

Ware Public Schools

ART CURRICULUM - Grades K-4

Art:

Grade: K

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Methods, Materials and Techniques	<p>Two-Dimensional and Three Dimensional Art Media including, drawing, painting, collage, printmaking, clay/sculpture</p> <p>Care and safe use of materials And tools</p> <p>Vocabulary related to methods, Materials and techniques</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do we use drawing materials to produce different visual effects? 2. How do we take care of our drawing materials? 3. What specific words do we use in discussing drawn lines? 4. How do we use paint to produce visual effects? 5. How do we set up for and clean up for painting? 6. How do we take care of our paints and brushes? 	<ol style="list-style-type: none"> 1. Use a variety of drawing materials in different ways to create lines and marks. 2. Create lines that vary in width, direction and flow. 3. Demonstrate an awareness of similarities and differences between lines and the materials, which produce lines. 4. Practice taking care of materials and cleaning up after drawing. 5. Develop a vocabulary related to drawing and mark making including: thin, thick, light, dark, diagonal, zig zag, curving, looping, short, long. 6. Experiment to create a variety of visually interesting brushstrokes. 7. Discuss and practice the procedures for setting up and cleaning up for painting. 8. Develop a vocabulary related to paints and painting including: brushstrokes, bristles, washing, wiping and blotting brushes. 9. Learn procedures for cutting, tearing and gluing. 10. Complete collages using cut and torn paper shapes. 11. Experiment with dipping and printing 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists Vocabulary words for each lesson</p> <p>Demonstrate holding drawing materials in various ways and some mark making.</p> <p>Visual aid for paintbrush care</p> <p>Poster on how to glue effectively</p> <p>“Horse” by Deborah Butterfield</p>	<p>Visual Arts 1.1, 1.2, 1.3, 1.4</p>

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	7. What specific words do we use in discussing paints and painting? 8. How do artists manipulate materials to create shapes? 9. How can shapes be used in collage to create compositions and express ideas? 10. How can objects be used to create prints? 11. How do artists work with clay and how do they create interesting surfaces on three-dimensional works? 12. How do artists use “found” materials from their environment to create a type of sculpture called construction?	objects to create printed images. 12. Prepare for using clay by putting on smocks and putting down clay mats. 13. Practice good clean-up procedures after using clay. 14. Demonstrate rolling, patting, pulling pinching and poking clay. 15. Create texture on areas of their clay sculptures. 16. Discuss how the texture, shape and colors of different materials can be used to construct an animal. 17. Create an animal construction with recycled materials.			
Elements and Principles of Design	Using color in a variety of wet and dry media Primary and Secondary Colors Light and Dark Colors Lines Texture Shapes and Forms Patterns Essential Questions 1. What are some of the ways that artists use colors in their artwork?	1. View and discuss art and art reproductions in terms of color. 2. Identify colors in their environment. (For example, students find many different examples of blue.) 3. Explore and experiment with color in dry and wet media. 4. View and discuss the color wheel, noting primary colors, secondary colors, warm and cool colors. 5. Use primary colors of paint to mix secondary colors of paint. 6. Use paint to mix light and dark values of	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists vocabulary words for each lesson Color Wheel Color Mixing Chart Have students come up with words that describe feelings. Recording of a musical	Visual Arts 2.1, 2.2, 2.3, 2.4, 2.5

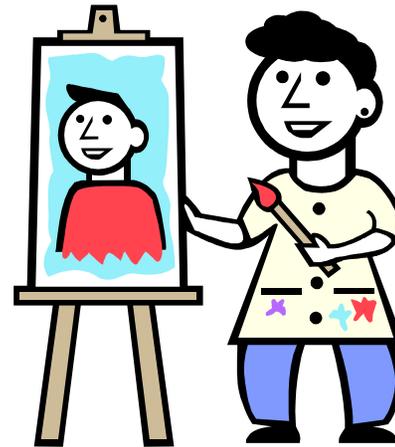
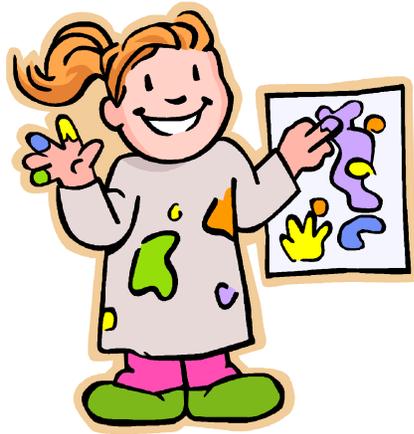
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	<ol style="list-style-type: none"> 2. How are primary colors used to mix secondary colors? 3. How are light and dark colors created with paints? 4. What are some of the ways that artists use lines in 2D and 3D artwork? 5. Where do we see lines in our environment? 6. Where do we notice texture in our environment? 7. What are some of the ways that artists use texture in artwork? 8. Where do we notice shapes and forms in our environment? 9. What are some of the ways that shapes and forms are used in artwork? 10. Can we notice patterns in our environment and in objects made or designed by artists? 	<ol style="list-style-type: none"> 7. Take turns pointing out and describing colors. 7. Take turns pointing out and describing lines in their environment. 8. Use lines/ marks to show different feelings. (For example, students draw an “angry” line.) 9. Describe feelings shown by lines. 10. Illustrate music using lines and marks. 11. Identify a wide variety of textures in their environment and artwork. 12. Play a “Texture Game”. (For example, students take turns trying to guess what an object is that has been place in their hands held behind their back.) 13. Use assorted textured scraps to create collages. 14. Observe and describe photos of African/ zoo animals noting their beautiful patterns and textures. 15. Use oil pastels to draw a favorite African/ zoo animal. Include its special pattern or texture. 16. Identify shapes and forms in the environment and in artwork. 17. Using cut paper shapes combine simple shapes to create complex objects and compositions. 18. Listen to the story and discuss the illustrations in “Color Zoo” by Lois Ehlert. 19. Create an animal collage inspired by the story using cut paper shapes. 20. By teacher demonstration learn to draw a 		<p>piece</p> <p>Mona Lisa by Leonardo Da Vinci Sample portraits done in collage</p> <p>Reference photos of giraffes, zebras, tigers etc..</p> <p>Vendredi I (Friday I) by Auguste Herbin Reference posters that show and identify basic shapes and forms</p> <p>Color Zoo by Lois Ehlert</p> <p>Elmer by David McKee</p> <p>Assorted samples of patterned fabric, wallpaper and gift wrap</p>	

