



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

Subject Content: Elementary Art

Grade : 1st

Indicates the Curriculum Map

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

<ul style="list-style-type: none"> I can identify lines in artwork. 	<ul style="list-style-type: none"> I can identify lines in artwork. 	<ul style="list-style-type: none"> I can identify lines in artwork. 	<ul style="list-style-type: none"> texture in artwork. 	<ul style="list-style-type: none"> texture in artwork. 	<ul style="list-style-type: none"> in artwork.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Line Directional lines – horizontal, vertical, diagonal Zig-zag, wavy, curved, spiral lines Thick and thin lines Short and long lines Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Texture Media/medium Collage 3-D
<p>Strategies/Activities</p> <ul style="list-style-type: none"> Create directional lines, zig-zag, wavy, curved, spirals by air drawing. Draw each line on the board for students to see the line. Identify lines in artwork such as Picasso’s <i>Guernica</i>. Students will create lines by drawing the lines together to create a dragon using pencil, crayon, markers, colored pencils or paint. Students will identify the lines in 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review lines in the air and draw them on the board. Identify and discuss the lines in <i>Sunflowers</i> by Vincent van Gogh. Students will draw a vase of sunflowers using lines. Students will use oil pastels to add movement with lines in the background. Students will share which lines they used to create movement. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review directional lines and zig-zag, wavy, curved, and spirals. Air draw and have students demonstrate each line on the board. Students will draw lines as they listen to music. They will draw a line that they believe would represent how the song sounds. They may use a zig zag line for a fast pace march. Play three different genre’s of music. Share their line drawings after each 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Explore Textures (how something feels or it looks like it feels): feel hair, clothes, rub hand over table, chair, floor, side of shoe. Have students explore textures by feeling a texture then laying a piece of paper over the texture to hide it and use a crayon without paper on its side to rub how the texture looks. Compare how it looks to how it feels. Identify textures in 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. Take a field trip outside or if it raining around the school to be texture detectives. Students will find textures, feel the texture and take a texture rubbing of the texture. Demonstrate how to do a texture rubbing again with laying the paper over the texture and rubbing it with the side of the crayon. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. How can we make textures in our art. Make a texture collage. Students will create a texture collage by using a variety of media: beans, fur, fabric, paper, beads, cotton, etc. The students glue the media on thick paper or cardboard. Students will share their texture collage with the class. Hint: They can build images by forming the collage materials into

<p>the dragon in small groups.</p>		<p>song and discuss why they chose these lines for the song they heard.</p>	<p>an artwork: How does it look like it feels?</p> <ul style="list-style-type: none"> • <i>Two Ground Squirrels</i> by John James Audubon is a good artwork to analyze. Describe how the squirrels fur would feel and how would the rock feel. How would the blades of grass feel? 	<ul style="list-style-type: none"> • Put on their detective hats and get their spy glasses ready and go for a texture hunt. Don't forget their things to record their findings: texture clue maker (crayon) and their paper. • They will report to their texture partner and describe the texture they found and show the partner what it looks like. • Share textures with the class. Have students put texture under the document camera to show the other detectives. 	<p>objects such as a face, a car, etc.</p>
<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response,</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>

open response	open response	response	open response	open response	
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or 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
<ul style="list-style-type: none"> Internet search images: <i>The Weeping Woman</i> by Pablo Picasso. Art materials: paper and crayons, paint or markers, 	<ul style="list-style-type: none"> Internet search images: <i>Starry Night</i> by Vincent van Gogh Art Materials: paper and watercolor paint or tempera paint, paint brushes and water in cups 	<ul style="list-style-type: none"> Songs such as lullaby, hip hop, American theme song Art materials: paper, paint or markers. 	<ul style="list-style-type: none"> Textures Crayons without paper Paper Internet search images of artwork: <i>Two Ground Squirrels</i> by John James Audubon Visual Arts Tool-Kit page 319 	<ul style="list-style-type: none"> Texture around school or outside. Paper Crayons without paper (clue makers) Document camera can be used for the detective to report their findings to the class. 	<ul style="list-style-type: none"> Texture collage materials: beads, cotton, fur, fabric, paper, etc. Internet images of collage fish show good representation of texture.

