Subject Content: Visual Arts   **Grade** 8th

TG12   **Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic **Elements of Art**	**Unit/Topic** **Elements of Art**
CORE CONTENT 4.1	**CORE CONTENT 4.1**

Weeks 1 – 3

CORE CONTENT 4.1

AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.

DOK 3

Elements of art:

  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)

Principles of design:

  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement

AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.

DOK 3

Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)

Weeks 4 – 6

CORE CONTENT 4.1

AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.

DOK 3

Elements of art:

  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)

Principles of design:

  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement

AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.

DOK 3

Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)

Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor),

Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel

Three-dimensional - clay, papier-mâché, found objects (assemblages)

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-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

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: ➢ I can identify and describe lines using a variety of media. ➢ I can create lines in artwork.	**I CAN STATEMENTS:** ➢ I can identify positive and negative spaces in an artwork. ➢ I can create positive and negative spaces in an artwork.	**I CAN STATEMENTS:** ➢ I can apply line to create 1-point linear perspective art. ➢ I can apply an understanding of space to create 1-point linear perspective art.	**I CAN STATEMENTS:** ➢ I can identify and describe actual and implied texture in artwork. ➢ I can create texture in artwork by rubbing (actual/tactile texture) and	**I CAN STATEMENTS:** ➢ I can identify and describe value in artwork. ➢ I can create a variety of values using various shading techniques. ➢ I can create a value scale/gradation.	**I CAN STATEMENTS:** ➢ I can apply textures to objects in 1-point linear perspective art. ➢ I can apply values to create shading and shadows 1-point linear perspective art.

			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.	➢ I can identify the difference between shade and tint. ➢ I can create shades and tints. ➢ I can create value in implied textures.	
Critical Vocabulary Line Movement Direction Horizontal Vertical Diagonal Curved Zigzag Wavy Straight Broken Thick	**Critical Vocabulary** Space Positive Negative	**Critical Vocabulary** 1 Point Linear Perspective Space Line Horizon Line Vanishing Point Foreground Middle ground Background Positive Space Negative Space	**Critical Vocabulary** Texture Actual/Tactile Texture Implied/Visual Texture Hatching Cross Hatching Contour Hatching Random Hatching (or Scumbling) Stippling Smudging	**Critical Vocabulary** Value Shade/ Darkest Shadows Tint/Lightest Highlights Light Source Gradation Aerial Perspective (to show various value situations) Value scale	**Critical Vocabulary** **Review/ Draw from Weeks 1-5**

Thin Mood Expression Emotional Descriptive Structural					
Suggested Strategies/Activities	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**
Create lines that show examples of movement, direction, mood, expression, emotion, description, and structure. Create lines using clay, paint, pencil, marker or crayons. Create lines to music to create mood. Analyze artwork for lines. Identify lines in the artwork.	Apply lines to establish different spaces. Discuss space and use a variety of lines to create positive and negative spaces. Students will create their names using lines in block, bubble or pointed lettering. Students will select words that describe their personality and create a collage of words.	Present rules of 1-point linear perspective. Show examples. Create a 1-point linear perspective drawing using lines and spaces. (Use shapes to reinforce K-7curriculum. Save drawing for future work.)	Identify in examples of art various textures: • Actual textures from rubbings • Implied textures from drawings Create various textures: • Actual textures through rubbings • Implied textures through drawings Create a sampling of hatching, cross-hatching, contour hatching, random hatching (scumbling), stippling, and smudging. Students will create a drawing applying texture to positive and negative spaces.	Identify the differences between darkest/shade/shadows and lightest/tint/highlights in examples of various artworks. Identify light sources in examples of various artworks. Create a value scale displaying gradation from light to dark, indicating the light source. Create a drawing applying value to positive and negative spaces. Use of texture should be incorporated.	Return to perspective drawing to add values & textures to enhance previous work. Acknowledge that taking a break from work can add a fresh perspective to the drawing when the artist returns to the work.

