



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

Subject Content: Elementary Art Grade : 2nd

TG13 **Indicates the Curriculum Map**

Weeks 1 – 3			Weeks 4 – 6		
Unit/Topic Elements of Art: Line TG13			Unit/Topic Elements of Art: Texture		
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 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
I CAN STATEMENTS: <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. 	I CAN STATEMENTS: <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. 	I CAN STATEMENTS: <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. 	I CAN STATEMENTS: <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 	I CAN STATEMENTS: <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 	I CAN STATEMENTS: <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 and

<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 and describe (in writing) lines in artwork. 	<p>texture in artwork.</p>	<p>texture in artwork.</p>	<p>describe (in a response) texture in artwork.</p>
<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 Portrait
<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 	<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. Discuss Piet Mondrian’s artwork. Discuss how he used directional lines to create his art. Students will create a grid like artwork using construction paper. Students will write a response about how this artwork uses 	<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. Students will evaluate texture of found objects. Students will create texture by rubbing objects outdoors to create a rubbing collage. Students will evaluate their rubbings to see the different textures objects create. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. View scarecrow images on the internet. Students will discuss how they think the scarecrow’s hat, hair would feel. Students will create a scarecrow puppet using a variety of materials to create texture for its hat, hair, etc. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> Review texture: Feel hair, clothes, etc. How can we make textures in our art. Students will create a texture portrait 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 portrait collage with the class. Hint: a template of a person may benefit the students.

identify the lines in the dragon in small groups.		lines.			
Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response
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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 <ul style="list-style-type: none"> Internet search images: <i>Guernica</i> by Pablo Picasso. Art materials: 	Resources Needed <ul style="list-style-type: none"> Internet search images: <i>Sunflowers</i> by Vincent van Gogh 	Resources Needed <ul style="list-style-type: none"> Art materials such as paint or markers. Rulers Internet Images of 	Resources Needed <ul style="list-style-type: none"> Textures Crayons without paper Paper 	Resources Needed <ul style="list-style-type: none"> Texture around school or outside. Scarecrow images on the internet. 	Resources Needed <ul style="list-style-type: none"> Texture collage materials: beads, cotton, fur, fabric, paper, etc.

<p>paper and crayons, paint or makers,</p>	<ul style="list-style-type: none"> • Art Materials: paper, pencil, oil pastels 	<p>Piet Mondrian's abstract art.</p>	<ul style="list-style-type: none"> • Internet search images of artwork showing texture. • Visual Arts Toolkit page 319 	<p>Actual scarecrow if possible for students to touch and feel.</p> <ul style="list-style-type: none"> • Materials: paper, fabric, yarn, glue, markers, pencil, etc.. 	<ul style="list-style-type: none"> • Internet images of portraits and images of portraits using found objects collage.
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Weeks 7-9			Weeks 10-12		
Unit/Topic Elements of Art: Shape and Form			Unit/Topic Elements of Art: Color		
CORE CONTENT 4.1 Common Core Standards			CORE CONTENT 4.1 Common Core Standards		
<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>			<p>AH EP 1.4.1 Students will analyze or explain works of art using the elements of art and principles of design.</p> <p>AH EP 1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p>AH EP 4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>AH EP 4.4.2 Students will use a variety of media and art processes to produce 2-D and 3-D artwork.</p>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Sub-Topic: Shape	Sub-Topic: Shape/Form	Sub-Topic: Form	Sub-Topic: Primary Colors Secondary Colors	Sub-Topic: Secondary Colors Neutrals	Sub-Topic: Neutrals Cool/Warm Colors
<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create shapes using a variety of media. I can identify shapes in artwork. I can create forms using a variety of media. I can identify forms in artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can create shapes using a variety of media. I can identify shapes in artwork. I can create forms using a variety of media. I can identify forms in artwork. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can 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 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can identify the primary and secondary colors on the color wheel. I can identify the primary and secondary colors in artwork. I can create secondary colors by mixing two primary colors. 	<p>I CAN STATEMENTS:</p> <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 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can identify the cool and warm colors on the color wheel. I can identify the cool and warm colors in artwork and describe how the colors create mood/different feel in the artwork. I can create a cool or warm color artwork. I can create a