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

		each.		secondary colors on the color wheel and which two primary colors make it. <ul style="list-style-type: none"> I can identify secondary colors in artwork. 	using the neutrals black and white.
Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	Critical Vocabulary <ul style="list-style-type: none"> Elements of art Hue Primary colors: red, yellow, blue media 	Critical Vocabulary <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) media 	Critical Vocabulary <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals
Suggested Strategies/Activities Lines Make Shapes <ul style="list-style-type: none"> Discuss and analyze Paul Klee's <i>Castle and Sun</i> for shapes and lines. Students will identify shapes and create shapes (squares, triangle, rectangles, circle) by drawing each by using oil pastels. Students will "build" a 2 buildings using 	Suggested Strategies/Activities Neighborhood Collage <ul style="list-style-type: none"> Discuss and review shapes. Once again look at Paul Klee's <i>Castle and Sun</i> for shapes and lines. Have students identify shapes they can locate in the artwork. Review the shapes rectangle, triangle, square and circle by drawing on the board or showing actual cut out of 	Suggested Strategies/Activities Shapes in Portraits <ul style="list-style-type: none"> Artists create portraits by using shapes. Have students identify shapes in Pablo Picasso's <i>Child with Dove</i>. What does the little girl like to do? The ball shows she likes to play with a ball. The ball is a circle. Students will create a portrait using shapes to create the face, body and one object 	Suggested Strategies/Activities Primary Hot Air Balloon <ul style="list-style-type: none"> Introduce the students to the primary colors using the color wheel. Have students identify the primary colors in the classroom, on clothing. Analyze the artwork by Jonathan Green, <i>Balloons for a Dime</i> for primary colors. Students will create a hot air balloon design using line 	Suggested Strategies/Activities Rainbow Pinwheel <ul style="list-style-type: none"> Review the color wheel and the primary colors. Demonstrate how two primary colors combine to create a new color called a secondary color. Have students find the secondary colors on the color wheel. Students will create a pinwheel using the color 	Suggested Strategies/Activities Neutral Change Color <ul style="list-style-type: none"> Have the students analyze the color wheel to find the neutrals. They are not on the color wheel. The neutrals are used to make colors darker or lighter. Demonstrate how black with make blue darker and how white will make blue lighter. Analyze the artwork <i>Yawl Riding a Swell</i>

<p>rectangles, squares, triangles, circles by cutting out their shapes.</p> <ul style="list-style-type: none"> Share their drawing with a partner and discuss where the shapes are located. 	<p>each shape.</p> <ul style="list-style-type: none"> Students will create each shape by cutting out the shapes the teacher has already drawn on construction. (1st grade students need scissor skill practice. Reinforce cutting on the lines when they slowly cut out these shapes.) Students will glue these shapes to paper for form a animal (rectangle and circlesquare and triangle). Glue to paper. Students can add details to the background by making a habitat. They may draw with markers, crayons or pencils. Have students share their artwork within a small group of four to discuss what shapes they used and where. 	<p>that shows something the person likes to do. They can draw the person, make the person with construction paper or paint the portrait.</p> <ul style="list-style-type: none"> Share the artwork with the class and have them discuss what the shape is that they used to show something the person likes to do. Student will create a critique of their art by writing about the shapes they chose. 	<p>and the 3 primary colors.</p>	<p>wheel colors (which show the rainbow colors in order too). They will use markers to color in the sections in correct order.</p> <ul style="list-style-type: none"> Fold the pinwheel shape and glue in the middle. Add a straw for a stick. Analyze the pinwheel of correct placement of the colors. 	<p>by Edward Hopper for lighter and darker color blue. The artist created this by adding white to blue and black to blue.</p> <ul style="list-style-type: none"> Students will create a seascape using black and white to make blue darker and lighter. Analyze their finished product and describe in writing the change they created.
<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative</p>

<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>	<p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Paul Klee’s artwork from the Internet <i>Castle and Sun</i> • Shapes • Paper, oil pastels, pencil or markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Paul Klee’s artwork from the Internet <i>Castle and Sun</i> • Shapes • Construction paper shapes drawn on paper, scissors, glue, markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Pablo Picasso’s <i>Child with Dove</i> • Shapes • Markers, crayons, pencils, construction paper frames. • Paper, pencil, markers, construction paper, glue, etc. 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Jonathan Green’s <i>Balloons for a Dime</i> • Paper, pencil, various media to add color. 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Color Wheel • Pinwheel template. • Crayons, markers or paint 	<p>Resources Needed</p> <ul style="list-style-type: none"> • <i>Yawl Riding a Swell</i> by Edward Hopper • Color Wheel • Paint including black and white. • Brushes, paper, water, etc...