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		<p>simple cylinder shape. Turn this cylinder form into a vase of flowers by adding details and color.</p> <ol style="list-style-type: none"> 21. Look for and identify examples of patterns in the classroom. 22. Demonstrate patterns through body movements. (For example, marching 3 steps and then clapping once. Repeat.) 23. Illustrate these patterns using lines and shapes. (For example, OOOX, OOOX etc.) 24. Invent and illustrate patterns not used in the movement exercise. 25. Listen to the story and discuss the illustrations in “Elmer” by David McKee. Note the colorful and decorative patterns shown. 26. Use oil pastel crayons and watercolors to create a patterned elephant. 27. Discuss the repeating patterns in samples of fabric, wallpaper and gift-wrap. 28. Create gift-wrap by printing repeating patterns with assorted objects on craft paper sheets. 29. Fold paper to create a grid of 8 boxes. Use paint to create a repeating tile pattern by repeating one brush stroke 8 times once in each box and then repeating with a new color and new brushstroke. 			
Observation, Invention, and Expression	Observational Skills Imagination Memory	<ol style="list-style-type: none"> 1. Observe and describe details of art reproductions that depict animals, which were drawn from close observation. 2. Observe and describe details of a live 	Teacher observation Class	“ Key Words” in Art Chart which lists vocabulary words for each lesson.	Visual Arts 3.1, 3.3

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	<p>Essential Questions</p> <ol style="list-style-type: none"> Why do artists often draw or paint things that they observe or look at carefully? Where do artists get ideas for their artwork? 	<p>animal.</p> <ol style="list-style-type: none"> Create a drawing of a live animal. Observe and describe an art reproduction of a still life painting. Use a still life arrangement as an inspiration for a still life painting. Demonstrate an ability to use imagination and memory as sources for creating 2D and 3D works. For example, students draw a special family celebration from memory; create a stick puppet of a special person in their life; make a picture that includes a construction paper shape that they have been given; or create a sculpture from clay wire and scrap materials. 	<p>participation and discussion</p>	<p>“Black-tailed Hare” by John J. Audubon “Rhinocerus” by Albrecht Durer Animal or animals to draw from observation (a fish, turtle, gerbil etc. is ideal for this lesson). Still life art reproduction by Paul Cézanne</p>	
<p>Drafting, Revising and Exhibiting</p>	<p>Creating artwork Critiquing artwork Self-Assessment Refinement Exhibit Preparation</p> <p>How can artists improve upon their ideas in order to create their best work? How can artwork be prepared for exhibition?</p>	<ol style="list-style-type: none"> Students work as a group to create a mural or display. For example, students plan and create a “Favorite Feast” mural with each student contributing a collage of their favorite food; create drawings to be put together to make banners to decorate the classroom. Display the banners or mural and discuss the many ideas that were used in the work. Select a work created during the year and discuss it with their classmates and /or their teacher noting their likes and dislikes about the work. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>Key Words” in Art Chart which lists important vocabulary words for each lesson.</p>	<p>Visual Arts 4.1, 4.2, 4.3</p>
<p>Critical Response</p>	<p>Describing and analyzing art Interpretation Evaluation</p> <p>Essential Questions</p>	<ol style="list-style-type: none"> Discuss art by means of taking a “visual inventory” - For example, identify kinds of shapes, lines, colors, forms or images seen in an artwork. Classify art reproduction postcards into 	<p>Teacher observation</p> <p>Class participation</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Art Reproduction</p>	<p>Visual Art 5.1, 5.2, 5.3, 5.4, 5.5</p>

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	<ol style="list-style-type: none"> 1. What are some ways that we can discuss art? 2. How can discussing art allow us to better understand art that we view and we make? 3. Can art be sorted into groups? 4. Do we all respond to art in the same way? 	<p>general categories - For example, paintings, drawings, sculptures and collage; or by subject matter: still life, portraits and landscapes.</p> <ol style="list-style-type: none"> 3. Discuss personal responses to the subject matter, techniques or design elements in a work of art - For example, "The colors in this painting make me feel_____; I like this drawing because it _____. 4. Explain their works of art to others in terms of what they like and dislike about it. 5. Make positive comments about the work of others. 	and discussion	postcards(enough for students to share within their groups)	
Roles of Artists in Communities	<p>Art Careers</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are some of the careers that artists can pursue? 2. Are there artists living and working in and around our community? 	<ol style="list-style-type: none"> 1. Investigate how artists do their work, by listening to stories about, viewing films about or interviewing an artist. For example the teacher invites an artist into the classroom to talk to the students and to answer questions about their artwork/career. 2. Discuss and describe illustrations in books in order to better understand how they are made. 3. Share information about artists that students might know from their family or greater community. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>"Key Words" in Art Chart which lists vocabulary words for each lesson.</p> <p>"I Want to Be an Artist" video by Crystal Video</p> <p>Children's Books by: Eric Carle, Ezra Jack Keats, Mem Fox and Lois Elhart</p>	Connections 7.1
Inventions, Technologies and the Arts	<p>Materials Inventions Technologies</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What materials are used in 	<p>When viewing a piece of art, ask and answer questions such as</p> <ul style="list-style-type: none"> • "What is this made of?" • "What tools were used to create this?" 	<p>Teacher observation</p> <p>Class participation and</p>	"Key Words" in Art Chart which lists vocabulary words for each lesson.	Visual Arts Connections 9.1

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	specific works of art? 2. What tools or technologies might artists use to create specific work of art?		discussion		



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<p>Methods, Materials and Techniques</p>	<p>Two; Dimensional and Three-Dimensional Art Media including; drawing, painting, collage, printmaking, clay and sculpture. Care and safe use of materials and tools. Vocabulary related to Methods, Materials and Techniques.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does the drawing material that is used effect the visual quality of the lines and marks that are made with that material? 2. How do we set up and clean up for painting? 3. How do we take care of our paints and brushes? 4. What is unique about different kinds of paints? 5. How can the surface of and artwork be made more interesting by the use of textured collage materials? 6. How are the words “print” and “printing” used in art? 7. How do artists use the “pinch pot” method to create pottery? 	<ol style="list-style-type: none"> 1. Experiment with various drawing materials including: crayons, chalks, oil pastels, colored pencils, drawing pencils, and thin and thick tipped markers. 2. Use a variety of other media e.g., clay, various papers, recycled items, fabrics, lace and trim scraps. 3. Demonstrate knowledge of 2D processes including: drawing, painting, printmaking, collage, mixed media and computer art. Also demonstrate knowledge of 3D processes such as “pinch pot” method of modeling in clay, assemblage and construction. 4. Review and follow the proper Procedures for setting up for and cleaning up from painting. 5. Review and follow the proper procedures for caring for their paints and brushes including: washing, wiping and plotting their paintbrush. 6. Demonstrate an understanding of how to successfully use various kinds of paints including: watercolor, liquid tempera and cake tempera. 7. View and discuss examples of collages noting the materials used and the unique textures in the work. 8. Use an assortment of textured materials to 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson.</p> <p>Visual aid for paintbrush care</p> <p>Visual aid for steps in the “pinch pot” method</p> <p>“Cubi XVIII” by David Smith</p>	<p>Visual Art 1.1, 1.2, 1.3, 1.4</p>