		and create a response describing each.	<ul style="list-style-type: none"> I can create the secondary colors on the color wheel by mixing two primary colors. 	<ul style="list-style-type: none"> I can make a color darker or lighter by using the neutrals black and white. 	response describing why an artwork is cool or warm.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Shape Form Media/medium 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of Art Hue Primary colors: red, yellow, blue Secondary Colors: orange, green, purple (violet) Media Neutrals Cool colors Warm colors Mood
<p>Suggested Strategies/Activities</p> <p>Make it Crazy (2 classes)</p> <ul style="list-style-type: none"> Discuss how artists create a variety by using different shapes. Analyze the <i>Abstract Crazy Quilt</i>, by an unknown American artist. Discuss shapes how to recognize flat shapes. Draw shapes on the 	<p>Suggested Strategies/Activities</p> <p>Make it Crazy (2 classes)</p> <ul style="list-style-type: none"> Discuss how artists create a variety by using different shapes. Analyze the <i>Abstract Crazy Quilt</i>, by an unknown American artist. Discuss shapes how to recognize flat shapes. Draw shapes on the 	<p>Suggested Strategies/Activities</p> <p>Shapes to Forms</p> <ul style="list-style-type: none"> Students will discover how shapes go from being flat to 3-D. Show examples of solid shapes. Emphasize the 2-D shapes used as the bases for the 3-D. Have students identify 3-D shapes in <i>Duck</i>, by Leo Sewell Ask them how the artist created this 	<p>Suggested Strategies/Activities</p> <p>Color Wheel</p> <ul style="list-style-type: none"> Discuss the artwork by Pablo Picasso: <i>The Enameled Casserole and Three Musicians</i>. Analyze for Primary and Secondary Colors. Students will analyze the color wheel for each color group. Students will create a color wheel using 	<p>Suggested Strategies/Activities</p> <p>Fall Flower Painting</p> <ul style="list-style-type: none"> Discuss and analyze artwork for light and dark colors. Discuss how these colors are created by using neutral to either make dark or light. Students will glue a vase shape made from fabric on a large sheet 	<p>Suggested Strategies/Activities</p> <p>Mood Painting</p> <ul style="list-style-type: none"> Discuss Georgia O'Keefe's painting <i>Autumn Leaves</i> and Claude Monet's <i>The Waterlily Pond</i>. Analyze these artwork for the different colors the artist used. Analyze the color wheel for cool and warm colors and discuss how these

<p>board and show shapes that are cut out.</p> <ul style="list-style-type: none"> • Show kids how to arrange the cut out shapes into a variety of directions and how to overlap to create a new look. • Students will cut out shapes from a variety of paper. They will create a mini quilt within a small group. • Each student will create a quilt square and put them together for a mini quilt. • Students will create a response describing how they chose the shapes and how they created the quilt. 	<p>board and show shapes that are cut out.</p> <ul style="list-style-type: none"> • Show kids how to arrange the cut out shapes into a variety of directions and how to overlap to create a new look. • Students will cut out shapes from a variety of paper. They will create a mini quilt within a small group. • Each student will create a quilt square and put them together for a mini quilt. • Students will create a response describing how they chose the shapes and how they created the quilt. 	<p>object by using shapes/forms. Forms are objects that can be seen from all sides.</p> <ul style="list-style-type: none"> • Students will create a paper sculpture by making forms out of paper to create an animal. Demonstrate how to make folds in paper to make 3-D forms such as a cylinder, cone, and box. • Have students create a written response describing how they created their form and which shapes they make into solid 3-D forms. 	<p>construction paper shapes for each color.</p> <ul style="list-style-type: none"> • Students will glue these on large white paper. • Students will evaluate their color wheel to determine if the colors are in the correct placement. 	<p>of thick paper.</p> <ul style="list-style-type: none"> • Students will make tints (white) and shades (black) of red and yellow. Students will use these colors to paint flowers in the vase. • Students will analyze their colors for shades and tints. 	<p>color groups create different mood.</p> <ul style="list-style-type: none"> • Students will draw a picture of themselves doing a favorite activity. • Students will use mostly warm or cool color paint to show how they feel when they are doing this activity. For example, if I love jumping rope I would probably use warm colors because I would get hot and sweat. If I love to read books, I would probably use mostly cool colors because it makes me calm and sometime sleepy. • Students will analyze their peers artwork to determine which mood color group they used.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice,</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural –</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed</p>