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

		<ul style="list-style-type: none"> I can create a response that describes pattern in Native American art. 	<ul style="list-style-type: none"> I can create a contrast by using the element of art: color. 	<p>and still life.</p> <ul style="list-style-type: none"> I can create a contrast by using the element of art: color. 	<ul style="list-style-type: none"> I can create a contrast by using the element of art: color. I can select which subject matter the artist used and describe contrast in the art.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art: line, color, shape Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art: line, color, shape Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Pattern Elements of Art: line, color, shape Native American culture 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art: line, color Subject Matter: landscape, portrait, still life 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art: line, color Subject Matter: landscape, portrait, still life 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Contrast Elements of Art: line, color Subject Matter: landscape, portrait, still life
<p>Strategies/Activities Canoes</p> <ul style="list-style-type: none"> Discuss Native American artwork and how they created everyday things to use and also made them into art by carving or painting on them. Show canoes that Native Americans would have used from images on the Internet. Students will analyze these canoes for lines, 	<p>Strategies/Activities Rainsticks</p> <ul style="list-style-type: none"> Discuss Native American use of rainsticks and show images of rainsticks from the Internet. Analyze for pattern. Students will create rainsticks from paper towel tubes and beans. Cover one end of tube with tape and insert beans in the other end and tape closed. 	<p>Strategies/Activities Native American Headdresses</p> <ul style="list-style-type: none"> Discuss images of Native American and point out their headdresses. Students will create a headband. First they will create a pattern using colors and lines on a long strip of thing poster board. The strip will be measured to fit the students' head. Students will create lines on two feathers 	<p>Strategies/Activities Landscape Painting</p> <ul style="list-style-type: none"> Discuss areas of contrast found in Landscape paintings by Claude Monet. Students will identify these areas. Students will create landscape painting using tempera paint and purposely create areas of contrast. Students will evaluate their painting for 	<p>Strategies/Activities Clown Portraits</p> <ul style="list-style-type: none"> Discuss different portraits for details and areas of contrast. Analyze clown portraits for different colors used to create contrast. Students will create a clown portrait by cutting out construction paper to build a clown face. Students will 	<p>Strategies/Activities Basket of Fruit</p> <ul style="list-style-type: none"> Discuss images of baskets of fruit from the Internet. Have the students help create a real basket of fruit to sit on a table. Give each student a cut out of a basket to glue on a paper. Students will draw several oranges and apples using a pencil in the basket. Pass out watercolor paint for the

<p>shapes, color.</p> <ul style="list-style-type: none"> • Students will create a canoe from two pieces of brown paper cut into a canoe shape. • Students will sew the ends together to create a 3-D form for the canoe. Students will design the sides of the canoe with lines and pictures similar to Native Americans. • Students will share their artwork with their classmates and evaluate them for lines, and pattern. 	<ul style="list-style-type: none"> • Cover the entire tube with construction paper or it can be painted and allowed to dry. • Students can add Native American details such as lines and images to make patterns. • Students will evaluate their rainsticks for pattern. 	<p>that will be stapled to the headband.</p> <ul style="list-style-type: none"> • Students will dance to Native American music as they wear their headbands 	<p>contrast.</p>	<p>evaluate their clown portrait for contrast.</p>	<p>students to paint their fruit.</p> <ul style="list-style-type: none"> • Students will evaluate their artwork to see if their fruit is placed in the basket and contrast that was created by using different colors.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates</p>