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	<p>8. What is “glaze” and how is it used to embellish clay artwork?</p> <p>9. What is important to do in order to use ceramic glazes safely and effectively?</p> <p>10. What does the term “three-dimensional” mean?</p> <p>11. How can objects be stacked to create three-dimensional art (sculpture)?</p>	<p>create their own unique collage.</p> <p>9. Create art prints by pressing an inked or painted object on paper.</p> <p>10. View a demonstration of the “pinch pot” method of hand building a clay pot.</p> <p>11. Review and discuss the steps in the “pinch pot “ method.</p> <p>12. Use clay to create their own pinch pot and clay tools for smoothing or adding textures.</p> <p>13. Use ceramic glazes safely and effectively to embellish their pinch pots.</p> <p>14. View and discuss examples of sculptures by the artist David Smith noting the stacked forms in his works.</p> <p>15. Work as a class to build a sculpture with stacked forms. Measure and record the three dimensions of the classes’ sculpture (height, width and depth).</p> <p>16. Further develop vocabulary related to methods, materials and techniques.</p> <p>17. Take care of materials and tools and use them safely.</p>			
Elements and Principles of Design	<p>Using color in a variety of wet and dry media</p> <p>Primary and Secondary colors</p> <p>Lines</p> <p>Texture</p> <p>Shapes and Forms</p> <p>Patterns</p> <p>Symmetry</p>	<p>1. Explore and experiment with color in dry and wet media.</p> <p>2. Create a colorful “Initial Design” painting using contrasting colors to decorate the letters and background shapes.</p> <p>3. Use only the primary colors of paint to create a color wheel.</p> <p>4. Explore the mixing of light and dark</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Color Wheel</p> <p>Recordings of instrumental music such as Carnival Of</p>	<p>Visual Art</p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

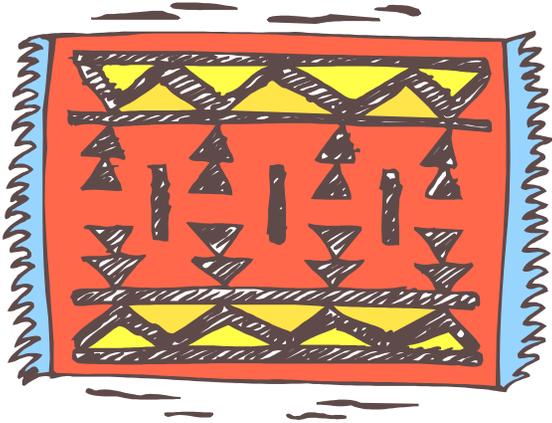
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	<p>Composition Foreground, Middle Ground and Background</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How can color convey mood or emotion in art? 2. What is a color wheel and how is it used? 3. Why are lines so often seen in artwork? 4. Why do artists often include texture in their artwork? 5. How do artists use shapes and forms in art? 6. How are patterns used in art and design? 7. What do we mean if we say something has a “symmetrical design”? 8. How can we identify the “center of interest” in a picture? 9. What are some ways that artist’s create an illusion of space in their art? 	<p>values of colors.</p> <ol style="list-style-type: none"> 5. Perceive and describe qualities of lines in artwork and the environment. 6. Create line drawings based on music. 7. Explore the use of texture in the environment and in 2-D and 3-D works of art. For example, students create texture rubbings and texture collages. 8. Locate shapes (circles, squares, rectangles, triangles, ovals, free form shapes) and forms (spheres, cones, pyramids, cubes, rectangular prisms, cylinders) in the environment and in works of art. 9. Practice various cutting strategies for creating geometric shapes and use these shapes in a design or picture. 10. Explain and demonstrate ways in which patterns can be made. For example, students print patterns with objects or draw patterns with assorted colored markers. 11. Explore symmetry in shapes and designs. For example, students create cut-paper symmetrical masks or create “paint and fold” butterflies. 12. Explore composition by creating works of art with a center of interest. 13. Demonstrate an understanding of foreground, middle ground and background. For example, students create a jungle collage with trees and overlapping plants and animals. 		<p>the Animals, Saint-Saens; Nutcracker Suite, Tchaikovsky; Peter and the Wolf, Prokofiev</p> <p>Geometric Shape reference poster</p> <p>Native American Mask art reproductions Photographs of butterflies and moths</p> <p>Exotic Landscape by Henri Rousseau</p>	

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Observation, Abstraction Invention and Expression	Observation Imagination Memory Ideas, Stories and Fantasies Essential Questions 1. How do artists sometimes use their observation skills in their artwork? 2. Where do artists get ideas for their artwork?	1. Create 2-D works of art from direct observation. For example, students go outside and sketch the surrounding trees and plants from direct observation, or make a self-portrait using a mirror. 2. Create artwork from memory or imagination to tell a story or embody an idea or fantasy. For example, students illustrate a character from a story or poem, invent a machine by drawing it or design a building by making a model of it using recycled boxes.	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists Vocabulary words for each lesson “Homework Machine” poem by Shel Silverstein	Visual Art 3.1, 3.3
Drafting, Revising and Exhibiting	Creating Artwork Critiquing artwork Self-assessment Refinement Exhibition Preparation Essential Questions 1. How do artists select their best work when preparing for an exhibit? 2. Why do artists exhibit their art?	1. Select a work of art created during the year and discuss it with a parent, classmate or teacher. Explain how it was created. 2. Select works for school wide and class exhibits. 3. As a class, develop and use simple criteria for informal classroom discussions about art.	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists vocabulary words for each lesson	Visual Art 4.1, 4.2, 4.3
Critical Response	Describing and Analyzing Art Interpretation Evaluation Essential Questions 1. What are some ways that we	1. Practice discussing works of art by making a list of all the images in them (visual inventory) and by identifying kinds of lines, colors, shapes, textures and forms in the work. 2. Classify works of art e.g., paintings,	Teacher observation Class participation and	Key Words” in Art Chart which lists vocabulary words for each lesson. Art Reproduction postcards and prints	Visual Art 5.1, 5.2, 5.3, 5.4