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

Weeks 7-9	Weeks 10-12
Unit/Topic **Elements of Art**	**Unit/Topic** **Elements of Art**

CORE CONTENT 4.1
 	
AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.
 	
 DOK 3
Elements of art:
 	
  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)
 	
Principles of design:
 	
  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement
 	
AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.
 	
 DOK 3
Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)
 	
Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel
 	
Three-dimensional - clay, papier-mâché, found objects (assemblages)
 	
Art Processes:
Two-dimensional - drawing, painting, fiber art (e.g., fabric printing,
	CORE CONTENT 4.1
	
	AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.
	
	 DOK 3
	Elements of art:
	
	  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)
	
	Principles of design:
	
	  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement
	
	AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.
	
	 DOK 3
	Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)
	
	Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel
	
	Three-dimensional - clay, papier-mâché, found objects (assemblages)
	
	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-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.__

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-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.__

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)**
I CAN STATEMENTS: ➢ 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 shapes using a variety of media. ➢ I can identify geometric and	**I CAN STATEMENTS:** ➢ 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 using a variety of media.	**I CAN STATEMENTS:** ➢ I can identify/describe subject matter as representation and non-representational. ➢ I can create representational and non-representational art using the elements of art.	**I CAN STATEMENTS:** ➢ 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. ➢ I can identify complimentary and analogous colors.	**I CAN STATEMENTS:** ➢ 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 hue. ➢ I can create art using various values and intensities of hues.	**I CAN STATEMENTS:** ➢ I can identify warm and cool color schemes. ➢ I can create warm and cool color schemes. ➢ I can identify a monochromatic color scheme. ➢ I can create art using a monochromatic color scheme. ➢ I can create complimentary

organic shapes in artwork. ➢ I can create art using geometric shapes. ➢ I can create art using organic shapes.					and analogous colors scheme artwork.
Critical Vocabulary **Shape** **Two-dimensional** **2-D** **Geometric shapes** **Organic shapes** **Positive shapes** **Negative shapes** **Illusion of space** **Outline** **Overlapping** **Size** **Focus** **Placement**	**Critical Vocabulary** **Form** **Three-dimensional** **3-D** **Cone** **Cube** **Cylinder** **Sphere** **Still Life** **Organic Forms** **Geometric Forms** **Gradational Shading**	**Critical Vocabulary** **Subject Matter** **Composition** **Realism** **Representational** **Portrait** **Self-Portrait** **Landscape** **Seascape** **Cityscape** **Still Life** **Non-representational** **Abstract** **Non-Objective**	**Critical Vocabulary** **Color** **Color Theory** **Color Wheel** **Hue** **Color Scheme** **Color Palette** **Primary Colors** **Secondary Colors** **Complimentary Colors** **Analogous Colors**	**Critical Vocabulary** **Color** **Color Theory** **Color Wheel** **Hue** **Value** **Value Scale (using hues)** **Gradation (of a hue)** **Intensity** **Monochromatic Colors** **Mood**	**Critical Vocabulary** **Color** **Color Theory** **Color Wheel** **Hue** **Color Scheme** **Color Palette** **Warm Colors** **Cool Colors** **Monochromatic Colors** **Complimentary Colors** **Analogous Colors**
Suggested Strategies/Activities Using a sample drawing, identify/trace over shapes found in that picture. Identify the shapes as organic or geometric. Create a geometric	**Suggested Strategies/Activities** Create an organic shape design by viewing a still-life students have set-up or teacher created for the class. Create forms by	**Suggested Strategies/Activities** Discuss (whole class group) and use resources, the variety of different subject matter used in works of art. Choose a subject	**Suggested Strategies/Activities** Discuss a Primary Color Scheme, a Secondary Color Scheme, a Complimentary Color Scheme, and an Analogous Color Scheme within artwork displayed during the lecture part of	**Suggested Strategies/Activities** Discuss Monochromatic Color Schemes within artwork displayed during the lecture part of class, and then ask students to recognize/identify them. Practice value scales	**Suggested Strategies/Activities** WORK DAY: APPLY Discuss Warm and Cool Colors within artwork displayed during the lecture part of class, and then ask students to