constructed response, open response	constructed response, open response	response, open response	response, open response	multiple choice, constructed response, open response	response, open response
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open respons	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"> • <i>American Crazy Quilt</i> by Unknown American Artists • Variety of fabric or paper in various colors, prints, and textures. • Glue, scissors 	<ul style="list-style-type: none"> • <i>American Crazy Quilt</i> by Unknown American Artists • Variety of fabric or paper in various colors, prints, and textures. • Glue, scissors 	<ul style="list-style-type: none"> • <i>Duck</i> by Leo Sewell • Paper, scissors, glue, markers, tape, etc.. 	<ul style="list-style-type: none"> • Pablo Picasso: <i>The Enamelled Casserole and Three Musicians</i> • Construction paper in primary and secondary colors • Scissors, glue • White paper 	<ul style="list-style-type: none"> • Images of painting • Tempera paint, brushes, cups of water, white paper • Black and white paint 	<ul style="list-style-type: none"> • Images of artwork showing mostly cool or warm colors • Tempera paint • Brushes, white paper • Cups of water

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 identify color and line contrast in artwork. I can identify a landscape, portrait and still life and identify a contrast in each. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can identify color and line contrast in artwork. I can identify a landscape, portrait and still life and identify a contrast in each. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can identify color, texture, line contrast in artwork. I can identify a landscape, portrait and still life. I can create a contrast by using

		<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. 	<ul style="list-style-type: none"> I can create a contrast by using the element of art: line. 	<p>the element of art: texture.</p> <ul style="list-style-type: none"> 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, texture, color Subject Matter: landscape, portrait, still life
<p>Strategies/Activities Buffalo Hides</p> <ul style="list-style-type: none"> Discuss how history was often recorded by drawing on hides of animals. Analyze images of hides created by Native Americans. Student will tear the edges of brown kraft paper rectangle to look more authentic. Students will use a picto image sheet to see some of the images Native American would 	<p>Strategies/Activities Clay Pots</p> <ul style="list-style-type: none"> Discuss different types of pottery that Native Americans made. Analyze images for lines, pattern and shapes. Students will create a pot from air dry terra cotta clay. Students will add lines for detail around the sides. Students will analyze their completed pot for pattern and purpose. 	<p>Strategies/Activities Native American Capes</p> <ul style="list-style-type: none"> Discuss types of clothing Native American would make to use (functional purpose). Students will analyze images of the clothing for pattern, lines, color Students will create a cape. Students will be given a pre cut “v” shaped brown kraft paper. This will fit around shoulders. Students will design the cape with lines, colors, patterns. They 	<p>Strategies/Activities Landscape Model</p> <ul style="list-style-type: none"> Discuss different landscapes including different buildings, houses, castles. Identify areas of contrast in these landscapes. Students will create a 3-D landscape including contrast using a variety of materials. Student will analyze their artwork for contrast. 	<p>Strategies/Activities Family Portrait</p> <ul style="list-style-type: none"> Discuss Luis Jaso’s “My Family Before I was Born”. This is a family portrait. Discuss areas of contrast. Students will draw a family portrait. The students will fold the edges of the paper over to resemble a frame. Decorate the frame or color with a favorite color. Inside the “frame” draw the family 	<p>Strategies/Activities Still Life Vase</p> <ul style="list-style-type: none"> Discuss images of Vincent van Gogh’s “Sunflowers”. Identify areas of contrast. Students will create a still life using tissue paper for flowers and creating a vase with cardboard. These will be glued to thick card stock. Students will create background color and a table on the white paper prior to gluing the flowers