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	<p>can discuss art?</p> <ol style="list-style-type: none"> How can we group works of art? Do we all respond to art in the same way? 	<p>drawings, collage, prints, pottery, architecture, etc.</p> <ol style="list-style-type: none"> Compare and contrast works of art and discuss personal responses to the subject matter, materials, techniques and design elements. Share their work with the class, explaining the strengths and weaknesses in it. Share positive comments about the works of others. 	discussion		
Purposes and Meanings in Art	<p>Purpose and meaning in art</p> <p>Essential Questions</p> <ol style="list-style-type: none"> Who can be an artist? How can we tell what a work of art is about? 	<ol style="list-style-type: none"> View examples of the Visual Arts and ask and answer questions such as, "What is the artist trying to tell us?" or "Who made this and why?" Investigate uses and meanings of examples of the arts in the students' daily lives, homes, and community. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	"Key Words" in Art Chart which lists Vocabulary words for each lesson	Connections 6.1, 6.2
Roles of Artists in Communities	<p>Artists (illustrators, painters, sculptors, craftspeople, architects etc.)</p> <p>Cultural Organizations/ Museums</p> <p>Essential Questions</p> <ol style="list-style-type: none"> Where can we go to see art in and around our community? Are there artists living and working in and around our community? 	<ol style="list-style-type: none"> Investigate how artists create their work; read about, view films, or interview artists. Describe the function of an art museum. If possible visit an art museum as a class field trip. For example; The Eric Carle Museum 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>"Key Words" in Art Chart which lists vocabulary words for each lesson</p> <p>Video; Eric Carle –Picture Writer</p>	Connections 7.1

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Concepts of Style, Stylistic Influence, and Stylistic Change	<p>Stylistic Influence Historical styles Cultural Styles</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Can we recognize characteristic features of art created by peoples in a certain culture? 2. Can we recognize characteristic features of art created by peoples in a specific time in history? 3. Can we recognize art created by a certain artist based on stylistic features? 	<ol style="list-style-type: none"> 1. Describe and discuss the style of masks created by Native Americans, as well as African, Korean, Mexican, and peoples of other cultures around the world. 2. Describe and discuss the style of textile designs from various African cultures. 3. Create works inspired by historical or cultural styles. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Art Reproductions of Masks from many cultures</p>	Connections 8.1, 8.2, 8.3
Inventions, Technologies, and the Arts	<p>Materials Inventions Technologies</p> <ol style="list-style-type: none"> 1. How do artists use materials in their work? 2. How do artists use invention and technology when making art? 	<ol style="list-style-type: none"> 1. When using art materials or handling works of art, ask and answer questions such as: “What materials were used to make this? Or “How was this made?” 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	9.1
Interdisciplinary Connections	<p>Integration of Knowledge</p> <ol style="list-style-type: none"> 1. How does learning in the arts extend to learning in other disciplines? 	<ol style="list-style-type: none"> 1. Apply knowledge in visual Art to learning in other disciplines For example <ul style="list-style-type: none"> • using visual art skills to illustrate a story or poem in English language arts • use visual art skills to create an 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key words” in Art Chart which lists vocabulary words for each lesson</p>	10.1

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		<p>“animal skin” decorated with Native American pictograph symbols for a Social Studies unit</p>			



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<p>Methods, Materials and Techniques</p>	<p>Two; Dimensional and Three-Dimensional Art Media including; drawing, painting, collage, printmaking, clay and sculpture. Vocabulary related to methods, materials and techniques Care and safe use of materials and tools.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does the art media affect the over all look of an artwork? 2. What are the “pros” and “cons of different art media? 3. Why do artists sketch? 4. What is the difference between a sketch and a drawing? 5. What are some effective methods of building with clay? 6. How can paper be used to create sculpture? 7. How can recycled and scrap materials be used to create sculpture? 8. How do we safely use and care for materials and tools? 9. What specific words are used 	<ol style="list-style-type: none"> 1. Use a variety of materials and media. For example: tempera paints, watercolors, crayons, watercolor markers, permanent markers, oil pastels, watercolor crayons, fabrics, and clay. 2. Create artwork in a variety of 2D media. For example: drawing, sketching, painting, collage, stenciling, printmaking, mixed-media collage. 3. Create artwork in a variety of 3D media. For example: clay- for modeling (pinch and pull method, coil building), paper for paper sculpture techniques, wire and tooling foil for constructing mobiles and found objects for assemblage and construction. 4. Further develop vocabulary related to art methods, materials and techniques. 5. Practice taking care of materials and tools and using them safely. 	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson.</p> <p>Instructional posters “ Pinch and Pull Method” and “Coil Construction in Clay”</p> <p>Art Reproductions of the works of Alexander Calder</p>	<p>Visual Art 1.1, 1.2, 1.3, 1.4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	in discussing art methods, materials and techniques?				
Elements and Principles of Design	<p>Color in dry and wet media Primary, secondary and harmonious colors Warm and cool colors Lines Textures Shapes and Forms Patterns Symmetry Composition Foreground, middle ground and background</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How can color convey mood and emotion in art? 2. How can artists use lines to visually describe things that they see in the environment? 3. How do artists create the illusion of texture in their work? 4. How do artists and designers use shapes and forms? 5. How do artists create effective compositions in their works? 6. How can artists create an illusion of space in their 	<ol style="list-style-type: none"> 1. Explore the use of color in dry and wet media. 2. Identify and use primary, secondary and harmonious colors in their artwork. 3. Explore how color can convey mood and emotion. (Use of warm and cool colors.) 4. Explore the use of line in 2D and 3D works of art. 5. Continue to discuss the environment and works of art in terms of line, including their visual qualities, e.g., jagged, smooth, thin, thick, etc., and their emotional qualities e.g., quiet, peaceful, silly, etc. 6. Further explore the use of texture in the environment and in their artwork (2D and 3D). 7. Create representations of textures in rubbings, collage, drawings, paintings and clay. 8. Further explore the use of shapes and forms in 2D and 3D artwork. 9. Continue to identify shapes, including circles, squares, rectangles, triangles, ovals, and free-form shapes. In addition identify spheres, cones, pyramids, slabs and cylinders in the environment and in their artwork. 10. Further explore the use of pattern and symmetry in 2D and 3D works of art. 11. Discuss and demonstrate various ways of 	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Color Wheel</p> <p>Geometric Shape and Form poster</p>	<p>Visual Art</p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	pictures?	<p>creating patterns and symmetrical designs and shapes. For example, creating a symmetrical mask design by applying paint to one-half of a folded paper, and folding and rubbing to transfer the design.</p> <p>12. Further explore composition by creating artwork with a center of interest, repetition and/or balance and then by discussing the work.</p> <p>13. Create work that demonstrates an understanding of foreground, middle ground and background.</p>			
Observation, Abstraction, Invention and Expression	<p>Observation Imagination Invention Expression</p> <p>Essential questions</p> <p>1. How can we tell that an artist has done their work from direct observation? 2. Where do artists get ideas for their artwork?</p>	<p>1. Create 2D and 3D works from direct observation. For example, sketching a flower larger than life and then painting it with watercolor after viewing and discussing the work of Georgia O’Keeffe.</p> <p>2. Further explore the use of memory and imagination as a source for ideas for creating 2D and 3D works.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Georgia O’Keeffe flower painting art reproductions</p> <p>“My Name is Georgia” by Jeanette Winter</p>	Visual Art 3.1, 3.3
Drafting, Revision and Exhibiting	<p>Creating and critiquing artwork Self-Assessment Refinement Exhibition</p> <p>Essential Questions</p> <p>1. How do artists prepare their</p>	<p>1. Work as a group on a mural or display/exhibit.</p> <p>2. Select an artwork created during the year and discuss it with a parent, classmate, and/or teacher. Explain how the artwork was created.</p> <p>3. Prepare an artwork for exhibition by mounting it on a larger piece of paper (if</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	Visual Art 4.1,4.2,4.3