shape design by choosing an object found in the classroom: 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 students explain/identify the type of shape they chose to use	transforming the 2-d shapes into 3-d forms, using the correct shading techniques. Discuss and explain (in small groups) the direction of the light source and shading techniques chosen to complete the artwork.	matter and create a work of art, using knowledge learned, transforming shapes into forms, to complete the composition. Discuss and explain subject matter, composition and choice of shading techniques used to complete work. *Alternative assignment/class opener/written assignment:* Create or select examples of all 5 representational and non-representational art subject matters incorporating lines, space, texture, value, shapes and forms if creating. Small group compare and contrast the final products.	class, and then ask students to recognize/identify them. 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. Create a sampling of art that uses a primary color scheme palette and a secondary color scheme palette.	using actual colors to achieve gradation. Identify the mood the color scheme creates within the artwork. Review ~ Week 1 creating lines to music to create mood. Possibly create pictures to music to create mood by color selection. 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 anther color to show how colors can change the appearance of other colors.	recognize/identify them. 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 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. Beginners classes or accommodations: Offer a drawing, such as a Mandala or preprinted coloring page, with specifically assigned color schemes to each picture.

and discuss work completed in class. Alternative Assignment: The Shapes Trees (Select an object/subject/common idea for the students to work toward) 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.					
Balanced Assessment: Formative **Performance based on class work displaying the use of shapes. Two-dimensional work**	**Balanced Assessment: Formative** **Performance based on class work displaying the use of forms. Three-dimensional**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of representational and**	**Balanced Assessment: Formative** **Performance based on class work displaying the use of Color Theory. Color Theory and**	**Balanced Assessment: Formative** **Performance based on class work displaying the use of Color Theory. Student work should**	**Balanced Assessment: Formative** **Performance based on class work displaying the use of Color Theory.**

should be obviously represented.	work should be obviously represented.	non-representational art.	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.	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.	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.
Summative **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks

Weeks 13-15	Weeks 16-18
Unit/Topic **Principles of Design/Culture/Art History**	**Unit/Topic** **Principles of Design/Culture/Art History**
CORE CONTENT 4.1 **AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** DOK 3 **Elements of art:** 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) **Principles of design:** Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement **AH-06-1.4.2 Students will identify a variety of art media and art processes.** DOK 3 **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional** - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel **Three-dimensional -** clay, papier-mâché, found objects (assemblages) **Art Processes:** **Two-dimensional** - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking	**CORE CONTENT 4.1** **AH-086-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** DOK 3 **Elements of art:** 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) **Principles of design:** Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement **AH-06-1.4.2 Students will identify a variety of art media and art processes.** DOK 3 **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional** - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel **Three-dimensional -** clay, papier-mâché, found objects (assemblages) **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-08-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.

DOK 3

Cultures/Period:

Early American through Civil War -

European Neo-classical influences (architecture)

Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildlife – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin)

The development of photography as a new medium that impacted visual art (e.g., Mathew Brady)

AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Repetition/Pattern	Contrast/Emphasis	Neo-classical Art/ Early American Art	Program Review Events	Program Review Events	Program Review Events
I CAN STATEMENTS: ➢ I can identify and	I CAN STATEMENTS: ➢ I can identify and	I CAN STATEMENTS: ➢ I can describe Neo-	I CAN STATEMENTS: ➢ I can identify and	I CAN STATEMENTS: ➢ I can identify	I CAN STATEMENTS: ➢ I can identify