<p>have used to represent words.</p> <ul style="list-style-type: none"> • Students will draw these images on the hide to tell a story that might have happened. • Students will share their story with a peer. 		<p>will use crayons or oil pastels to add color.</p> <ul style="list-style-type: none"> • Students will analyze their artwork for contrast, pattern and line. 		<p>portrait. Add favorite colors of family members on their clothing.</p> <ul style="list-style-type: none"> • Students will evaluate their artwork to find areas of contrast. 	<p>and vase on.</p> <ul style="list-style-type: none"> • Students will evaluate their artwork for contrast.
<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>

<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of buffalo hides decorated by Native Americans • Brown Kraft Paper • Crayons, oil pastels • Pencils 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of clay pots used by Native Americans • Air Dry Clay • Craft Picks 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of clothing worn by Native Americans. • V Shaped brown kraft paper for each child • Yarn, beads • Crayons, oil pastels 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of landscapes including buildings, houses or castles • Cardboard, card stock, Styrofoam, construction paper • Scissors, glue • Markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Luis Jaso's "My Family Before I was Born" • Large sheet of paper • Pencil • Colored Pencils 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of "Sunflowers" by Vincent van Gogh • Tissue paper • White Paper • Glue • Pencil
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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 Emphasis using Color</p> <ul style="list-style-type: none"> Analyze the artwork by Henri Matisse, "Goldfish". Have the students identify what they notice first when they look at this painting. Students will create an artwork similar to Matisse's. Students will create a fish bowl by drawing it's shape. They will use tissue paper to create the fish in the bowl. Students will color areas around the bowl and add place the bowl is such as in their bedroom, in 	<p>Suggested Strategies/Activities Emphasis using Size</p> <ul style="list-style-type: none"> Analyze the artwork by Katsushika Hokusai "The Great Wave off Kanagawa" Identify the large wave the artist created to create emphasis. Artists often make the subject large in their artworks for emphasis. Students will create a very large drawing of an animal such as a cat or even a dinosaur on a sheet of paper. Once completed, draw the surroundings for the subject and make it slightly 	<p>Suggested Strategies/Activities Emphasis using Shape</p> <ul style="list-style-type: none"> Analyze the artwork by Pablo Picasso "The Three Musicians" for emphasis using shapes. Students will create an artwork of their town using a long sheet of paper folded in half two times to create four areas. One area will be cut like an inverted v at the top to create a roof. This will represent their house. Students will make this area the emphasis and the other 	<p>Suggested Strategies/Activities Symmetrical Print</p> <ul style="list-style-type: none"> Discuss how plates often have symmetrical designs. Analyze images of china plates from Turkey and other nations. Balance with shape is created. Students will create a symmetrical artwork using precut shapes. Students will use the shapes to stamp on a paper plate to create a symmetrical design. Students will analyze their artwork for symmetry. 	<p>Suggested Strategies/Activities Famous Person Portrait</p> <ul style="list-style-type: none"> Analyze the artwork by Edgar Degas, "Two Dancers in Blue Costumes" for balance. The artist used color to balance the artwork. Students will draw a famous person such as Abraham Lincoln and then color the background to show balance and contrast by using color. Students will analyze their artwork for balance. 	<p>Suggested Strategies/Activities Coffee Filter Art</p> <ul style="list-style-type: none"> Discuss symmetrical balance. Students will add dots of color and lines using watercolor markers and trying to create symmetry. They spray the coffee filter with a water bottle mist. Students will observe how the markers bleed. Students will evaluate the art for symmetry.

