



# 5-12 Art Curriculum

## **Grades 5-12 Visual Arts Curriculum Committee**

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**5-12 Art Curriculum**  
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## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
  
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
  
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
  
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

# District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

# School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## Visual Art 5-12 Program Goals

**Product and Performance:** Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.

**Elements and Principles:** Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).

**Artistic Perceptions:** Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.

**Interdisciplinary Connections:** Visual art is connected to performing arts, communication arts, math, science, and social studies.

**Historical and Cultural Context:** Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.

## 5-12 Art Course Description

### Visual Art 5

Fifth grade Visual Arts students will develop their skills at using a variety of media, techniques, and processes such as watercolor and printmaking. Students will communicate ideas on Fine Art subjects such as a landscape, Functional Art subjects such as an architectural style, and a Theme such as the United States. The Elements and Principles of Design will be explored as students discover ways to incorporate them into their artwork. Students will explore artistic perceptions such as describing the use of elements in an artwork, the connection of visual arts to other disciplines such as music, and artwork from historical or cultural contexts such as European paintings and architecture.

### Visual Art 6

Sixth Grade Visual Arts will develop their skills at using a variety of media, techniques and processes such as clay and fibers. Students will communicate ideas on Fine Art subjects such as a portrait, Functional Art subjects such as illustrating text, and a Theme such as personal identity. The Elements and Principles of Design will be explored as students discover ways to incorporate them into their artwork. Students will explore artistic perceptions such as different concepts of beauty, the connection of visual arts to other disciplines such as music, and artwork from historical or cultural contexts such as Africa and Asia.

## **Visual Art 7 and 8**

This class will review & build on skills & concepts covered in Visual Art 7. Students draw, paint, sculpt in metal and clay, & create graphic designs in a variety of media. Students will focus on development in the areas of art making, history & criticism. Each unit is designed to give the opportunity to create an original work of art as they reflect on art & artists of the past & present.

### **INTRODUCTION TO ART 1**

This course is a foundation for the advanced courses in the art department. Its purpose is to expose the student to basic art concepts and processes. Units of study include Introduction to Art and Aesthetics, Line, Shape, Form, Value and Color, Space, and Texture and Movement.

### **INTRODUCTION TO ART 2**

This course is a continuation of Introduction to Art 1 and includes units of study in Composition and Design, Interpretation, Analysis and criticism, Two-Dimensional Media and Three Dimensional Media.

### **PHOTOGRAPHY**

Students will study digital photography as an art form, as well as photojournalism. They will learn the technical skills necessary to successfully use DSLR cameras. Students will learn to produce photos that have proper exposure and composition.

### **CERAMICS/SCULPTURE**

This course includes an exploration of basic sculptural and ceramic techniques, with an emphasis on design and sculptural composition. A wide variety of materials and techniques including plaster, wood, metal, clay and mixed media are included in study units relating to sculpture.

### **DRAWING/PAINTING**

Experiences with various drawing and painting media such as pencil, conte, chalk, pen and ink, watercolor and acrylic are included in this course with an emphasis on technique. Subject matter includes figure, portraits, landscape and still life. Most projects will be realistic in style.

### **CREATIVE GRAPHIC DESIGN**

The field of graphic design ranges from animation to advertising, game design to illustration. Graphic designers produce ideas and experiences with images, text and graphics, and all of these topics will be covered in this course. Students will learn how to use design elements and composition in creating digital artwork with



programs and applications. Visual communication will be explored by studying the power of color, the impact of lettering, and the importance of design.

### **AP STUDIO ART**

This is an intense one to two-year program taken the junior and senior year for those who are serious in continuing their education in the field of art. The AP course will build a professional portfolio over the course of the program. Enhancing the quality of student work, developing a concentration based on a visual interest, and increasing the breadth of experiences in visual art are the goals of the class. Class size will be limited to allow the teacher and students to work in close cooperation as college credit for AP Studio Art is based upon submission of a portfolio for evaluation.

### **5-12 Art Rationale**

The rationale for Visual Arts in the St. Charles School District is to provide an intellectual, emotional, and historical understanding of art. By exposing students to different media, concepts and art history they will make formal and informal judgments about art and its importance in our society and afferent global cultures, in the tactile environment of the visual art class, the students build their visual/spatial abilities, learn problem-solving skills and discover how to express themselves visually. As art is creative and individualistic, students gain tolerance and respect for a diversity of expression among cultures and also for the variety of solution possible for given problems.



### Scope and Sequence

K-12 Visual Art Scope and Sequence I = Introduce R = Review/Develop E = Expand/Advance	GLE REF.	5	6	7	8	Intro to Art/Intr	World Art	Painting I/Drawing	Painting II/Drawing	Creative Graphic Design	Sculpture I/Ceramics	Sculpture II/Ceramics	AP Studio	Photography	AP Art History I
<b>I. Creative Expression/Production</b>															
<b>A. Problem Solving</b>															
1. Choose a medium to best express an idea that emphasizes skill refinement and control.		R	R	R	R	R	R	E	E	E	E	E	E		
2. Demonstrates proper use, control, and maintenance of tools and media.		R	R	R	R	R	E	R	E	R	R	E	E	R	
3. Recognize that the making of art requires thought, knowledge and research.		R	R	R	R	R	E	R	E	R	R	E	E	R	E
4. Identify problems encountered while making art in a sequential order and develop possible solutions.		R	R	R	R	R	R	E	E	R	R	E	E	R	
<b>B. Forms/Media/Technique</b>															
<b>1. Drawing</b>	<b>IPP1A</b>														
a. Use a variety of media and drawing techniques with control appropriate to age level.		R	R	R	R	R	R	E	E	R	E	E	E		
b. Demonstrate craftsmanship in drawing through control of media and techniques.		R	R	R	R	R	R	E	E	E	E	E	E		
<b>2. Painting</b>	<b>IPP1B</b>														
a. Use a variety of media and apply controlled painting and brush techniques.		R	R	R	R	R	R	E	E	E	R	R	E		
b. Demonstrate craftsmanship in painting through control of media and techniques.		R	R	R	R	R	R	E	E	R	E	E	E		

<b>3. Digital/Computer Art</b>	<b>IPP1C</b>															
a. Demonstrate control of computers as an art media or tool for creating digital images.			I	R		I					E					E
<b>4. Other Media</b>	<b>IPP1D</b>															
a. Use a printmaking process.		R	R				E		R	E						E
b. Fiber		R	R	R	R		E				E	E				
c. Mixed Media	<b>IPP1D</b>	R	R	R	R	R	E	E	E	R	E	E	E			R
<b>K-12 Visual Art Scope and Sequence</b> I = Introduce R = Review/Develop E = Expand/Advance	<b>GLE REF.</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Intro to Art I</b>	<b>World Art</b>	<b>Painting I/Drawing</b>	<b>Painting IIP/Drawing</b>	<b>Creative Graphic Design</b>	<b>Sculpture I/Ceramics</b>	<b>Sculpture II/Ceramics</b>	<b>AP Studio</b>	<b>Photography</b>	<b>AP Art History I</b>	
d. Show an awareness of photography, video and/or computer as art media or tools.		R	R	R	R	R		R		E			E			E
e. Demonstrate control of photographic processes.																I
<b>5. Sculpture, Ceramics, Other Media</b>	<b>IPP2A</b>															
a. Control media and sculptural techniques to construct three dimensional art works.		R	R	R	R	R	E				R	E				
b. Use additive, subtractive, modeling, and/or assemblage processes for sculpture. (relief, in-the-round)		R	R	R	R	R	R				E	E				
<b>C. Subject Matter and Themes in Artworks</b>																
1. Identify and/or create subject matter in fine art:	<b>IPP3A</b>	R	R	R	R	R	E	E	E	E	E	E	E	E	E	E
2. Identify and/or create functional art	<b>IPP3B</b>	R	R	R	R		E			E	E	E			E	E
3. Identify and/or create themes in art:	<b>IPP3C</b>	E	R	R	R	R	R	E	E	E	E	E	E	E	E	E
<b>II. Elements and Principles of Design</b>																
<b>A. Elements of Design</b>																
1. Line	<b>IIEP1A</b>															