describe repetition/ pattern in artwork. ➢ I can create repetition/ pattern using lines, color, and shapes. ➢ I can identify patterns in Greek artwork. I can describe pattern in artwork.	describe contrast/ emphasis in artwork. ➢ I can create contrast (black/white, rough/smooth) by using color, texture, and line. ➢ 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.	classical European influences (Greek & Roman influenced) in early American artwork. ➢ I can create art reflecting the European Neo-classical influences (design, architecture). ➢ I can identify/describe evolution of a newly developed style for subject matter in early American artwork (Thomas Cole/George Catlin). ➢ I can create artwork reflective of early American art that incorporates elements of art and principles of design (landscape and portrait).	analyze the use of elements of art and principles of design in a variety of two- and three-dimensional art. ➢ I can create persuasive art using elements of art and principles of design utilizing a variety of media.	and analyze the use of elements of art and principles of design in a variety of two- and three-dimensional art. ➢ I can create persuasive art using elements of art and principles of design utilizing a variety of media.	and analyze the use of elements of art and principles of design in a variety of two- and three-dimensional art. ➢ I can create persuasive art using elements of art and principles of design utilizing a variety of media.
Critical Vocabulary **Repetition Pattern Line Shape Color**	**Critical Vocabulary** **Contrast Emphasis Focal Point**	**Critical Vocabulary** **Neo-classical art Greek influences Roman Influences Early American Art Landscapes**	**Critical Vocabulary** **Review art terms needed to date.**	**Critical Vocabulary** **Review art terms needed to date.**	**Critical Vocabulary** **Review art terms needed to date.**

Space Texture Motif					
Strategies/Activities	**Strategies/Activities**	**Strategies/Activities**	**Strategies/Activities**	**Strategies/Activities**	**Strategies/Activities**
Using examples of artwork with repetition, identify and discuss what elements are repeated and what effect is created. Discuss the difference between pattern and repetition, acknowledging that a pattern is orderly repetition. 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. Using Latin American artwork, identify and describe Patterns in the artwork. Compare and contrast patterns and repetition. Identify and describe motifs. Create a pattern/motif	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. 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.	Discuss Neo-classical influences in American architecture. Design a government building that reflects Neo-classical influences. Research the source of the influences and application of neo-classical elements in American architecture. Discuss Early American artist such as Thomas Cole (Founder of the Hudson River School) and the movement away from European themes such as religious art and toward the vast, natural, raw beauty of the land. Create a landscape. OR Research Early American Art and the conditions that led to the move away from the European themes.	Allows for an extra work day for student centered creativity.	Allows for an extra work day for student centered creativity.	Allows for an extra work day for student centered creativity.

reflecting Latin American art. Other possibilities include Quilts, computer graphics, and printmaking (using stamps or stencils.) 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.					
At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.	At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.	At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.	At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.	At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.	At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed.
Balanced Assessment: Formative **Performance based on class work displaying examples Repetition through stamps or freehand work.** **Summative**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of Patterns through stencils or freehand work.** **Summative**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of mural art reflective of Latin American art.** **Summative**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of Contrast through artwork.** **Summative**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of Emphasis through artwork.** **Summative**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of Early American Art through landscapes.** **Summative**

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

Weeks 19-21	Weeks 22-24
Unit/Topic **Principles of Design/Culture/Art History**	**Unit/Topic** **Principles of Design/Culture/Art History**

CORE CONTENT 4.1
 	
AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.
 	
DOK 3
 	
Elements of art:
 	
  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)
 	
Principles of design:
 	
  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement
 	
AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.
 	
DOK 3
 	
Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)
 	
Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel
 	
Three-dimensional - clay, papier-mâché, found objects (assemblages)
	CORE CONTENT 4.1
	
	AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.
	
	DOK 3
	
	Elements of art:
	
	  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)
	
	Principles of design:
	
	  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement
	
	AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.
	
	DOK 3
	
	Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)
	
	Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel
	
	Three-dimensional - clay, papier-mâché, found objects (assemblages)

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)

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

AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.