<p>their classroom, etc.</p> <ul style="list-style-type: none"> Students will evaluate a peers artwork to see if their artwork has an area of emphasis. 	<p>smaller. Students can use scrapes for the scrape box to add emphasis/texture to the subject.</p> <ul style="list-style-type: none"> Add color to the rest of the artwork. Students will evaluate their peers artwork for emphasis. 	<p>three blocks will be areas around their town such as the park, the library, a store.</p> <ul style="list-style-type: none"> Students will add color to their artwork. Students will analyze the artwork for emphasis. 			
<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>
<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>

response, open response	response, open response	response, open response			
Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or epts...)
Resources Needed <ul style="list-style-type: none"> • Henri Matisse’s “Goldfish” • Large white paper • Tissue paper in various colors • Pencils, glue • crayons 	Resources Needed <ul style="list-style-type: none"> • Katsushika Hokusai’s “The Great Wave off Kanagawa” • Large paper, pencil • Scrap box • Glue 	Resources Needed <ul style="list-style-type: none"> • Pablo Picasso’s “The Three Musicians” • Long sheets of whit paper approx. 18” by 6” • Scissors, markers, crayons, pencils 	Resources Needed <ul style="list-style-type: none"> • Images of fine china plates from various countries • Paper plates • Paint, sponges in different shapes • Paper towels 	Resources Needed <ul style="list-style-type: none"> • Edgar Degas, “Two Dancers in Blue Costumes” • Paper • Oil pastels 	Resources Needed <ul style="list-style-type: none"> • Coffee filters • Watercolor markers • Water bottles filled with water

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 similar to other 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 other artists. I can identify the elements of art and principles of design in

<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in African Art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>design in African Art.</p> <ul style="list-style-type: none"> I can identify and describe the purpose of an artwork. 	<p>Colonial American art.</p> <ul style="list-style-type: none"> I can identify the purpose of an artwork. 	<p>in 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 and describe the purpose of an artwork.
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design African Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design Colonial American Culture Processes Media/Medium Purposes of art: narrative, ceremonial, artistic expression, functional 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> Elements of art Principles of design 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>Printed Cloth</p> <ul style="list-style-type: none"> Discuss Adrinka cloth and find areas of symmetry and discuss the purpose of these cloths. Students will work in groups to create a class Adrinka cloth. Students will use precut stamps make from sponges. 	<p>Suggested Strategies/Activities</p> <p>African Drum</p> <ul style="list-style-type: none"> Analyze African drum and the purpose they are used. Discuss images of drums on the Internet. Students will create an African drum by taping two Styrofoam cups bottom to bottom. Color the 	<p>Suggested Strategies/Activities</p> <p>Colonial Checker board</p> <ul style="list-style-type: none"> Discuss images of Colonial American art and children’s games. Students will create a weave using two colored sheets of construction paper. Fold one sheet in half and cut six strip through the fold and stop one inch from the top. Space the 	<p>Suggested Strategies/Activities</p> <p>Clay Monsters</p> <ul style="list-style-type: none"> Discuss how artists create art for different reasons. Analyze clay sculptures images found on the Internet. Students will create little monsters using different colors of class. Build different parts of the body and join 	<p>Suggested Strategies/Activities</p> <p>Pop Tab Art</p> <ul style="list-style-type: none"> Discuss how art can be made from recyclable art. Analyze images of recyclable art and discuss its purposes. Students will create pop tab bracelets and necklaces by string pop tabs and beads on string. Weave the tabs through the string