a. Identify and/or create different types and varieties of lines. (i.e., line direction, straight, curved, width, length, etc.)		R	R	R	R	R	R	E	E	R			E	E	E
b. Identify and/or create different descriptive lines. (i.e., contour, outline, expressive, gesture, etc.)		R	E	R	R	R	R	E	E	R			E		E
c. Experiment with a variety of linear techniques. (i.e., hatching, cross-hatching, implied, etc.)		I	R		R	R	R	E	E	R			E		
d. Use line expressively to communicate ideas.						I	R	R	R				E		
<b>2. Shape</b>	<b>IIEP1B</b>														
a. Identify shapes as two dimensional.		R	R	R	R	R	R	R	R	R	R	R	E	R	R
b. Identify and/or use basic geometric, organic, and free form shapes.		R	R	R	R	R	R	E	E	R	R	E	E	R	E
c. Identify and/or create complex, expressive, and/or symbolic shapes. ( i.e. people, animals, machines etc.)		I	R	R	R	R	R	E	E	E	R	E	E		E
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d. Differentiate shapes through variations in color, value, texture, and/or line.			I			I	R	R	R	R	R	R	E	R	
e. Use shape expressively to communicate ideas.						I	R	R	R	R	R	R	E		
<b>3. Form</b>	<b>IIEP1C</b>														
a. Recognize the differences between two dimensional and three dimensional works.		R	R	R	R	R	R	E	E	R	E	E	E		E
b. Identify and/or use basic geometric, organic, and free form forms.		R	R	R	E	R	R			R	E	E	E	R	E
c. Define the difference between an open and closed form.						I	R				E	E			E
d. Identify and/or create the illusion of form.		I	R		R	E	R	E	E	R			E		E

e. Use form expressively to communicate ideas.					I	I					R	E	E		
<b>4. Texture</b>	<b>IIEP1D</b>														
a. Be aware of how various textures feel.		R	R	R	R	E	R	R	R	R	E	E	E	R	
b. Recognize and describe differences in textures that are actual and implied.		R	R	R	R	R	R	R	R	R	E	E	E	E	E
c. Create and use actual and/or implied textures.		R	R	R	R	R	E	E	E	R	E	E	E	E	
d. Use texture expressively to communicate ideas.											I	R	E		
<b>5. Color</b>	<b>IIEP1E</b>														
a. Identify and/or use primary, secondary, intermediate, and neutral colors.		R	R	R	R	R	R	E	E	E	R	R	E		E
b. Recognize and be able to mix two colors to create a third color.		R	R	R	R	R	R	E	E	R	R	R	E		
c. Recognize and/or use different color schemes. (i.e., warm, cool, analogous, triad, complementary, etc.)		R	E	E	E	R	R	E	E	E	R	R	E		E
d. Differentiate between and/or use color value and intensity.		R	R	R	R	R	R	E	E	E	R	R	E		R
e. Use color expressively to communicate ideas.		I	R	R	R	I	R	R	R	R			E	R	
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						Intro to Art I	Id ArtWor	Painting I/Drawing	Painting II/Drawing	Creative Graphic Design	Sculpture I/Ceramics	Sculpture II/Ceramics	AP Studio I	Photography	AP Art History I
<b>6. Value</b>	<b>IIEP1F</b>														
a. Identify and/or use light and dark values.			E		R	R	R	E	E				E	E	R
b. Identify and demonstrate color value.			R			R	R								
c. Use a range of values to create contrast, shadows, or illusion of form.		R	R	R	R	R	R	E	E	E				E	
d. Use value expressively to communicate ideas.						I	R	R	R	R			E	I	
<b>7. Space</b>	<b>IIEP1G</b>														

a. Identify and/or use foreground, middle ground, and background to create illusion of space.		R	R		R	R	R	R	R				R	R
b. Recognize and use change of scale, placement on the page, and overlapping of shapes to create the illusion of depth on a picture plane.		R	R		R	R	R	R					R	R
c. Use systems of perspective to depict the illusion of depth. (i.e., linear, atmospheric, etc.)		I	R	R	R		R	R	E				R	
d. Identify and/or use positive and negative shapes, space, or form.			R	R	R	I	R	R	R	R	E	E	R	R
e. Use space expressively to communicate ideas.										I	R	E	E	R
<b>B. Principles of Design</b>														
<b>1. Balance</b>	<b>IIEP2A</b>													
a. Identify and/or use different types of balance in compositions. (i.e., radial, symmetrical(formal), approximate(informal), asymmetrical, etc.)		R	R	R	R	R	E	R	R	R	R	E	E	R
b. Use arrangements of elements to achieve compositional balance.		R	R	R	R	R	E	R	R	R	R	E	E	R
c. Use balance expressively to communicate ideas.						I	E	R	R	R	R	E	E	R
<b>2. Emphasis</b>	<b>IIEP2B</b>													
a. Identify and/or use elements to create a center of interest.(focal point, contrast, convergence, isolation, location)		R	R	R		R	E	R	R	R	R	R	E	R
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b. Use emphasis expressively to communicate ideas.						I	E	R	R	R	R	E	E	E
<b>3. Contrast</b>	<b>IIEP2C</b>													

a. Identify and/or use elements and/or principles to create contrast in works of art. (color, value, balance, texture, size, line, shape)		R	R		R	R	E	R	R	R	R	R	E	R	R
b. Identify and/or use variation within elements or artwork to create contrast.			I			I	E	R	R	R	R	R	E	R	R
c. Use contrast expressively to communicate ideas.						I	E	R	R	R	R	R	E	R	
<b>4. Rhythm/Repetition (pattern)</b>	<b>IIEP2D</b>														
a. Identify and/or use repetition to achieve patterns and/or rhythms. (alternating, repeating, progressive, complex, and regular)		R	R	R	R	R	E	R	R	R	R	R	E	R	R
b. Use a shape to develop an overall pattern.		R	R	R	R	R	E	R	R	R	R	R	E		
c. Use Rhythm expressively to support the communication of ideas.						I	E	R	R	R	R	R	E	R	
<b>5. Unity</b>	<b>IIEP2E</b>														
a. Identify and/or create unity in art through the elements and/or principles.		R	R			R	E	R	E	E	E	E	E	R	R
b. Use unity expressively to support the communication of ideas.							E	R	R	R	R	R	E	R	
<b>6. Proportion</b>	<b>IIEP2F</b>														
a. Identify and/or use proportion in compositions. (scale, facial, figure)		R	R			R	E	R	E	R	R	R	E	R	R
b. Use proportion expressively to support the communication of ideas.						I	E	R	R	R	R	R	E	R	
<b>*III. Criticism, Analysis, Evaluation, and Perceptions</b>															
<b>A. Aesthetics</b>	<b>IIIAP1A</b>														
1. Discuss how perceptions in art relate to aesthetics and responses to artworks.		R	R	R	R	R	E	E	E	E	E	E	E	E	E