DOK 3

Cultures/Period:

Early American through Civil War -

European Neo-classical influences (architecture)

Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildlife – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin)

The development of photography as a new medium that impacted visual art (e.g., Mathew Brady)

AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

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**	**Early American Art**	**Rhythm**	**Movement**	**Civil War Art**
I CAN STATEMENTS: ➢ I can describe balance	**I CAN STATEMENTS:** ➢ I can create formal balance	**I CAN STATEMENTS:** ➢ I can identify/describe	**I CAN STATEMENTS:** ➢ I can identify and describe rhythm	**I CAN STATEMENTS:** ➢ I can identify and describe	**I CAN STATEMENTS:** ➢ I can identify/describe

(symmetry/asymmetry) in art. ➢ I can create art that shows proportion. ➢ I can identify and describe proportion within a work of art.	by using symmetry. ➢ I can create balance by using informal asymmetry. ➢ I can identify and describe a symmetrical artwork. ➢ I can identify and describe an asymmetrical artwork.	evolution of a newly developed style for subject matter in early American artwork (John James Audubon). ➢ I can create artwork reflective of early American art that incorporates elements of art and principles of design for various subject matter (wildlife).	in a work of art. ➢ I can create a work of art that shows rhythm using the elements of art.	movement in a work of art. ➢ I can create a work of art that shows movement using the elements of art.	elements of art and principles of design in Civil War art. ➢ I can create art that reflects elements of art and principles of design found in Civil War art.
Critical Vocabulary **Proportion** **Hierarchical proportion**	**Critical Vocabulary** **Balance** **Formal** **Symmetrical** **Equal/Even** **Line of Symmetry** **Mirror image** **Informal** **Asymmetrical** **Line of Symmetry** **(absent)**	**Critical Vocabulary** **Early American Art** **Portraits**	**Critical Vocabulary** **Combine Rhythm & Movement for one lesson or split for two- teachers choice** **Rhythm** **Suggested vibration** **Repeated elements** **Op Art** **Optical Illusions** **Alternating patterns** **Movement** **Look of action** **Feeling of action** **Leading viewers eye**	**Critical Vocabulary** **Rhythm** **Suggested vibration** **Repeated elements** **Op Art** **Optical Illusions** **Alternating patterns** **Movement** **Look of action** **Feeling of action** **Leading viewers eye**	**Critical Vocabulary** **Photography** **Daguerreotype** **Matthew Brady**

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Identify different qualities of proportion.

Discuss proportion of the body and face.

Create a portrait of a classmate or a self-portrait. Save for week 21.

Possible twist: Use stippling in ink. | Discuss formal balance and symmetry in artworks.

Create a mandala, which is radial balance using multiple lines of symmetry.

Discuss informal balance, the lack of a line of symmetry, and weight of the elements of art.

Create collage observing/using elements of art within the art, but not symmetrically.

Offer a little extra time for Portraits started Week 19 if available. | Discuss the portrait work of early American artists and the usefulness of this work in areas such as introducing different cultures throughout America, such as George Catlin's work with Native American Indians.

Continue working on portraits that were started on week 19. | Students will analyze op Art from a variety of resources, such as textbooks, magazines, computers, and school library.

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.

Keep work to be completed for movement.

Excellent lead-in example of rhythm and movement is Van Gogh's Starry Night. | Continuation of rhythm lesson, displaying movement within the creation of the pattern developed for rhythm Artwork.

Involve students in a discussion about the discoveries behind the illusions developed. Why some designs hurt our eyes and others trick our eyes.

Bridget Riley is an Op artist who places emphasis on rhythm and movement in her designs.

Excellent lead-in example of rhythm and movement is Van Gogh's Starry Night. | On a computer, find images by Matthew Brady. Study the colors, subject matter, and style.

Written: Compare/contrast Matthew Brady's photography to modern day war photography.

Graphic: Using photographs, utilize photo-altering programs to modify the image to match the style of Matthew Brady's photography.