<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Native Americans and canoes they used • Brown construction paper, yarn • Pencils, crayons 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of rainsticks • Paper towel rolls • Beans, tape, construction paper • Markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Native American images of headdresses • Long strips of 1”in height poster board • Crayons or markers • Feather shapes cut from construction paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of landscapes by Claude Monet • Paper, tempera paint, brushes, cups of water 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of portraits and clown portraits • Construction paper • Scissors, glue, pencils 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of still life fruit baskets, actual basket of fruit • Baskets cut from construction paper • Paint, pencil, glue

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

<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Emphasis Focal Point Elements of Art: line, color, shape 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Emphasis Focal point Elements of Art: line, color, shape 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Emphasis Focal Point Elements of Art: line, color, shape 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art: line, color, shape 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art: line, color, shape 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Principles of Design Balance Symmetry/symmetrical Elements of Art: line, color, shape
<p>Suggested Strategies/Activities</p> <p>Magazine Collage</p> <ul style="list-style-type: none"> Discuss Collage and share images of collage from the Internet. Give each student a magazine to find pictures. Students will select two pictures to glue to their paper. They will then draw a scene for their cutouts. For example if they cut out a car then they can draw a racetrack for the car to race on. Students will evaluate their artwork to see if they created 	<p>Suggested Strategies/Activities</p> <p>Hand Design</p> <ul style="list-style-type: none"> Discuss emphasis by analyzing painting for areas you notice first. Students will trace their hand on a sheet of paper. Then they will design the hand with different lines and shapes. Students will add color to the hand by using markers or crayons. Students will design a simple background that doesn't overpower the hand so the hand becomes the emphasis. For 	<p>Suggested Strategies/Activities</p> <p>Mexican Mask</p> <ul style="list-style-type: none"> Discuss and analyze Mexican masks for color, pattern, emphasis Students will use a paper plate, construction paper, and glitter to create a Mexican inspired mask. (Have eye holes cut out prior to class.) Students will discuss their mask they have created with their peers and evaluate each others for pattern and emphasis. 	<p>Suggested Strategies/Activities</p> <p>Radial Design</p> <ul style="list-style-type: none"> Discuss images of stain glass windows that are round. Have student identify if the windows are symmetrical. Students will create a radial design by folding a round sheet of white or colored paper in half three times. Students will make small cuts around the edges and open to reveal their design. Glue tissue paper on the back of the design to create a stain glass effect. Students will evaluate a peers design for symmetry. 	<p>Suggested Strategies/Activities</p> <p>Portrait</p> <ul style="list-style-type: none"> Discuss images of portraits. Students will view self-portraits and discuss how faces have symmetry. Pass out mirrors and have students look at their faces for symmetry. Students will draw a self-portrait using a dull craft pick on aluminum foil. Students will evaluate their self-portrait for symmetry. 	<p>Suggested Strategies/Activities</p> <p>Kites</p> <ul style="list-style-type: none"> Review symmetrical balance and view kite images from the Internet. Look for balance and symmetry. Students will create a kite using a diamond shape for the kite. They will add lines, patterns, and images to complete their design for the kite. Students will add sting to the bottom of the kite. Students will "fly" their kite outside weather permitting. Students will evaluate their kites for symmetry.

<p>emphasis using the magazine images.</p>	<p>example, they may draw a landscape in the background of land and mountains.</p> <ul style="list-style-type: none"> Students will evaluate their artwork to see if they created emphasis. 				
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p> <p>Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>

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..)
<p>Resources Needed</p> <ul style="list-style-type: none"> • Collage images from the Internet • Magazines, scissors, glue, paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Artwork that show emphasis • White paper, pencils, crayons, markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Mexican Masks • Paper plates, scissors, glue, glitter • Peer evaluation form 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of round stain glass windows • Round paper (Any color) • Scissors • Glue • Tissue paper in a variety of colors 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of self-portraits • Aluminum foil • Dull craft picks 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of symmetrical kites • Diamond shape white paper • Markers, crayons, pencils • String approx. 2'