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		IIIAP2A													
<b>B. Art Criticism</b>															
1. Identify and/or describe the formal qualities in works of art		R	R	R	R	R	R	R	E	R	R	E	E	R	E
2. Analyze the formal qualities in works of art					I	R	R	R	E	R	R	E	E	R	E
3. Interpret formal qualities and/or meaning in works of art (Expression, symbolism, personal reaction, message)		I	R	I	R	R	R	R	E	R	R	E	E	R	E
4. Evaluate/judge the formal qualities in works of art based on accepted aesthetic theories of art (Imitationalism, Emotionalism/Expressionism, Formalism, Functionalism)			I	R	R	R	R	R	E	R	R	E	E	R	E
<b>IV. Interdisciplinary Connections</b>															
<b>A. Connecting visual and performing arts</b>	IVIC1A														
1. Explain connections between visual art and performing arts.		R	R	R		R	E	R	R				E		E
<b>B. Connecting art and non-art subjects</b>	IVIC2A														
1. Explain the connections between Visual Art and Communication Arts, Math, Science, or Social Studies(social ideas, contemporary events).		R	R	R	R	R	E	R	E	E	R	E	E	E	E
<b>V. Cultural Heritage/History</b>															
<b>A. Historical Period or Culture</b>	VHC1A														
1. Identify and discuss artworks from different cultures and/or locations...											R	E			
a. United States		R		R	R		E								E
b. Europe		R		R		R	E								E
c. Native American					R		E								E

d. Africa			R			E									E	
e. Latino			R			E									E	
f. Asia			R			E									E	
g. Pre-Columbian Americas (Aztec, Inca, Maya)			I	R		E									E	
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2. Identify and discuss artworks from different time periods and or/movements	<b>VHC1A</b>															
a. Prehistoric (cave art and others)							I							E		E
b. Ancient/Classical (Egypt, Greece, Rome)			R			R	I							E		E
c. Medieval														E		E
d. Renaissance and Baroque				I		R	I							E		E
e. Modern (Realism, Abstract, or Non-objective)		R	R	E	R	E	R	E	E	E	E	E	E	E	R	E
f. Post-Modern and Contemporary				I	R	E	R	E	E	E	E	E	E	E	R	E
<b>B. Characteristics of Artwork from different time periods and/or cultures</b>	<b>VHC1B</b>															
1. Compare and contrast artworks from different time periods and/or cultures (time, place, subject matter, theme, characteristics, material/technology, ideas and beliefs of culture, function of art in culture/society)		R	R	R	R	R	E	R	R	R	R	R	R	R	R	R
2. Describe the evolution of an artist's body of work				I	R	R	R	R	R	R	R	R	R	R	R	E



<b>CONTENT AREA:</b> Visual Art	<b>UNIT TITLE:</b> Drawing Media, Techniques, and Processes
<b>COURSE:</b> Art 5	<b>UNIT DURATION:</b> 2 weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Drawing paper</li> <li>● Drawing pencils, erasers, blending stumps</li> <li>● Colored pencils</li> <li>● Markers</li> <li>● Chalk pastels</li> <li>● Oil Pastels</li> <li>● Visual examples</li> <li>● Student art/architecture reference sources</li> </ul>		<ul style="list-style-type: none"> <li>● Various traditional drawing media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> <li>● The arts uniquely communicate meaning and cultural associations and engage people in a personal response.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> </ul>		<ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> <li>● How do life experiences influence the way you relate to art?</li> <li>● How does learning about art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS:</b> Content specific standards that will be addressed in this unit.	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
DESE GLE: PP1A, PP3A,	Creating: Select and apply 2D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1); Communicate ideas about subject matter and theme in	X	

PP3B	artworks created for various purposes (PP3)		
DESE GLE: EP1A, EP1C, EP1D, EP2C, EP2F	Elements and Principles: Select and use elements and principles of art for their effect in communicating ideas through artwork (EP1, EP2)	X	
NCAS: Re7.1, Re7.2, Re8.1, Re9.1	Responding: Perceive and analyze artistic work (NCAS: Re7); Interpret intent and meaning in artistic work (NCAS: Re8); Apply criteria to evaluate artistic work (NCAS: Re9)	x	

<b>OBJECTIVES</b>	Creating; Elements and Principles of Design; Presenting, Responding, Connecting		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP1A, PP3A, PP3B</li> <li>● EP: DESE GLE EP1A, EP1C, EP1D, EP2C, EP2F</li> <li>● PRC: NCAS RE7.1, RE7.2, RE8.1, RE9.1</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>	
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>● Traditional drawing media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>● Art conveys meaning and engages people in a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>● Still life</li> <li>● Contour lines</li> <li>● Illusion of form: cube, sphere, cylinder, cone</li> <li>● Interpreting art/architecture</li> <li>● Architecture and elements of architectural styles (e.g. type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)</li> <li>● Implied or simulated texture</li> <li>● Texture contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Create a still life that shows the illusion of form (PP3A)</li> <li>● Use contour lines (EP1A)</li> <li>● Use an illusion of form: cube, sphere, cylinder, cone (EP1C)</li> <li>● Interpret art/architecture (RE7.1, RE7.2, RE8.1, RE9.1)</li> <li>● Create an original building based upon elements of architectural styles (e.g. type of roof, dome, column, arch, windows, porches, tower, stairs, ramp) (PP3B)</li> </ul>	

	<ul style="list-style-type: none"> <li>Relative size (realistic scale)</li> </ul>	<ul style="list-style-type: none"> <li>Create texture or surface quality using any drawing media (PP1A)</li> <li>Use implied or simulated textures (EP1D)</li> <li>Use texture contrast (EP2C)</li> <li>Use relative size (realistic scale) (EP2F)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li><b>Demonstrate techniques and processes</b></li> <li><b>Provide visual examples</b></li> <li><b>Facilitate discussions about interpreting art/architecture</b></li> <li><b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<ul style="list-style-type: none"> <li>Create a still life that shows the illusion of form using contour lines</li> <li>Make observations about the meaning or purpose of a building using a reference, such as 13 Buildings Children Should Know by Annette Roeder, and compare with a partner or the class</li> <li>Observe a building and discuss its suggested cultural associations</li> <li>Discuss how architects convey a building’s purpose or mood</li> <li>Discuss two different buildings and the different criteria that might be used to evaluate them</li> <li>Create an original building design with implied texture, texture contrast, and relative size</li> <li>Learn about subject matters, drawing techniques, and design concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based</li> </ul>	1, 2, 3, 4

	setting <a href="http://teachingforartisticbehavior.org/">http://teachingforartisticbehavior.org/</a> to help with generating ideas and creating original art	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies: Artworks and architecture reflect the culture in which they were created</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday objects</li> <li>• Architecture in the community or from prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• What are some common objects that can be found in a home or at school, such as objects we might place on a table?</li> <li>• How could these objects be grouped? How could they be chosen to express an idea or tell a story?</li> <li>• How can architecture reflect the culture in which it was created? How can it be designed to function well for its intended occupants and purpose?</li> <li>• How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>• Class discussions</li> <li>• Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



**CONTENT AREA: Visual Art**

**COURSE: Art 5**

**UNIT TITLE: Painting Media, Techniques, and Processes**

**UNIT DURATION: 1- 2 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Painting paper</li> <li>● Paint Brushes</li> <li>● Tempera Paint</li> <li>● Mixing trays</li> <li>● Watercolor paint</li> <li>● Visual examples</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Various traditional painting media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> </ul>