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>work for exhibition?</p> <p>2. Why do artists exhibit their work?</p>	<p>2D) and creating a label for it.</p> <p>4. Continue to develop and use simple criteria for informal classroom discussions about art.</p>			
Critical Response	<p>Describing and Analyzing Art Interpretation Evaluation</p> <p>Essential Questions</p> <p>1. What are some of the ways that we can talk about art?</p> <p>2. How can we group works of art?</p> <p>3. Do we all respond to art in the same way?</p> <p>4. What are some ways that we can improve our work?</p>	<p>1. Continue to practice discussing works of art by taking “visual inventory” of them and by identifying and discussing design elements contained in them.</p> <p>2. Continue to practice classifying artworks, e.g., paintings, drawings, prints, pottery, collage etc.</p> <p>3. Continue to compare and contrast artworks and discuss personal responses to them.</p> <p>4. Share their artwork with the class explaining the strengths and weaknesses of in it.</p> <p>5. Share positive comments and “suggestion” comments (when appropriate) about the works of others.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Visual Art 5.1, 5.2, 5.3,5.4</p>
Purposes and Meanings in the Arts	<p>Purpose and Meaning in Art</p> <p>Essential Questions</p> <p>1. Where can we see examples of an artist’s work in our classroom, in our school, in our homes, etc.?</p> <p>2. How can we tell what an artwork is all about?</p>	<p>1. When viewing visual art, ask and answer questions such as, “What is the artist telling us?” “Who made this and why?” or “How does this artwork make me feel?”</p> <p>2. Investigate and discuss uses and meanings of artwork and design in their daily lives. For example, learn about how greeting cards are designed and then mass-produced.</p> <p>3. List things that they see and use everyday that were designed by an artist.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 6.1, 6.2</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Roles of Artists in Communities	<p>Artists (illustrators, painters, graphic designers, crafts people, architects etc.) Cultural Organizations/Museums</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Are there artists living and working in and around our community? 2. What is the function of a historical society or a museum? 3. Where can we go to see art in and around our community? 	<ol style="list-style-type: none"> 1. Continue to investigate how artists do their work; read about, view films about or interview visiting artists. 2. Investigate the function of a historical preservation society or a museum. For example, use documents from the Ware Historical Society or schedule a presentation by one of its members. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>‘Key Words’ in Art Chart which lists vocabulary words for each lesson</p> <p>Ware’s Architecture document produced by the Ware Historical Society</p> <p>Film: Linnea in Monet’s Garden</p>	Connections 7.1
Concepts of Style, Stylistic Influence and Stylistic Change	<p>Stylistic Influence Historical Styles Cultural Styles</p> <p>Essential questions</p> <ol style="list-style-type: none"> 1. Can we recognize characteristic features of art created by peoples in a certain culture? 2. Can we recognize characteristic features of peoples in a specific time in history? 3. Can we recognize art created by a certain artist based on stylistic features? 	<ol style="list-style-type: none"> 1. Identify and describe the features of visual artwork created by Native Americans. For example, the symmetrical design of Native American Masks and totems from the Northwest region of the United States and Northwestern Canada. 2. Identify and discuss the characteristics of the folk and fine art of immigrant groups from European, African, Latin American, Asian or Middle Eastern countries. For example, gyotaku- fish prints from Japan, head-covering masks from Africa 3. Discuss features of the visual arts of world civilizations, such as styles of: Ancient Egypt, Africa, China, Greece, Rome, or the Medieval Period of Europe. 4. Create works inspired by historical or cultural styles or by the stylistic features 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>‘Key Words’ in Art Chart which lists vocabulary words for each lesson</p>	Connections 8.1, 8.2, 8.3