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

<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>design in African Art.</p> <ul style="list-style-type: none"> I can identify and describe the purpose of an artwork. 	<p>Colonial American art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Colonial American Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional
<p>Suggested Strategies/Activities</p> <p>African Necklace</p> <ul style="list-style-type: none"> Discuss African art and locate Africa on a map and analyze images of African art on the Internet. Discuss how art is created for many reasons (purposes). Students will create a “silver” necklace by first folding a small rectangle piece of 	<p>Suggested Strategies/Activities</p> <p>Clay Sculpture</p> <ul style="list-style-type: none"> Discuss African Sculpture. View images and discuss the purposes of these artworks. Students will choose a purpose to create a clay sculpture that is similar to African’s purposes: Marriage, ancestors, war, etc. 	<p>Suggested Strategies/Activities</p> <p>Weave</p> <ul style="list-style-type: none"> Review African art and how they make are for different reasons. Discuss how they make their own clothes, rugs, blankets by weaving. Students will weave a simple weave using yarn, and paper plate. 	<p>Suggested Strategies/Activities</p> <p>Foil Sculpture</p> <ul style="list-style-type: none"> Discuss Colonial American artwork and show images of Paul Revere and George Washington. Discuss how they would create things out of metal (metalsmith) to use in their homes such as forks, spoons, bells. Students will create a 	<p>Suggested Strategies/Activities</p> <p>Paper Airplanes</p> <ul style="list-style-type: none"> Discuss the art of paper folding (Japanese origami) Students will view different origami images on the Internet. Students will learn to fold a rectangle piece of paper to form a simple paper airplane. Students will fly 	<p>Suggested Strategies/Activities</p> <p>Puppets</p> <ul style="list-style-type: none"> Read “Five Little Monkeys” Discuss the images of the monkeys in the book and how the illustrator created different poses for the monkeys. Students will create a puppet of a monkey using construction paper and a paper bag.

<p>construction paper in half.</p> <ul style="list-style-type: none"> • Next, cut around the outside edges to create an interesting shape. Then, cut into the middle to create a hole. • Glue a small piece of foil on one side to cover the hole revealed. • Turn the artwork over and place on a magazine to create a soft surface underneath. Press a pencil eraser into the foil to create indentions into the foil. • Attach a string to complete the necklace. • Students will analyze their artwork for symmetry and review the process to create the necklace. 	<p>.</p> <ul style="list-style-type: none"> • Students will create a clay sculpture by molding arms, legs, body to create a person. • Students will add details with craft picks. • Students will analyze their sculpture and discuss with a peer its purpose. 	<ul style="list-style-type: none"> • Precut notches in paper plates: Four notches across from each other (Eight total). • Students will wrap yarn through the notches to create a loom's threads. • Students will lead raffia through the yarn to weave. Continue the weave until area is filled. • Students will analyze their weave for pattern and contrast. 	<p>metal spoon by using aluminum foil.</p> <ul style="list-style-type: none"> • Bend foil around and create the flat rounded part and attach a handle. • Students will also create a bell using a cup and molding the foil over the cup. They will attach a small jingle bell with a string underneath the cup. • Students will discuss with their peers the process to create these sculptures. 	<p>the airplane outside and experiment different ways to fly it.</p>	<ul style="list-style-type: none"> • Students will create use their puppets to recreate the story as the teacher reads the words.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based (Student</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based</p>

<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>(Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of African jewelry • Map of Africa • Small rectangles of construction paper • Foil, glue • Scissors • String 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of African sculpture • Map of Africa • Air dry clay • Craft picks 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of African weaves • Map of Africa • Paper plates with precut notches (slits) • Yarn • Raffia 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Colonial American artwork • Aluminum foil • Small cups • Jingles bells attached to string 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of origami and airplanes • Sheets of white paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Book “Five Little Monkeys” • Construction paper • Glue, scissors