Van Dyke photo techniques: Use van Dyke photo chemicals to create images. (Time may be an issue for this project.) |
| At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed. | At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as | At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed. | At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed. | At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed. | At some point during the Principles of Design, it would be possible to start individual paintings, student's choice with approval. It could span multiple weeks, as needed. |

needed.					
Balanced Assessment: Formative **Performance based on class work displaying examples Proportion through portrait artwork.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of formal balance/symmetry and Informal balance/asymmetry through artwork.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through portrait artwork.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of rhythm through the work of art.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of rhythm & movement through the work of art.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**	**Balanced Assessment: Formative** **Performance based on class work displaying examples of Civil War Photography through the work of art.** **Summative** **Completion of individual artwork (Drawings)** **AND/OR** **Written Assessment**

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

Weeks 25-27	Weeks 28-30
Unit/Topic **Cultures/Purposes of Art**	**Unit/Topic** **Cultures/Purposes of Art**
CORE CONTENT 4.1 **AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** **DOK 3** **Elements of art:** 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) **Principles of design:** Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement **AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.** **DOK 3** **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel** **Three-dimensional - clay, papier-mâché, found objects (assemblages)**	**CORE CONTENT 4.1** **AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** **DOK 3** **Elements of art:** 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) **Principles of design:** Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement **AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.** **DOK 3** **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel** **Three-dimensional - clay, papier-mâché, found objects (assemblages)**

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)

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

AH-08-3.4.1 Students will compare or explain how art fulfills a variety of purposes.

DOK 2

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

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

AH-08-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-08-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.

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)

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

AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.

DOK 3

Cultures/Period:

Early American through Civil War -

European Neo-classical influences (architecture)

Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildlife – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin)

The development of photography as a new medium that impacted visual art (e.g., Mathew Brady)

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

DOK 2

Purposes of Art: (different roles of art)
<u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies
<u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)
<u>Narrative</u> - 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			

Functional - artistic objects used in everyday life

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

AH-08-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.

AH-08-4.4.2 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**
I CAN STATEMENTS: ➢ 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.	**I CAN STATEMENTS:** ➢ 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.	**I CAN STATEMENTS:** ➢ I can create cultural art works using the elements of art and principles of design. (Work day)	**I CAN STATEMENTS:** ➢ 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.	**I CAN STATEMENTS:** ➢ 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	**I CAN STATEMENTS:** ➢ I can create cultural art works using the elements of art and principles of design. (Work day)
Critical Vocabulary	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**

Ceremonial art Ritual Celebration Sand painting Petroglyphs	Functional art Teepee Cradleboards Kachina Doll Coiled pots polychrome Weavings Waft Warp loom	Review terms from previous two class sessions Introduce a project of your choice	Totems Symbols Imagery Elongated Appliqué Abstract style Narrative art	Self-expression Artistic expression Review terms introduced in the previous class session.	Review terms from previous two class sessions
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
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. 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.	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. Study the designs used in woven blankets or rugs of a particular	Students will use this class time to review and complete any finishing touches or incomplete work needed on their artworks being developed in the lat two class sessions. If all work is complete students will write a short response to this question: What are the most interesting and important new facts you have learned in the last two class sessions, about other cultures?	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	Students will review and be introduced to two new terms. Resume working on projects from the last class session. Students will add Students will show emotions, ideas or feelings (portraying or reflecting about their self) in their totem work of art. 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,	Students will continue to work on pieces form the previous class session to complete. Students will brainstorm and share completed totems with the class. Can students identify the symbols that were used, connect and interpret each story totem to the student that completed the work? 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