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>of a particular artist. For example, the light bright colors of the Impressionists or the thick black outlines and bright filled in shapes used by Georges Rouault in his portrait paintings.</p>			
Inventions, Technologies and the Arts	<p>Materials Inventions Technologies</p> <p>Essential questions</p> <ol style="list-style-type: none"> How do artists use materials in their work? How do artists use new inventions and technologies in their work? 	<ol style="list-style-type: none"> When using art materials or handling artworks, ask and answer questions such as: “What is this made of?”, “How was this made?” or “Would I design this differently?” Identify and describe examples of how the discovery of new materials, inventions, or technology brought about changes in the arts. Discuss how artists make innovative uses of technologies and inventions in their artwork. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 9.1</p>
Interdisciplinary Connections	<p>Integration of Knowledge</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How does learning in the arts extend to learning in other disciplines? 	<ol style="list-style-type: none"> Apply knowledge in Visual Art to learning in other disciplines <p>For example</p> <ul style="list-style-type: none"> Creating collages and sculptures of insects for learning in Science Creating fossils by pressing leaves or plants in clay with a roller and then applying glaze and firing in the kiln (Science) 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 10.1</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Methods, Materials and Techniques	<p>Two Dimensional and Three-Dimensional Art Media including; drawing, painting, collage, printmaking, fiber art, clay and sculpture. Vocabulary related to methods, materials and techniques. Care and safe use of materials and tools.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What unique visual effects can be obtained from each type of media? 2. How are relief prints created? 3. What is a fiber and what are some ways that fiber artists use them? 4. How can wire and wood be used to make sculpture? 5. What is the “slab” method of constructing in clay? 6. How do we safely use and care for materials and tools? 7. What specific words are used in discussing art methods, materials and techniques? 	<ol style="list-style-type: none"> 1. Use a variety of materials and media For example: oil and chalk pastels, various kinds of paper, fibers, yarns, printing inks, and those included in the K-2 curriculum. 2. Understand how to use the materials and media to produce visual effects. 3. Create artwork in a variety of 2D and 3D media. For example: 2D-drawings, paintings, collage, relief prints and weavings; 3D- clay (slab construction), paper, wire, wood, tooling foil, found objects for assemblage and construction. 4. Learn and use art vocabulary for new art methods, materials and techniques. 5. Practice taking care of materials and tools. Use them safely. 	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson.</p>	<p>Visual Art 1.1, 1.2, 1.3, 1.4</p>
Elements and Principles of	<p>Color in wet and dry media Primary, secondary and</p>	<ol style="list-style-type: none"> 1. Further explore the use of color in dry and wet media. 	<p>Teacher observation</p>	<p>“Key Words” in Art Chart which lists vocabulary</p>	<p>Visual Art 2.1, 2.2, 2.3,</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Design	<p>harmonious colors Complementary Colors Warm, cool and neutral colors Light Colors (tints) Dark Colors (shades) Lines Texture Shapes and forms Patterns Symmetry Space and composition (center of interest, repetition, rhythm, balance and variety) Foreground, middle ground and background</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do artists use colors to express mood and emotion in their art? How can white and black paints be used to create tints and shades? How can artists use lines to suggest texture and shading or shadows? How have artists used repeating patterns in their art and design work? How can artists create an illusion of space in their art? How can artists create a pleasing composition in their 	<ol style="list-style-type: none"> Identify warm, cool, neutral primary, secondary, complementary and harmonious colors in the environment and in works of art. Experiment to mix light and dark colors and use these colors in a painting. Explore how colors can convey mood and emotion. Further explore using lines in 2D and 3D works. Identify a wide variety of lines in their environment and in artwork. Further explore the use of texture in art. Create representations of texture in drawings, paintings and relief prints. For example, castle drawings, which depict the texture of the castle and surrounding landscape. Further explore the use of shape and form in 2D and 3D works of art. Continue to identify shapes including: circles, squares, rectangles, triangles, ovals and free-form shapes in the environment and in works of art. Continue to identify forms including: spheres, cones, pyramids, cubes, rectangular prisms and cylinders in the environment and in works of art. Continue to explore the use of pattern and symmetry in 2D and 3D works of art and the environment. Demonstrate ways in which patterns and symmetrical shapes can be made using 	<p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>words for each lesson</p> <p>Color Wheel</p> <p>Geometric Shape and Form poster</p> <p>Photos of Castles (calendar images work well)</p>	2.4, 2.5, 2.6

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	work?	various art media. 14. Further explore space and composition in art by creating artwork with a center of interest, repetition, rhythm, balance or variety. 15. Demonstrate an understanding of foreground, middle ground and background. For example: after studying Grandma Moses' artwork, create landscape drawings with landscape details "close-up" and "far-away".		Art Reproductions of Grandma Moses' landscape Paintings	
Observation, Abstraction, Invention and Expression	Observation Imagination Abstraction Invention Expression Essential Questions 1. How can careful observation help an artist to create more detailed work? 2. Where do artists sometimes get ideas/inspiration for abstract art? 3. How do memories and imagination sometimes inspire artists to create?	1. Create 2D and 3D artwork from direct observation. 2. Explore abstraction in 2D and 3D works of art. 3. Practice using memory and imagination as a source for ideas for art and creative expression.	Teacher observation Class participation and discussion Descriptive writing	"Key Words" in Art Chart which lists vocabulary words for each lesson	Visual Art 3.1, 3.2, 3.3
Drafting, Revising and Editing	Creating and Critiquing work Self-Assessment Refinement Exhibition	1. Select a work of art created during the year and discuss it with a parent, classmate or teacher explaining how the work was made and why it was chosen for	Teacher observation	"Key Words" in Art Chart which lists vocabulary words for each lesson	Visual Art 4.1, 4.2, 4.3

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Essential Questions <ol style="list-style-type: none"> 1. Why do many artists keep a sketchbook? 2. How can art be prepared for exhibition? 3. Why do artists keep portfolios? 	<ol style="list-style-type: none"> 1. discussion. 2. Use a sketchbook for outdoor sketching and then use one of the sketches as a reference for a more finished drawing in the classroom. 3. Create works for exhibition and prepare them for display. 4. As a class, develop and use criteria for informal discussions about art. 5. Keep a portfolio of their sketches and finished work. 	Class participation and discussion		
Critical Response	Describing and Analyzing Art Interpretation Evaluation Essential Questions <ol style="list-style-type: none"> 1. What are some ways that we can discuss art? 2. How can we group work of art? 3. Do we all respond to art in the same way? 4. What are some ways that we can improve our work? 	<ol style="list-style-type: none"> 1. Continue to discuss works of art by taking “visual Inventory” of them and by identifying design elements, e.g., lines, colors, shapes, etc., contained in them. 2. Continue to practice classifying artworks, e.g. paintings, drawings, prints, sculptures, etc. For example, have students sort postcard art reproductions into categories. 3. Continue to compare and contrast artwork and discuss personal responses to them. 4. Share their artwork with the class explaining the strengths and weaknesses in it. 5. Share positive comments and when appropriate “suggestion” comments about the works of others. 	Teacher observation Class participation and discussion Descriptive writing Self-assessment	“Key Words” in Art Chart which lists vocabulary words for each lesson Art Reproduction Postcards	Visual Art 5.1, 5.2, 5.3, 5.4
Purpose and Meanings in the Arts	Purpose and Meaning in Art Essential Questions <ol style="list-style-type: none"> 1. Where can we see examples 	<ol style="list-style-type: none"> 1. When viewing visual art, ask and answer questions such as, “What is the artist telling us?” “Who made this and why?” or “How does this artwork make me feel?” 	Teacher observation	“Key Words” in Art Chart which lists vocabulary words for each lesson	Connections 6.1, 6.2