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
DESE GLE: PP1B, PP3A	Creating: Select and apply 2-D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1); Communicate ideas about subject matter and themes in artworks created for various purposes (PP3)	X	
DESE GLE: EP1E, EP1G, EP2A	Elements and Principles: Select and use elements and principles of art for their effect in communicating ideas through artwork (EP1, EP2)	X	

<b>OBJECTIVES</b>	Creating; Elements and Principles of Design
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP1B, PP3A</li> <li>● EP: DESE GLE EP1E, EP1G, EP2A</li> </ul>



*i.e. GLE/CLE/MLS/NGSS*

**WHAT SHOULD STUDENTS...**

<p><b>UNDERSTAND?</b></p> <p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p><b>KNOW?</b></p> <p><i>Facts, Names, Dates, Places, Information,</i></p> <p><i>ACADEMIC VOCABULARY</i></p>	<p><b>BE ABLE TO DO?</b></p> <p><i>Skills; Products</i></p>
<ul style="list-style-type: none"> <li>Traditional painting media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> </ul>	<ul style="list-style-type: none"> <li>Landscape</li> <li>Asymmetrical (informal) balance</li> <li>Converging lines</li> <li>Illusion of space</li> <li>Horizon line</li> <li>Watercolor paint</li> <li>Color wheel</li> <li>Intermediate and neutral colors</li> <li>Tempera paint</li> <li>Hard edge painting</li> </ul>	<ul style="list-style-type: none"> <li>Create an original outdoor scene to show the illusion of space (PP3A)</li> <li>Use asymmetrical (informal) balance (EP2A)</li> <li>Use converging lines to create the illusion of space (EP1G)</li> <li>Use a single horizon line (EP1G)</li> <li>Apply layers of watercolor paint from lightest to darkest colors (PP1B)</li> <li>Identify the arrangement of colors on a color wheel (EP1E)</li> <li>Mix a variety of hues to create new colors (PP1B)</li> <li>Use intermediate and neutral colors (EP1E)</li> <li>Using tempera paints produce a sharp, clear edge between areas of color (PP1B)</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b></p> <p>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>

<ul style="list-style-type: none"> <li>● Demonstrate techniques and processes</li> <li>● Provide visual examples</li> <li>● Facilitate discussions about creating the illusion of space and utilizing and creating colors</li> <li>● Facilitate TAB/Choice-based art, helping guide students through the process of creating</li> </ul>	<ul style="list-style-type: none"> <li>● Create an original outdoor scene using asymmetrical balance, converging lines to create the illusion of space, a single horizon line, and watercolor paint.</li> <li>● Identify intermediate and neutral colors and the arrangement of colors on the color wheel. Using tempera paint mix a variety of hues to create new colors to use in an original painting using a sharp, clear edge between areas of color.</li> <li>● Learn about subject matters, painting techniques, and design concepts during demonstrations as part of a TAB/Choice-Based setting to help with generating ideas and creating original art</li> </ul>	2, 3, 4
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p style="text-align: center;"><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Science: Spatial Perceptions</li> </ul>	<ul style="list-style-type: none"> <li>● Landscape</li> <li>● Other ways of creating the illusion of space (e.g. overlapping, size changes, faded background)</li> <li>● Primary colors</li> <li>● Secondary colors</li> </ul>	<ul style="list-style-type: none"> <li>● What types of landscapes have students seen?</li> <li>● How does the size of your hand, held up in front of you, compare with objects in the distance? How would they compare if they were side by side? How can this concept be applied to roads that are painted going off into the distance?</li> <li>● What can a color wheel tell us?</li> <li>● How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<p><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>		

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student's artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> </ul>	Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly "chunking" information into smaller tasks</li> </ul>	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly</li> </ul>	3, 4

	breaking from tradition	
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<p><b>CONTENT AREA:</b> Visual Art</p> <p><b>COURSE:</b> Art 5</p>	<p><b>UNIT TITLE:</b> Printmaking Media, Techniques, and Processes</p> <p><b>UNIT DURATION:</b> 1 class - 2 weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Styrofoam</li> <li>● Subtracting tool (e.g. pencil)</li> <li>● Markers</li> <li>● Tempera Paint</li> <li>● Brayers</li> <li>● Visual examples</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Various traditional printmaking media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> </ul>		
<p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>			
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>			
<p><b>REFERENCE/STANDARD</b></p> <p><i>i.e. GLE/CLE/MLS/NGSS</i></p>	<p><b>STANDARDS:</b> Content specific standards that will be addressed in this unit.</p>	<p><b>MAJOR STANDARD</b></p>	<p><b>SUPPORTING STANDARD</b></p>
<p>DESE GLE: PP1D</p>	<p>Creating: Select and apply 2D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1)</p>	<p>X</p>	

<b>OBJECTIVES</b>	Creating
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<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• C: DESE GLE PP1D</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;"><b>KNOW?</b></p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;"><i>ACADEMIC VOCABULARY</i></p>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> <li>• Traditional printmaking media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtractive printmaking</li> <li>• Printing plate</li> <li>• Prints</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a subtractive printmaking process (e.g. styrofoam, linoleum, wood, eraser) to produce multiple images (PP1D)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p style="text-align: center;"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p style="text-align: center;"><b>STUDENT LEARNING TASK</b></p>	<p style="text-align: center;"><b>DOK TARGET</b></p> <p style="text-align: center;">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Demonstrate techniques and processes</li> <li>• Provide visual examples</li> <li>• Facilitate discussions about the process of reproducing images through printmaking.</li> <li>• Facilitate TAB/Choice-based art, helping guide students through the process of creating.</li> </ul>	<ul style="list-style-type: none"> <li>• Press a drawing into a styrofoam printing plate. Use plate to print multiple images.</li> <li>• Learn about printmaking skills and concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based Setting to help with generating ideas and creating original art.</li> </ul>	<p style="text-align: center;">2, 3, 4</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Math: Creating mathematical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Stamping</li> <li>Symmetry</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>If printing creates a mirror image of the plate, how do words need to start on a plate in order to print legibly?</li> <li>Why might an artist want to create a series of the same artwork?</li> <li>How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student's artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> </ul>	Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly "chunking" information into smaller tasks</li> </ul>	2, 3, 4

and answer any questions, give students opportunities to work through difficulties they may experience		
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



<b>CONTENT AREA: Visual Art</b>  <b>COURSE: Art 5</b>	<b>UNIT TITLE: Sculpture, Ceramics, and Other 3D Media, Techniques, and Processes</b>  <b>UNIT DURATION: 3-4 weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Clay</li> <li>Clay tools</li> <li>Glaze</li> <li>Paint brushes</li> <li>Kiln</li> <li>Papier-mâché materials</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Various traditional sculpture, ceramics, and other 3D media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> <li>The arts uniquely communicate meaning and cultural associations and engage people in a personal response.</li> </ul>
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<ul style="list-style-type: none"> <li>● Construction paper</li> <li>● Scissors</li> <li>● Glue</li> <li>● Tape</li> <li>● Visual examples</li> </ul>			
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> <li>● How do life experiences influence the way you relate to art?</li> <li>● How does learning about art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
DESE GLE: PP2A	Creating: Select and apply 3-D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP2)	X	
DESE GLE: AP1A	Responding: Investigate the nature of art and discuss responses to artworks (AP1)	X	

<b>OBJECTIVES</b>	Creating; Presenting, Responding, Connecting
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP2A</li> <li>● PRC: DESE GLE AP1A</li> </ul>