Students will research ceremonial mask used in different cultures. Why and how they were designed ad 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.	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. 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.	Then lead a class discussion in which students share their responses and react to one another's ideas.	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, quilt block. Collect all work- Continue work in the next class session Alternative Assignment: Students will select a poem, fable, or story to illustrate. Parallel how children's story books can tell the story as well as the words.	Color, repetition, design. Alternative Assignment: Artistic Expression is the expression of personal thoughts, feelings, and ideas. Allow students to express themselves by selecting the subject and media.	have enhanced the art piece? Were the images unified?
Balanced Assessment: Formative **Performance based on class work displaying examples of Ceremonial Art through artwork.** **Summative** **Completion of**	**Balanced Assessment: Formative** **Performance based on class work displaying examples Functional artwork.** **Summative** **Completion of**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual**

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

Weeks 31-33	Weeks 34-36
Unit/Topic **Cultures/Purposes of Art**	**Unit/Topic** **Review**
CORE CONTENT 4.1 **AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** **DOK 3** **Elements of art:** **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)** **Principles of design:** **Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement** **AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.** **DOK 3** **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel** **Three-dimensional - clay, papier-mâché, found objects (assemblages)**	**CORE CONTENT 4.1** **AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design.** **DOK 3** **Elements of art:** **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)** **Principles of design:** **Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement** **AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.** **DOK 3** **Media (plural)/Medium (singular): (Properties of media need to be known in order to respond to artworks)** **Two-dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel** **Three-dimensional - clay, papier-mâché, found objects (assemblages)**

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-08-3.4.1 Students will compare 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.

CURRICULUM			CURRICULUM		
Week 31	**Week 32**	**Week 33**	**Week 34**	**Week 35**	**Week 36**
Identify Sub-Topics **Performance Events Activities**	**Identify Sub-Topics** **Performance Events Activities**	**Identify Sub-Topics** **Review/Work Day**	**Identify Sub-Topics** **Review**	**Identify Sub-Topics** **Review**	**Identify Sub-Topics** **Review**
I CAN STATEMENTS: ➢ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional persuasive art. ➢ I can create art using elements of art and principles of design utilizing a variety of media.	**I CAN STATEMENTS:** ➢ I can identify and analyze the use of elements of art and principles of design in a variety of two-dimensional and three-dimensional persuasive art. ➢ I can create art using elements of art and principles of design utilizing a variety of media.	**I CAN STATEMENTS:** ➢ I can create cultural art works using the elements of art and principles of design. (Work day)	**I CAN STATEMENTS:** ➢ I can create art works using the elements of art and principles of design. (Work day)	**I CAN STATEMENTS:** ➢ I can create art works using the elements of art and principles of design. (Work day)	**I CAN STATEMENTS:** ➢ I can create art works using the elements of art and principles of design. (Work day)
Critical Vocabulary **Review of any vocabulary necessary**	**Critical Vocabulary** **Review of any vocabulary necessary**	**Critical Vocabulary** **Review of any vocabulary necessary**	**Critical Vocabulary** **Review of any vocabulary necessary**	**Critical Vocabulary** **Review of any vocabulary necessary**	**Critical Vocabulary** **Review of any vocabulary necessary**
Suggested Strategies/Activities **Allows for an extra work day for student**	**Suggested Strategies/Activities** **Allows for an extra work day for student**	**Suggested Strategies/Activities** In the week prior to testing, especially if	**Suggested Strategies/Activities** Work Day: Teacher or Student Choice	**Suggested Strategies/Activities** Work Day: Teacher or Student Choice	**Suggested Strategies/Activities** Work Day: Teacher or Student Choice

centered creativity	**centered creativity**	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: • Visual arts: scenery, costumes, make-up, photography/ videography, etc. • Music: background music, orchestra, singing, etc. • Dance: within most musicals, various styles of different time periods, etc.			

		• Drama: staging, voice, character, etc.			
Balanced Assessment: Formative **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Balanced Assessment: Formative** **Performance based on class work displaying examples through artwork.** **Summative** **Completion of individual artwork (Drawings) AND/OR Written Assessment** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks	**Resources Needed** Various examples of artwork Web resources Artist Toolkit (KET) Classroom Textbooks