ritual Celebration Sand painting Petroglyphs</p>	<p>Critical Vocabulary</p> <p>Functional art Teepee Cradleboards Kachina Doll Coiled pots polychrome Weavings Waft Warp loom</p>	<p>Critical Vocabulary</p> <p>Review terms from previous two class sessions</p>	<p>Critical Vocabulary</p> <p>Totems Symbols Imagery Elongated Appliqué Abstract style Narrative art</p>	<p>Critical Vocabulary</p> <p>Self-expression Artistic expression</p> <p>Review terms introduced in the previous class session.</p>	<p>Critical Vocabulary</p> <p>Review terms from previous two class sessions</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

<p>Students will explore the process of dying regular table salt to create the look of colored sand. Students will share their particular colors with each other and then proceed to create a colorful sand painting In the style of a particular cultural style.</p> <p>Students will explore and view petroglyphs (rock carvings and/or paintings) created by other cultures. Students will design and create original petroglyphs based on a particular cultural style.</p> <p>Students will research ceremonial mask used in different cultures. Why and how they were designed and created. Students will then design and create a ceremonial mask based on a particular cultural style and write How, why and when their mask would have been used.</p>	<p>Students will use plasticine or self-hardening clay to roll out ½ to ¾ inch coils of clay. Place the coils on newspapers and begin winding them to form the base then the inside of their coiled pots. Suggest that students press their sides down as they coil them to make firm pots, once they shape the pots – smooth the sides. Students will use a variety of tools to create designs in the pots.</p> <p>Study the designs used in woven blankets or rugs of a particular cultural group. Students will then sketch their own designs in the style of that group, and use colored pencils or markers to complete their designs.</p> <p>Study the designs of a variety of Kachina Dolls. Design and create a Kachina Doll in the style of a particular culture and /or tribe.</p>	<p>Students will use this class time to review and complete any finishing touches or incomplete work needed on their artworks being developed in the last two class sessions.</p> <p>If all work is complete students will write a short response to this question:</p> <p>What are the most interesting and important new facts you have learned in the last two class sessions, about other cultures?</p> <p>Then lead a class discussion in which students share their responses and react to one another’s ideas.</p>	<p>Students will brainstorm a list of goals and values that are related to teenage interest and goals, such as, society, Freedom, education, a good job, leisure activities. Review the list and circle five items that are most important to you. Items that describe/tell about you. Next to each circled item draw a symbol that could be used to portray the goal/ be identified with your personality. These symbols can be cars, shoes, computer games, any other everyday, important items. Plan your totem so that the items you value most are proportionally larger than the others. Use color to emphasis the goal that you feel is the most important. Think of a unifying element that will tie the Five symbols together. Create your totem, consider sculpture, carving, mosaic, watercolor, acrylic painting, appliqué, and quilt block.</p>	<p>Students will review and be introduced to two new terms. Resume working on projects from the last class session. Students will add</p> <p>Students will show emotions, ideas or feelings (portraying or reflecting about their self) in their totem work of art.</p> <p>Remind students to emphasis their most important features of their totems, which would best describe a story about ones-self. Emphasis through th use of proportions, shapes, Color, repetition, design.</p>	<p>Students will continue to work on pieces from the previous class session to complete.</p> <p>Students will brainstorm and share completed totems with the class.</p> <p>Can students identify the symbols that were used, connect and interpret each story totem to the student that completed the work?</p> <p>What changes could have been made to tell / describe the students in story form more clearly. Was the media chosen by the student the wisest choice or what could have enhanced the art piece? Were the images unified?</p>
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			Collect all work- Continue work in the next class session		
<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples Proportion through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of formal balance/symmetry and Informal balance/asymmetry through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through of Egyptian style artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>	<p>Resources Needed</p> <p>Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks</p>

Weeks 31-33	Weeks 34-36
<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Cultures/Purposes of Art</p>	<p style="text-align: center;">Unit/Topic</p> <p style="text-align: center;">Review</p>
<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p> <p>Art Processes:</p>	<p style="text-align: center;">CORE CONTENT 4.1</p> <p>AH-06-1.4.1 Students will describe works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 2</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u></p> <p>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-06-1.4.2 Students will identify a variety of art media and art processes.</p> <p style="text-align: right;">DOK 1</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p>

Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking

Three-dimensional - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)

Subject matter: representational (e.g., landscape, portrait, still life)
nonrepresentational (e.g., abstract, non-objective)

AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes.