<i>i.e. GLE/CLE/MLS/NGSS</i>		
WHAT SHOULD STUDENTS...		
UNDERSTAND?	KNOW?	BE ABLE TO DO?
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Traditional 3D media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>• Art conveys meaning and engages people in a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Sculpture in-the-round</li> <li>• Scoring</li> <li>• Slipping</li> <li>• Slip</li> <li>• Real texture</li> <li>• Modeling</li> <li>• Coils</li> </ul>	<ul style="list-style-type: none"> <li>• Combine simple forms to create a complex/form (in-the-round) (PP2A)</li> <li>• Use paper joining techniques such as tabs and slits (PP2A)</li> <li>• Modeling with clay or a similar material: Build a form using a coil technique (PP2A)</li> <li>• Discuss and develop answers to questions about art such as: What makes an artwork special, valuable, or good? (AP1A)</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Demonstrate techniques and processes</b></li> <li>• <b>Provide visual examples</b></li> <li>• <b>Facilitate discussions about interpreting art/sculptural forms.</b></li> <li>• <b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create a clay bust starting with a cylinder and molding/adding simple forms to create a complex, in-the-round object/form.</li> <li>• Create an object (e.g. model for a building) using paper joining techniques such as tabs and slits.</li> <li>• Learn about a ceramic artist (e.g. Maria</li> </ul>	2, 3, 4

	<p>Martinez who used the coil technique to form her pots) and respond to questions such as: What makes an artwork special, valuable, or good?</p> <ul style="list-style-type: none"> <li>• Form a pot using the coil technique.</li> <li>• Learn about sculpture, ceramics, and other 3D media skills and concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based Setting to help with generating ideas and creating original art.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• History: Artifacts give us information about past civilizations (e.g. pottery)</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling with clay</li> <li>• Pinch pot</li> <li>• Paper folding techniques</li> <li>• Building with layered materials</li> </ul>	<ul style="list-style-type: none"> <li>• How is sculpture in-the-round different from relief sculpture?</li> <li>• What are some different overall forms that a clay pot can be shaped into (e.g. straight, rounded)?</li> <li>• How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student's artwork show an understanding of the assessed skill or concept?</li> </ul>	Summative	1, 2, 3, 4

<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Written responses</li> </ul>	Formative  Summative	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Encourage students to connect life experiences with their art</li> <li>• Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>• Combine knowledge with personal art goals to generate a new art idea</li> <li>• Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



**CONTENT AREA:** Visual Art

**COURSE:** Art 5

**UNIT TITLE:** Sculpture, Ceramics, and Other 3D Media, Techniques, and Processes

**UNIT DURATION:** 3-4 weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Clay
- Clay tools
- Glaze
- Paint brushes
- Kiln
  
- Papier-mâché materials
  
- Construction paper
- Scissors
- Glue
- Tape
- Visual examples

**BIG IDEA(S):**

- Various traditional sculpture, ceramics, and other 3D media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.
- The arts uniquely communicate meaning and cultural associations and engage people in a personal response.

**ENDURING UNDERSTANDINGS:**

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Creativity and innovative thinking are essential life skills that can be developed.
- Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**ESSENTIAL QUESTIONS:**

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
DESE GLE: PP2A	Creating: Select and apply 3-D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP2)	X	
DESE GLE: AP1A	Responding: Investigate the nature of art and discuss responses to artworks (AP1)	X	

<b>OBJECTIVES</b>	Creating; Presenting, Responding, Connecting		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP2A</li> <li>● PRC: DESE GLE AP1A</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>● Traditional 3D media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>● Art conveys meaning and engages people in a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>● Form</li> <li>● Sculpture in-the-round</li> <li>● Scoring</li> <li>● Slipping</li> <li>● Slip</li> <li>● Real texture</li> <li>● Modeling</li> <li>● Coils</li> </ul>	<ul style="list-style-type: none"> <li>● Combine simple forms to create a complex/form (in-the-round) (PP2A)</li> <li>● Use paper joining techniques such as tabs and slits (PP2A)</li> <li>● Modeling with clay or a similar material: Build a form using a coil technique (PP2A)</li> <li>● Discuss and develop answers to questions about art such as: What makes an artwork special, valuable, or good? (AP1A)</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Demonstrate techniques and processes</b></li> <li>● <b>Provide visual examples</b></li> <li>● <b>Facilitate discussions about interpreting art/sculptural forms.</b></li> <li>● <b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create a clay bust starting with a cylinder and molding/adding simple forms to create a complex, in-the-round object/form.</li> <li>● Create an object (e.g. model for a building) using paper joining techniques such as tabs and slits.</li> <li>● Learn about a ceramic artist (e.g. Maria Martinez who used the coil technique to form her pots) and respond to questions such as: What makes an artwork special, valuable, or good?</li> <li>● Form a pot using the coil technique.</li> <li>● Learn about sculpture, ceramics, and other 3D media skills and concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/Choice-Based Setting to help with generating ideas and creating original art.</li> </ul>	2, 3, 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>● History: Artifacts give us information about past civilizations (e.g. pottery)</li> </ul>	<ul style="list-style-type: none"> <li>● Modeling with clay</li> <li>● Pinch pot</li> <li>● Paper folding techniques</li> <li>● Building with layered materials</li> </ul>	<ul style="list-style-type: none"> <li>● How is sculpture in-the-round different from relief sculpture?</li> <li>● What are some different overall forms that a clay pot can be shaped into (e.g. straight,</li> </ul>

		rounded)? <ul style="list-style-type: none"> <li>How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> <li>Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		



INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



**CONTENT AREA:** Visual Art

**COURSE:** Art 5

**UNIT TITLE:** Themes in Art Techniques and Processes

**UNIT DURATION:** 1 - 2 Weeks

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Materials for communicating an idea about a theme (e.g. drawing, painting)</li> <li>Visual examples</li> <li>Student reference sources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Various traditional media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas about a theme.</li> <li>The arts uniquely communicate meaning and cultural associations and engage people in a personal response.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>Creativity and innovative thinking are essential life skills that can be developed.</li> <li>Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>Why do artists follow or break from established traditions?</li> <li>How do life experiences influence the way you relate to art?</li> <li>How does learning about art impact how we perceive the world?</li> <li>What can we learn from our responses to art?</li> </ul>

environments.			
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
DESE GLE: PP3C	Creating: Communicate ideas about subject matter and themes in artworks for various purposes (PP3)	X	
DESE GLE: EP1	Elements and Principles: Select and use elements of art for their effect in communicating ideas through artwork (EP1)	X	
NCAS: Pr4, Pr5, Pr6, Cn10, Cn11  DESE GLE: AP2	Presenting: Select, analyze, and interpret artistic work for presentation (Pr4); Develop and refine artistic techniques and work for presentation (Pr5); Convey meaning through the presentation of artistic work (Pr6)  Responding: Analyze and evaluate art using art vocabulary (AP2)  Connecting: Synthesize and relate knowledge and personal experiences to make art (Cn10); Relate artistic ideas and works with societal, cultural, and historical content to deepen understanding (Cn11)	X	

<b>OBJECTIVES</b>	Creating; Elements and Principles of Design; Presenting, Responding, Connecting
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP3C</li> <li>● EP: DESE GLE EP1B</li> <li>● PRC: DESE AP2A; NCAS PR4, PR5, PR6, CN10, CN11</li> </ul>
<b>WHAT SHOULD STUDENTS...</b>	