<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. 	<ul style="list-style-type: none"> • They will dip the sponges in the paint and them line up the stamps on the cloth to create a symmetrical cloth. • Also they will use combs to create sections or areas for the around the stamps. • Students will discuss and evaluate the process to make the cloth. 	<p>Styrofoam with acrylic paint rubbed on the cups with a sponge.</p> <ul style="list-style-type: none"> • Cover the ends with masking tape or duct tape. • Draw geometric shapes and lines around the drum with permanent markers. • Play African music and allow students to drum along. 	<p>strips out equally apart approximately 1". Open.</p> <ul style="list-style-type: none"> • Cut the other sheet of construction paper into 1" strips. • Weave the strips through the slits of the other construction paper. Glue the edges so the strips will not fall out. • Students will use two other colors of construction paper strips. Cut these into 1" squares to use for checkers. • Students will select a partner to play their checker game. 	<p>them together.</p> <ul style="list-style-type: none"> • Students will create a written description of the type of monster they created be it a tickle monster or a silly monster. 	<p>and add bead in between.</p> <ul style="list-style-type: none"> • Students will evaluate their art by discuss the process.
<p>Balanced Assessment: Formative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based (Student</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates</p>	<p>Balanced Assessment: Formative Performance Based</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates</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>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>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 Adrinka cloth • Sponges cut into designs • Paint • Four yards of cloth • combs 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of African Drums • Styrofoam cups • Tape (masking or duct) • Acrylic paint, sponges • Permanent markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of Colonial American art and checker board • Construction paper • Rulers • Scissors • Glue 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of clay sculpture • Sculpey III Clay in various colors 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of recyclable art • Pop tabs at least 10 per child • String in various colors • Beads

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 create artwork similar to Colonial American artists. 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to other artists. 	I CAN STATEMENTS: <ul style="list-style-type: none"> I can create artwork similar to other artists. 	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

<ul style="list-style-type: none"> I can identify the elements of art and principles of design in Appalachian art. I can identify the purpose of an Appalachian artwork. 	<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 and describe 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>Woven Basket</p> <ul style="list-style-type: none"> Discuss the use of woven baskets in 	<p>Suggested Strategies/Activities</p> <p>Puppet Theater</p> <ul style="list-style-type: none"> Discuss how artists create puppets to 	<p>Suggested Strategies/Activities</p> <p>Puppet Theater Cont.</p> <ul style="list-style-type: none"> Review the purpose of 	<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>Appalachia and analyze images of the baskets.</p> <ul style="list-style-type: none"> • Students will weave a basket using a pre-made kit ordered from art catalogue. • Students will soak the wood strips in water to make them more pliable for weaving around the base. • Students will weave the baskets. • Once basket is complete, the baskets can be dipped in dye to create color. • Students will describe the process for weaving. 	<p>use to tell stories in puppet theaters. Show images or you tube of puppet theaters.</p> <ul style="list-style-type: none"> • Students will select a common fairy tale such as “Three Little Pigs”. The students will work in groups to create the characters for their puppet theater. (Divide the class into four groups.) • Students will use construction paper to create and then attach straws to the backs with tape. • Students will also construct the scenery for the theater by using display words with a hole pre cut in the middle for a place for the puppets to pop up. • Students will present their show to the class. • **This activity may take two classes for completion. Store the group projects. 	<p>puppets for theater.</p> <ul style="list-style-type: none"> • Students will continue their work in groups to create the puppet theater. • Students will present their play. 	<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.
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<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>
<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of woven baskets • Basket kits • Dye in various colors 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of puppets and puppet theater • Construction paper • Scissors, glue, markers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of puppets and puppet theater • Construction paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of artwork • Paper, pencil, crayons 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Images of paintings • Brushes, plates, cups of water • Paint (tempera) • Paper 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Scrap box filled with lots of different materials • Glue • Scissors

<ul style="list-style-type: none">• Water buckets	<ul style="list-style-type: none">• Straws• Four display board with a hole in the middle	<ul style="list-style-type: none">• Scissors, glue, markers• Straws• Four display board with a hole in the middle			<ul style="list-style-type: none">• Pencils• Paper• Markers
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