DOK 2

Purposes of Art: (different roles of art)

Ceremonial - ritual, celebration, artworks created to support worship ceremonies

Artistic expression - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)

Narrative - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events

Functional - artistic objects used in everyday life

***Persuasive** - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)*

AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-06-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.

Cultures:

Latin American – mural art (e.g. Diego Rivera and his influence on other mural artists).

Asian – China (the evolution of ceramics).

Art Processes:

Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking

Three-dimensional - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)

Subject matter: representational (e.g., landscape, portrait, still life)
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	<p>objects)</p> <p><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</p> <p><u>Functional</u> - artistic objects used in everyday life</p> <p><u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p> <p>AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.</p> <p>AH-06-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>
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CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Performance Events Activities/Persuasive	Performance Events Activities/Persuasive	Review/Work Day	Review	Review	Review
I CAN STATEMENTS: <ul style="list-style-type: none"> I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create cultural art works using the elements of art and principles of design. (Work day) 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art works using the elements of art and principles of design. (Work day) 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art works using the elements of art and principles of design. (Work day) 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create art works using the elements of art and principles of design. (Work day)

<p>persuasive art.</p> <p>➤ I can create persuasive art using elements of art and principles of design utilizing a variety of media.</p>	<p>persuasive art.</p> <p>➤ I can create persuasive art using elements of art and principles of design utilizing a variety of media</p>				
<p>Critical Vocabulary Persuasive Art Advertising Marketing Logo Icon Target Audience</p>	<p>Critical Vocabulary Persuasive Art Propaganda Bullying Techniques</p>	<p>Critical Vocabulary Review of any vocabulary necessary</p>	<p>Critical Vocabulary Review of any vocabulary necessary</p>	<p>Critical Vocabulary Review of any vocabulary necessary</p>	<p>Critical Vocabulary Review of any vocabulary necessary</p>
<p>Suggested Strategies/Activities</p> <p>Allows for an extra work day for student centered creativity</p> <p>Select an item to market. Create an advertising campaign to promote that items, including planning for the spokesperson; create a logo. Decide on how to effectively advertise and promote this item. Design a newspaper/magazine ad to promote the item.</p>	<p>Suggested Strategies/Activities</p> <p>Allows for an extra work day for student centered creativity</p> <p>Discuss the history of propaganda, such as the political, religious, and war connections. Stress the techniques used on people. View examples of propaganda posters.</p> <p>Create examples of Propaganda. When considering the subject, it is possible</p>	<p>Suggested Strategies/Activities</p> <p>In the week prior to testing, especially if the classes will be cancelled or interrupted for testing, this week/classes could be used for showing a classic musical or movie such as The Wizard of Oz. This is an excellent opportunity to collaborate with other Related Arts colleagues to teach how each area of the arts work together to create a large scale production:</p> <ul style="list-style-type: none"> • Visual arts: scenery, costumes, make-up, photography/videogra 	<p>Suggested Strategies/Activities</p> <p>Work Day: Teacher or Student Choice</p>	<p>Suggested Strategies/Activities</p> <p>Work Day: Teacher or Student Choice</p>	<p>Suggested Strategies/Activities</p> <p>Work Day: Teacher or Student Choice</p>

	<p>to use topics that pertain to school, going beyond politics and religion: School Spirit—We're #1 Testing—Do your best 8th Grade Graduation Summer Break Stay in School</p>	<p>phy, etc.</p> <ul style="list-style-type: none"> • Music: background music, orchestra, singing, etc. • Dance: within most musicals, various styles of different time periods, etc. • Drama: staging, voice, character, etc. 			
<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of advertising.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples of Propaganda.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <p>Performance based on class work displaying examples through artwork.</p> <p>Summative</p> <p>Completion of individual artwork (Drawings) AND/OR Written Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
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