<p style="text-align: center;"><b>UNDERSTAND?</b></p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;"><b>KNOW?</b></p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;"><b>ACADEMIC VOCABULARY</b></p>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> <li>● Traditional media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>● Art conveys meaning and engages people in a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Communicating an idea</li> <li>● Symbolic shapes</li> <li>● Curator</li> <li>● Art museum</li> <li>● Contour lines, illusion of form, implied/simulated textures, intermediate and neutral colors, asymmetrical balance, contrast/variety of textures, perspective: change in size, point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Create an original artwork that communicates ideas about the following themes: United States, Patriotism, World, Time (e.g. past, present, future) (PP3C)</li> <li>● Use symbolic shapes (EP1B)</li> <li>● Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork (Pr4.1)</li> <li>● Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork (Pr5.1)</li> <li>● Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. (Pr6.1)</li> <li>● Describe the use of the following in artworks: Contour lines, symbolic shapes, illusion of form, implied/simulated textures, intermediate and neutral colors, asymmetrical balance, contrast/variety of textures, perspective: change in size, point of view (AP2A)</li> <li>● Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking (Cn10.1)</li> </ul>

		<ul style="list-style-type: none"> <li>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society (Cn11.1)</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Facilitate discussions and guide students through the process of creating artwork that communicates an idea about a theme</li> <li>Provide visual examples</li> <li>Facilitate TAB/Choice-based art, helping guide students through the process of creating</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the process of presenting: <ul style="list-style-type: none"> <li>Using a group of artwork (e.g. SLAM website, The Art of Freedom by Bob Raczka) discuss the roles and responsibilities of a curator</li> <li>Discuss the safe and effective use of materials and techniques for preparing and presenting artwork</li> <li>Discuss how an exhibition presents ideas and information about a specific concept or topic</li> </ul> </li> <li>Practice the process of connecting: <ul style="list-style-type: none"> <li>Using a variety of images as reference (e.g. the Art of Freedom by Bob Raczka) describe the use of the following in artworks: contour lines, symbolic shapes, illusion of form, implied/simulated textures, intermediate and neutral colors, asymmetrical balance, contrast/variety of textures, perspective: change in size, point of view</li> </ul> </li> </ul>	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>● Practice viewing surroundings in a new way by applying art concepts. Create an original artwork that communicates an idea about the United States, Patriotism, the World, or Time (e.g. past, present, future) using symbolic shapes or other relevant art concepts</li> <li>● Discuss an artwork that has informed or created change for an individual or society (e.g. American art that expresses patriotism)</li> <li>● Learn about themes and communication skills and concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based Setting to help with generating ideas and creating original art.</li> </ul>	
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Social studies: United States, Patriotism, the World, Time (past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>● Symbolic shapes</li> <li>● Museum</li> </ul>	<ul style="list-style-type: none"> <li>● How is artwork chosen to be grouped together in a museum or book?</li> <li>● How have artists expressed their ideas about America?</li> <li>● How can symbolic shapes be used to communicate an idea?</li> <li>● How can artwork inform or create change for an individual or society?</li> <li>● What ideas would the students likes to express about the theme? How can they get</li> </ul>

		their ideas across in a visual way?
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> <li>Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



**CONTENT AREA:** Visual Art

**COURSE:** Art 5

**UNIT TITLE:** Process of creating

**UNIT DURATION:** 8-10 weeks; shorter if integrating into whole-class projects

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Materials being used for project if integrating into whole-class learning activity</li> <li>Variety of media if using TAB/Choice-Based Art setting <ul style="list-style-type: none"> <li>Drawing (e.g. drawing pencils, colored pencils, markers, pastels, drawing paper)</li> <li>Painting (e.g. tempera paint, watercolor paint, brushes, painting paper)</li> <li>Printmaking (e.g. gel plates, tempera paint, brayers, stamps)</li> <li>Fiber Arts (e.g. string, yarn, fabric, looms)</li> <li>Collage (e.g. construction paper, scissors, glue)</li> <li>Sculpture (e.g. cardboard, pipe cleaners, wood, glue, tape)</li> <li>Digital arts (e.g. chromebooks)</li> </ul> </li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>A student involved in the creative process (NCAS): <ul style="list-style-type: none"> <li>Imagines a mental image or concept</li> <li>Investigates and studies through exploration or examination</li> <li>Constructs a product by combining or arranging a series of elements</li> <li>Reflects and thinks deeply about his or her work</li> </ul> </li> <li>Various traditional media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Practicing the process of creating can help students gain skill at</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What conditions, attitudes, and behaviors support creativity and</li> </ul>

communicating ideas and solving visual art problems. The process includes these principles (NCAS):

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
NCAS: Cr1, Cr2, Cr3	Creating: Generate and conceptualize artistic ideas and work (Cr1); Organize and develop artistic ideas and work (Cr2); Refine and complete artistic work (Cr3)	X	



<b>OBJECTIVES</b>	Creating	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: NCAS Cr1.1, Cr1.2, Cr2.1, Cr2.2, Cr2.3, Cr3.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Creativity and innovative thinking are essential life skills that can be developed.</b></li> <li>● <b>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</b></li> <li>● <b>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</b></li> <li>● <b>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</b></li> <li>● <b>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</b></li> <li>● <b>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Original idea</li> <li>● Thumbnail sketch</li> <li>● Traditional media (e.g. pencil, paint), techniques (e.g. stippling, blending), processes (e.g. stitching fabric, pulling a print), as well as the elements and principles of art (e.g. color, balance), and subject matters (e.g. still life, landscape)</li> <li>● Artist statement</li> </ul>	<ul style="list-style-type: none"> <li>● Combine ideas to generate an innovative idea for art-making (NCAS:Cr1.1)</li> <li>● Identify and demonstrate diverse methods of artistic investigation (inquiry and exploration) to choose an approach for beginning a work of art (NCAS: Cr1.2)</li> <li>● Experiment and develop skills in multiple art-making techniques and approaches through practice (NCAS: Cr2.1)</li> <li>● Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment (NCAS: Cr2.2)</li> <li>● Identify, describe, and visually document places and/or objects of personal significance (NCAS: Cr2.3)</li> <li>● Create artist statements using art vocabulary to describe personal choices in art-making (NCAS: Cr3.1)</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Demonstrate techniques and processes</b></li> <li>● <b>Provide visual examples</b></li> <li>● <b>Facilitate discussions about the creative process</b></li> <li>● <b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<ul style="list-style-type: none"> <li>● Practice the process of creating in a Teaching for Artistic Behavior (TAB)/ choice-based setting <a href="http://teachingforartisticbehavior.org/">http://teachingforartisticbehavior.org/</a> or whole-class activity with flexibility on the choice spectrum <a href="https://www.theartofed.com/2014/12/19/where-are-you-on-the-choice-spectrum/">https://www.theartofed.com/2014/12/19/where-are-you-on-the-choice-spectrum/</a></li> <li>● From a discussion, list, or inspiration board combine two or more ideas into an innovative idea to guide an artwork</li> <li>● Discuss and practice methods for approaching a new work of art (e.g. research, thumbnail sketches)</li> <li>● Explore and develop skills in multiple TAB studios (e.g. drawing, painting, fiber arts)</li> <li>● Learn about and use care when using materials, tools, and equipment</li> <li>● Use places and/or objects of personal significance in an artwork</li> <li>● Create student generated and refined original works of art</li> <li>● Reflect on original artwork, describing personal choices</li> </ul>	<p>2, 3, 4</p>