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

<p>in Appalachian art.</p> <ul style="list-style-type: none"> I can create artwork similar to Appalachian art. I can identify the purpose of an Appalachian artwork. 	<ul style="list-style-type: none"> I can identify the elements of art and principles of design in art. I can identify the purpose of an artwork. 	<ul style="list-style-type: none"> I can identify the elements of art and principles of design in art. I can identify the purpose of an artwork. 	<p>design.</p> <ul style="list-style-type: none"> I can identify and describe the elements of art and principles of design in artwork of various cultures. I can identify subject matter in art. I can identify different types of media used in creating art. I can identify the purpose an artwork was created. 	<p>design.</p> <ul style="list-style-type: none"> I can identify and describe the elements of art and principles of design in artwork of various cultures. I can identify subject matter in art. I can identify different types of media used in creating art. I can identify the purpose an artwork was created. 	<p>of design.</p> <ul style="list-style-type: none"> I can identify and describe the elements of art and principles of design in artwork of various cultures. I can identify subject matter in art. I can identify different types of media used in creating art. I can identify the purpose an artwork was created.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Appalachian Culture Process Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Principles of Design Culture Processes Media/Medium Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Principles of Design Culture Processes Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Principles of Design Culture Processes Media/medium Subject Matter: Landscape, Portrait, Still life Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Principles of Design Culture Processes Media/medium Subject Matter: Landscape, Portrait, Still life Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Principles of Design Culture Processes Media/medium Subject Matter: Landscape, Portrait, Still life Purposes of Art: Narrative, Ceremonial, Artistic Expression, Functional
<p>Suggested Strategies/Activities</p> <p>Folk Art</p> <ul style="list-style-type: none"> Discuss how Appalachian art 	<p>Suggested Strategies/Activities</p> <p>Mosaic Fish</p> <ul style="list-style-type: none"> Analyze images of mosaics and images 	<p>Suggested Strategies/Activities</p> <p>Recyclable Robots</p> <ul style="list-style-type: none"> Discuss how recycle materials 	<p>Suggested Strategies/Activities</p> <p>Follow-Me-Draw</p> <ul style="list-style-type: none"> Review the elements of art and view 	<p>Suggested Strategies/Activities</p> <p>Painting</p> <ul style="list-style-type: none"> Review the elements and principles of 	<p>Suggested Strategies/Activities</p> <p>Scrap Box Art</p> <ul style="list-style-type: none"> Review the elements and

<p>has developed into many different types of art. Art that is usable (functional) and art for artistic expression.</p> <ul style="list-style-type: none"> • Students will analyze folk art for processes and its purpose. • Students will use small sticks to create a horse. They will glue the sticks to cardstock paper. Yarn or raffia will be used for the mane and tail. • Students will peer evaluate their artwork for process and purpose. 	<p>of mosaic fish. Often Mosaics represent a narrative purpose (tells a story or show a scene).</p> <ul style="list-style-type: none"> • Students will create a coral reef fish using small pieces of paper to create a mosaic. Students will create a background for the fish using oil pastels. • Students will write a description of their artwork and describing a short story to “tell the story” of their fish. 	<p>can be used to create artwork. View and analyze images of recyclable art.</p> <ul style="list-style-type: none"> • Students will discuss the purposes of these artworks. • Students will work in groups to create robots using recyclable materials • Students will also develop what kind of robot they will be making and what the robot will do. • The students will present their robots to the class and describe its purpose. 	<p>artwork. Students will analyze the artwork for the elements and principles of design.</p> <ul style="list-style-type: none"> • Students will draw an artwork by following me. Choose a subject that is easy to draw and break down the lines of the objects in the subject. • Draw one line on the paper and have the students draw the same line when you say go. Continue this process with each line until the object is made. • Students can add their own details and color. • Students will share their artwork with the class. 	<p>design. Students will view paintings and analyze for lines.</p> <ul style="list-style-type: none"> • Students will use a paintbrush to create simple subjects. • Demonstrate painting techniques, brush techniques and loading the brush techniques. • Students will share their artwork with the class. 	<p>principles of design. Students will analyze artwork for these elements.</p> <ul style="list-style-type: none"> • Students will create their own artwork using items from the scrap box. • Students will select their subject and media and purpose for their artwork • Students will create their art and then present their artwork to the class.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open</p>

<p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>constructed response, open response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>response</p> <p style="text-align: center;">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Images of Appalachian art and folk art • Small sticks • Paper • Glue • Yarn or raffia 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Mosaic images and mosaic fish images • Small pieces of paper, glue • Scissors • Oil pastels • paper 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Images of Recyclable Art • Boxes, tubes, plastic bottles • Glue, tape, scissors • Paint 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Images of artwork • Paper, pencil, crayons 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Images of paintings • Brushes, plates, cups of water • Paint (tempera) • Paper 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • Scrap box filled with lots of different materials • Glue • Scissors • Pencils • Paper • Markers