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>of an artist’s work in our classroom, in our school, in our homes, etc.?</p> <p>2. How can we tell what an artwork means?</p>	<p>2. Investigate uses and meanings of visual artwork in daily life: at home in the community, etc.</p>	<p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>Art Reproductions (variety of subject matter and styles)</p>	
<p>Roles of Artists in Communities</p>	<p>Artists (illustrators, painters, designers, fiber artists, architects, etc.)</p> <p>Cultural Organizations/ Museums</p> <p>Essential Questions</p> <p>1. Are there artists living and working in our community?</p> <p>2. Where can we go to see art in and around our community?</p> <p>3. What is the function of a historical society or a museum?</p>	<p>1. Continue to investigate how artists create their works; read about, view films about or interview visiting artists.</p> <p>2. Investigate the function of a historical preservation society or museum.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 7.1</p>
<p>Concepts of Style, Stylistic Influence and Stylistic Change</p>	<p>Stylistic Influence</p> <p>Historical Styles</p> <p>Cultural Styles</p> <p>Essential Questions</p> <p>1. Can we recognize characteristic features of art created by people in a certain culture?</p> <p>2. Can we recognize</p>	<p>1. Identify and describe the features of visual art created by Native Americans. For example, the masks and totems of the Pacific Northwest.</p> <p>2. Identify and describe the features of visual art (folk and fine art) from Europe, Africa, Latin America, Asia, or Middle Eastern countries. For example, Fish banners created for Children’s Day in Japan</p> <p>3. Discuss features of the visual arts of world</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words’ in Art Chart which lists vocabulary words for each lesson</p> <p>Web site for the Metropolitan Museum of Art</p> <p>Art Reproductions of The</p>	<p>Connections 8.1, 8.2, 8.3</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>characteristic features of artwork created by people in a certain time in history?</p> <p>3. Can we recognize art created by a specific artist based on stylistic features?</p>	<p>civilizations, such as: Ancient Egypt, Africa, China, Greece, Rome, and the Medieval Period of Europe. For example, students look at illuminated letters from medieval manuscripts and then illuminate their own initial.</p> <p>4. Create works inspired by historical or cultural styles. For example, students recreate Cave Art paintings.</p>		<p>Lascaux Cave Paintings</p> <p>Film: Lascaux Revisited</p> <p>Film: Who is the Artist? Degas, Renoir, Cassatt</p>	
Inventions, Technologies and the Arts	<p>Materials Inventions Technologies</p> <p>Essential Questions</p> <p>1. How do artists use materials in their work?</p> <p>2. How do artists use new inventions and new technologies in their work?</p>	<p>1. When using materials or handling artworks, ask and answer questions such as: “What is this made of?”, “How was this made?” or “Would I design this differently?”</p> <p>2. Identify and describe examples of how the discovery of new materials, inventions, or technology brought about changes in the arts.</p> <p>3. Discuss how artists make innovative uses of technologies and inventions in their artwork.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 9.1</p>
Interdisciplinary Connections	<p>Integration of Knowledge</p> <p>Essential Questions</p> <p>1. How does learning in the arts extend to learning in other disciplines?</p>	<p>Integrate knowledge of the visual arts with learning in other disciplines.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 10.1</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Methods, Materials and Techniques	<p>Two; Dimensional and Three-Dimensional Art Media including; drawing, painting, collage, printmaking, clay and sculpture. Vocabulary related to methods, materials and techniques Care and safe use of materials and tools.</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. What unique visual effects can be obtained from each type of media? 2. What art media is best for very detailed work? 3. What art media is best for large colorful pieces? 4. How are relief sculptures created with clay? 5. What specific words are used in discussing art methods, materials and techniques? 6. How do we safely use and care for materials and tools? 	<ol style="list-style-type: none"> 1. Use a variety of materials and media. 2. Further develop an understanding of how to use various materials and media to produce specific visual effects. 3. Create artwork in a variety of 2D media. For example: drawing, sketching, design, painting, collage, mixed media, and printmaking. 4. Create artwork in a variety of 3D media. For example: clay (relief-sculpture), paper for paper sculpture, wire, tooling foil, and found objects for assemblage and construction. 5. Further develop vocabulary related to methods, materials and techniques. 6. Practice taking care of materials and tools. Use them safely. 	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson.</p>	<p>Visual Art 1.1, 1.2, 1.3, 1.4</p>
Elements and Principles of	<p>Color in a variety of wet and dry media Primary, secondary and</p>	<ol style="list-style-type: none"> 1. Further explore and experiment with the use of color in dry and wet media. 2. Review the terms: primary, secondary, 	<p>Teacher observation</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Visual Art 2.1, 2.2, 2.3,</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Design	<p>harmonious colors Complementary colors Warm, cool, and neutral colors Light colors (tints) Dark colors (shades) Texture Shapes and Forms Patterns Symmetry Space and Composition (center of interest, repetition, rhythm, emphasis, balance and variety) Foreground, middle ground and background</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How do artists use colors to express the feeling and mood of a certain kind of weather condition? How does the use of complementary colors affect the visual impact of a design or picture? How can artists use lines to suggest movement in their art? How can suggestions of texture and patterns in art make art works more visually interesting? Where do we notice examples of shapes and forms in our 	<p>warm, cool, neutral, complementary and harmonious and use them in discussing colors when creating or viewing art.</p> <ol style="list-style-type: none"> Further experiment with color mixing. Use these mixed colors in paintings or designs. Further explore how colors can convey mood and emotions. For example, use specific colors in a painting to express a certain kind of weather condition i.e., a damp rainy day, etc. Further explore using lines in 2D and 3D works especially using lines to convey or express movement. Further explore the use of texture in art. Create representations of texture in drawings, paintings prints. Further explore the use of shape and form in 2D and 3D works of art. Continue to identify shapes including: circles, squares, rectangles, triangles, ovals and free-form shapes in the environment and in works of art. Continue to identify forms including: spheres, cones, pyramids, cubes, rectangular prisms and cylinders in the environment and in works of art. Continue to explore the use of pattern and symmetry in 2D and 3D works of art and the environment. Demonstrate ways in which patterns and symmetrical shapes can be made using various art media. Further explore space and composition in 	<p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>Color Wheel</p> <p>Geometric Shape and Form poster</p> <p>Art Reproductions (a variety of styles and subject matter)</p>	<p>2.4, 2.5, 2.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>classroom and in our environment?</p> <p>6. Why is it helpful to include shading and shadows when drawing 3D forms?</p> <p>7. What are some “tricks” that artists use to create an illusion of space in their work?</p> <p>8. How can artists create a pleasing composition in their work?</p>	<p>art by creating artwork with a center of interest, repetition, rhythm, balance, variety or emphasis.</p> <p>14. Demonstrate an understanding of foreground, middle ground and background.</p>			
Observation, Abstraction, Invention and Expression	<p>Observation Imagination Abstraction Invention Expression</p> <p>Essential Questions</p> <p>1. How can careful observation help an artist to create more detailed and realistic looking work?</p> <p>2. Where do artists sometimes get ideas/inspiration for abstract art?</p> <p>3. How can memories and imagination sometimes inspire artists to create?</p>	<p>1. Continue to create 2D and 3D artwork from direct observation.</p> <p>2. Further explore abstraction in 2D and 3D works of art.</p> <p>3. Further practice using memory and imagination as a source for ideas for art and creative expression.</p>	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Visual Art 3.1, 3.2, 3.3</p>
Drafting, Revising and Exhibiting	<p>Creating and Critiquing work Self-assessment Refinement Exhibition</p>	<p>1. Select a work created during the year and discuss it with a parent, classmate or teacher explaining how the work was made and why it was chosen for discussion.</p>	<p>Teacher observation</p> <p>Class</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Visual Art 4.1, 4.2, 4.3</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Essential Questions 1. What is important to consider when planning a display of artwork? 2. How do artists use a sketchbook when making art? 3. How do artists use portfolios of their work?	2. Keep a sketchbook and use it for preliminary work. 3. Create works for exhibition and prepare them for display. 4. As a class, develop and use criteria for informal discussions about art. 5. Keep a portfolio of their sketches and finished work.	participation and discussion		
Critical Response	Describing and Analyzing Art Interpretation Evaluation Essential Questions 1. What are some of the ways that we can discuss art? 2. How can we group works of art? 3. Do we all respond to art in the same way? 4. What are some things we can do to improve our art?	1. Continue to discuss works of art by taking “visual inventory” of them and by identifying design elements, e.g. lines, colors, shapes, etc. contained in them. 2. Continue to practice classifying artworks, e.g., landscapes, still lifes, portraits, etc. For example, have students sort postcard reproductions into categories. 3. Continue to compare and contrast artwork and discuss personal responses to them. 4. Share their artwork with the class explaining the strengths and weaknesses in it. 5. Share positive comments and when appropriate “suggestion” comments about the works of others.	Teacher observation Class participation and discussion Descriptive writing Self-assessment	“Key Words” in Art Chart which lists vocabulary words for each lesson Art reproduction postcards	Visual Art 5.1, 5.2, 5.3, 5.4
Purpose and Meanings in the Arts	Purpose and Meanings in Art Essential Questions 1. Where can we see examples of an artist’s work in our classroom, in our school, in our homes, etc.? 2. How can we tell what an	1. Investigate uses and meanings of visual artwork in daily life: at home, in the community, etc. 2. When viewing visual art, ask and answer questions such as, “What is the artist telling us?” “When was this made and why was it made?” or “How does this artwork make me feel?”	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists vocabulary words for each lesson	Connections 6.1, 6.2