<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Students may choose to communicate ideas about other disciplines as part of their artistic goal (e.g. music, sports, current events or culture)</li> </ul>	<ul style="list-style-type: none"> <li>Places and/or subjects of personal significance</li> <li>Prior experience with the process of creating</li> </ul>	<ul style="list-style-type: none"> <li>Where do ideas for creating art come from?</li> <li>How can skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> <li>How does an artist decide on a medium, technique, process, element or principle, subject matter, or theme to help meet their artistic goals?</li> <li>How do artists reflect on their work? How can a reflection help inform the next artistic goal?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student's artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> <li>Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Art  <b>COURSE:</b> Art 6	<b>UNIT TITLE:</b> Drawing Media, Techniques, and Processes  <b>UNIT DURATION:</b> 2 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Drawing paper</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Various traditional drawing media, techniques, and processes, as well as</li> </ul>
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<ul style="list-style-type: none"> <li>● Drawing pencils, erasers, blending stumps</li> <li>● Colored pencils</li> <li>● Markers</li> <li>● Chalk pastels</li> <li>● Oil Pastels</li> <li>● Visual examples</li> <li>● Student portrait reference sources</li> </ul>	<p>the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</p> <ul style="list-style-type: none"> <li>● The arts uniquely communicate meaning and cultural associations and engage people in a personal response.</li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> <li>● How do life experiences influence the way you relate to art?</li> <li>● How does learning about art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> <li>● How does art preserve aspects of life?</li> </ul>		
<p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>			
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>			
<p><b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i></p>	<p><b>STANDARDS: Content specific standards that will be addressed in this unit.</b></p>	<p><b>MAJOR STANDARD</b></p>	<p><b>SUPPORTING STANDARD</b></p>
<p>DESE GLE: PP1A, PP3A, PP3B</p>	<p>Creating: Select and apply 2D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1); Communicate ideas about subject matter and theme in artworks created for various purposes (PP3)</p>	<p>X</p>	
<p>DESE GLE: EP1A, EP1B, EP1G, EP2C, EP2F</p>	<p>Elements and Principles: Select and use elements and principles of art for their effect in communicating ideas through artwork (EP1, EP2)</p>	<p>X</p>	
<p>NCAS: Re7.1, Re7.2, Re8.1, Re9.1</p>	<p>Responding: Perceive and analyze artistic work (NCAS: Re7); Interpret intent and meaning in artistic work (NCAS: Re8); Apply criteria to evaluate artistic work (NCAS: Re9)</p>	<p>X</p>	

NCAS: Cn11.1	Connecting: Relate artistic ideas and works with societal, cultural, and historical content to deepen understanding (Cn11)		
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<b>OBJECTIVES</b>	Creating; Elements and Principles of Design; Presenting, Responding, Connecting		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP1A, PP3A, PP3B</li> <li>● EP: DESE GLE EP1A, EP1B, EP1G, EP2C, EP2F</li> <li>● PRC: NCAS RE7.1, RE7.2, RE8.1, RE9.1, Cn11.1</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>● Traditional drawing media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>● Art conveys meaning and engages people in a personal response.</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous line</li> <li>● Contour line</li> <li>● Positive and negative shapes</li> <li>● Converging lines</li> <li>● Interpreting art</li> <li>● Realistic portrait</li> <li>● Realistic proportion</li> <li>● Abstract portrait</li> <li>● Contrast</li> <li>● Illustrate</li> </ul>	<ul style="list-style-type: none"> <li>● Use pencil or marker to draw a continuous line that describes an object from observation (PP1A)</li> <li>● Use contour lines to define a complex object (EP1A)</li> <li>● Use positive and negative shapes in two-dimensional work (EP1G)</li> <li>● Use converging lines (EP1A)</li> <li>● Identify and interpret works of art or design that reveal how people live around the world and what they value (NCAS: Re7.1)</li> <li>● Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions (NCAS: Re7.2)</li> <li>● Analyze how art reflects changing times,</li> </ul>	

		<p>traditions, resources, and cultural uses (NCAS: Cn11.1)</p> <ul style="list-style-type: none"> <li>● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed (NCAS: Re8.1)</li> <li>● Develop and apply relevant criteria to evaluate a work of art (NCAS: Re9.1)</li> <li>● Create original artwork using the following subjects: realistic portrait, abstract portrait (PP3A)</li> <li>● Use complex shapes such as people, animals, vehicles (EP1B)</li> <li>● Create facial features in realistic proportion (EP2F)</li> <li>● Use shape, line, and size contrast (EP2C)</li> <li>● Illustrate text (PP3B)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Demonstrate techniques and processes</b></li> <li>● <b>Provide visual examples</b></li> <li>● <b>Facilitate discussions about interpreting art</b></li> <li>● <b>Facilitate TAB/Choice-based art, helping guide students through the process of</b></li> </ul>	<ul style="list-style-type: none"> <li>● Draw an object several times practicing the following: use a continuous line; use contour lines; draw only the negative shapes in and around the object</li> <li>● Create a drawing with converging lines</li> </ul>	1, 2, 3, 4

<p><b>creating</b></p>	<p>(e.g. one point perspective landscape with road or building)</p> <ul style="list-style-type: none"> <li>● Make observations about the meaning or purpose of an artwork using a reference such as Here's Looking at Me by Bob Raczka</li> <li>● Discuss how images suggest cultural associations and what effect that may have on a person's response to the image</li> <li>● Discuss how art reflects changing times, traditions, resources, and cultural uses</li> <li>● Distinguish between relevant and non-relevant information that an artist may have included to help convey an idea or mood through their artwork</li> <li>● Develop and apply relevant criteria to evaluate a work of art</li> <li>● Draw a realistically proportioned portrait</li> <li>● Draw an abstract portrait (e.g. Picasso-inspired) using shape, line, and size contrast</li> <li>● Use expressive lettering to express the meaning of a word or illustrate an excerpt of text from a favorite book or poem</li> <li>● Learn about subject matters, drawing techniques, and design concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based setting</li> </ul> <p><a href="http://teachingforartisticbehavior.org/">http://teachingforartisticbehavior.org/</a></p>	
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	to help with generating ideas and creating original art	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Social Studies: Artworks reflect the culture in which they were created</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Outline</li> <li>Portrait (e.g. painting, photograph, selfie)</li> <li>Abstract art</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>How does the size of your hand, held up in front of you, compare with objects in the distance? How would they compare if they were side by side? How can this concept be applied to roads that are painted going off into the distance?</li> <li>What characteristics of an artwork help contribute to our first impressions of it?</li> <li>How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Does the student's artwork show an understanding of the assessed skill or concept?</li> <li>Class discussions</li> <li>Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



**CONTENT AREA:** Visual Art

**COURSE:** Art 6

**UNIT TITLE:** Painting Media, Techniques, and Processes

**UNIT DURATION:** 1- 2 weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Painting paper
- Paint Brushes
- Tempera Paint

**BIG IDEA(S):**

- Various traditional painting media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual

<ul style="list-style-type: none"> <li>• Mixing trays</li> <li>• Watercolor paint</li> <li>• Visual examples</li> </ul>	art problems.			
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>• Creativity and innovative thinking are essential life skills that can be developed.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> </ul>			
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>				
Standards, Concepts, Content, Skills, Products, Vocabulary				
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>		<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
DESE GLE: PP1B	Creating: Select and apply 2-D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1)		X	
DESE GLE: EP1E, EP1F	Elements and Principles: Select and use elements of art for their effect in communicating ideas through artwork (EP1)		X	