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	artwork means?				
Roles of Artists in Communities	<p>Artists (illustrators, painters, graphic designers, architects, interior designers, industrial designers, craftspeople etc.) Cultural organizations/ museums</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Are there artists living and working in and around our community? 2. Where can we go to see art in and around our community? 3. What is the function of a historical society or a museum? 	<ol style="list-style-type: none"> 1. Continue to investigate how artists do their work; read about, view films about or interview visiting artists. 2. Investigate the function of a historical preservation society or museum. For example, schedule a tour or presentation by a member of the Ware Historical Society or schedule a visit to an Art Museum. 	<p>Teacher observation</p> <p>Class participation and discussion</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p>	<p>Connections 7.1</p>
Concepts of Style, Stylistic Influence and Stylistic Change	<p>Stylistic Influence Historical Styles Cultural Styles</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Can we recognize characteristic features of art created by peoples in a certain culture? 2. Can we recognize characteristic features of art created by people in a specific time in history? 3. Can we recognize art created by a certain artist based on stylistic features? 	<ol style="list-style-type: none"> 1. Identify and describe the feature of visual art (folk and fine art) from Europe, Africa, Latin America, Asia or Middle Eastern countries. For example, students learn about the amate bark paintings created by Mexico’s folk artists and then create a painting of their own using the stylistic characteristics of the Mexican artists. 2. Discuss features of the visual arts of world civilizations, such as: Ancient Egypt, Africa, China, Greece, Rome, or the Medieval Period of Europe. For example, students study Egyptian hieroglyphics and artifacts and then recreate an Egyptian mummy case life-size. 3. Create works inspired by the style of a 	<p>Teacher observation</p> <p>Class participation and discussion</p> <p>Descriptive writing</p>	<p>“Key Words” in Art Chart which lists vocabulary words for each lesson</p> <p>Film; Gente de Sol- Amate Bark Paintings</p> <p>Art Reproductions</p> <p>Web site for The Metropolitan Museum of Art</p> <p>“Mummies Made in Egypt” by Aliko</p>	<p>Connections 8.1, 8.2, 8.3</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		specific artist or group of artists. For example the works of Jackson Pollack.		“Action Jackson” by Alan Greenberg and Sandra Jordan	
Inventions, Technologies and the Arts	Materials Inventions Technologies Essential Questions 1. How do artists use materials in their work? 2. How do artists use new inventions and technologies in their work?	1. When using art materials or handling artworks, ask and answer questions such as: “What is this made of?”, “How was this made? Or “Would I design this differently?” 2. Identify and describe examples of how the discovery of new materials, inventions or technology brought about changes in the arts. 3. Discuss how artists make innovative uses of technologies and inventions in their work.	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists vocabulary words for each lesson	Connections 9.1
Interdisciplinary Connections	Integration of Knowledge Essential Questions 1. How does learning in the art extend to learning in other disciplines?	Integrate knowledge of the visual arts with learning in other disciplines.	Teacher observation Class participation and discussion	“Key Words” in Art Chart which lists vocabulary words for each lesson	Connections 10.1