<b>OBJECTIVES</b>	Creating; Elements and Principles of Design		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• C: DESE GLE PP1B</li> <li>• EP: DESE GLE EP1E, EP1F</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>	
<i>Concepts; essential truths that give meaning to the</i>			

<i>topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Traditional painting media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> </ul>	<ul style="list-style-type: none"> <li>Monochromatic color scheme</li> <li>Tints and shades</li> <li>Value scale</li> </ul>	<ul style="list-style-type: none"> <li>Using opaque paint, overlap brush strokes to create a smooth and even area of color (PP1B)</li> <li>Use monochromatic colors (EP1E)</li> <li>Demonstrate color value (tints and shades) (EP1F)</li> <li>Demonstrate a value scale (EP1F)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Demonstrate techniques and processes</li> <li>Provide visual examples</li> <li>Facilitate discussions about painting</li> <li>Facilitate TAB/Choice-based art, helping guide students through the process of creating</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate color value (tints and shades) with a value scale</li> <li>Create a painting using a monochromatic color scheme and compositional technique (e.g. rule of thirds, cropping)</li> <li>Learn about subject matters, painting techniques, and design concepts during demonstrations as part of a TAB/Choice-Based setting to help with generating ideas and creating original art</li> </ul>	2, 3, 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pastel colors</li> <li>• Cropping tool on a camera</li> </ul>	<ul style="list-style-type: none"> <li>• What can tints and shades do for a monochromatic painting?</li> <li>• How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>• Class discussions</li> </ul>	Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



<p><b>CONTENT AREA:</b> Visual Art</p> <p><b>COURSE:</b> Art 6</p>	<p><b>UNIT TITLE:</b> Printmaking and Fiber Arts Media, Techniques, and Processes</p> <p><b>UNIT DURATION:</b> 2-3 weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Collagraph materials (e.g. cardboard, foam, yarn)</li> <li>Scissors</li> <li>Glue</li> <li>Gel plates</li> <li>Tempera Paint</li> <li>Paint trays or paper plates</li> <li>Brayers</li> <li>Fabric, felt</li> <li>String, thread</li> <li>Sewing pins, needles, pin cushions</li> <li>Weaving looms</li> <li>Yarn</li> <li>Weaving needles</li> <li>Beads</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Various traditional printmaking and fiber arts media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> </ul>
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<ul style="list-style-type: none"> <li>● Felting materials (e.g. wool, trays)</li> <li>● Embroidery hoops</li> <li>● Visual examples</li> </ul>										
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> </ul>									
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>										
Standards, Concepts, Content, Skills, Products, Vocabulary										
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">MAJOR STANDARD</th> <th style="width: 20%; text-align: center;">SUPPORTING STANDARD</th> </tr> </thead> <tbody> <tr> <td>DESE GLE: PP1D</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>DESE GLE: EP1D, EP2A</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>		MAJOR STANDARD	SUPPORTING STANDARD	DESE GLE: PP1D	X		DESE GLE: EP1D, EP2A	X	
	MAJOR STANDARD	SUPPORTING STANDARD								
DESE GLE: PP1D	X									
DESE GLE: EP1D, EP2A	X									
	Creating: Select and apply 2D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP1)									
	Elements and Principles: Select and use elements and principles of art for their effect in communicating ideas through artwork (EP1, EP2)									

<b>OBJECTIVES</b>	Creating; Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP1D</li> <li>● EP: DESE GLE EP1D, EP2A</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the</i>		

<i>topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Traditional printmaking and fiber arts media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Printmaking</li> <li>● Printing plate</li> <li>● Prints</li> <li>● Weaving</li> <li>● Loom</li> <li>● Warp and weft</li> <li>● Yarn/String/Thread</li> <li>● Sewing</li> <li>● Pattern</li> <li>● Stitching (e.g. running, whip)</li> <li>● Felting</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a printmaking process (e.g. monoprint, collagraph, string print) (PP1D)</li> <li>● Manipulate fibers (e.g. threading needles, tying simple knots, sewing, wrapping, weaving, beading) (PP1D)</li> <li>● Use real/actual texture (EP1D)</li> <li>● Use symmetrical (formal) balance (EP2A)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Demonstrate techniques and processes</li> <li>● Provide visual examples</li> <li>● Facilitate discussions about printmaking and fiber arts</li> <li>● Facilitate TAB/Choice-based art, helping guide students through the process of creating.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a printing plate by gluing shapes onto a cardboard backing and use to make a print.</li> <li>● Sew a pillow using a pattern and stitching techniques (e.g. running stitch, whip stitch)</li> <li>● Create a symmetrical weaving with a texture</li> <li>● Create a felted artwork using wool fibers</li> <li>● Learn about printmaking and fiber art skills and concepts during</li> </ul>	2, 3, 4



	demonstrations as part of a Teaching for Artistic Behavior (TAB)/Choice-Based setting to help with generating ideas and creating original art	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Math: Creating mathematical patterns</li> <li>• Social studies: Printmaking from other cultures, time periods (e.g. African Adinkra prints, Andy Warhol prints)</li> </ul>	<ul style="list-style-type: none"> <li>• Stamping</li> <li>• Symmetry</li> <li>• Patterns</li> <li>• Weaving</li> </ul>	<ul style="list-style-type: none"> <li>• If printing creates a mirror image of the plate, how do words need to start on a plate in order to print legibly?</li> <li>• Why might an artist want to create a series of the same artwork?</li> <li>• How do we interact with printmaking in our everyday lives?</li> <li>• How could a pattern be useful when sewing?</li> <li>• How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>• Class discussions</li> </ul>	Summative  Formative	2, 3, 4,
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Art  <b>COURSE:</b> Art 6	<b>UNIT TITLE:</b> Sculpture, Ceramics, and Other 3D Media, Techniques, and Processes  <b>UNIT DURATION:</b> 3-4 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Clay</li> <li>● Clay tools</li> <li>● Glaze</li> <li>● Paint brushes</li> <li>● Kiln</li> <li>● Visual examples</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Various traditional sculpture, ceramics, and other 3D media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.</li> <li>● The arts uniquely communicate meaning and cultural associations and engage people in a personal response.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Engagement with the arts can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>● Why do artists follow or break from established traditions?</li> <li>● How do life experiences influence the way you relate to art?</li> <li>● How does learning about art impact how we perceive the world?</li> <li>● What can we learn from our responses to art?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
DESE GLE: PP2A, PP3C	Creating: Select and apply 3-D media, techniques, and processes to communicate ideas and solve challenging visual art problems (PP2); Communicate ideas about subject matter and themes in artworks for various purposes (PP3)	X	
NCAS: Pr4.1, Pr5.1, Pr6.1, Cn10.1  DESE GLE: AP1A, AP2A,	Presenting: Select, analyze, and interpret artistic work for presentation (NCAS: Pr4); Develop and refine artistic techniques and work for presentation (NCAS: Pr5); Convey meaning through the presentation of artistic work (NCAS: Pr6)	X	

IC2A, HC1A, HC1B	<p>Responding: Analyze and evaluate art using art vocabulary (AP2); Compare and contrast artworks from different historical time periods and/or cultures (HC1)</p> <p>Connecting: Investigate the nature of art and discuss responses to artworks (AP1); Explain the connections between Visual Arts and Social Studies (IC2); Synthesize and relate knowledge and personal experiences to make art (NCAS: Cn10)</p>		
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<b>OBJECTIVES</b>	Creating; Presenting, Responding, Connecting
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: DESE GLE PP2A, PP3C</li> <li>● PRC: NCAS Pr4, Pr5, Pr6, Cn10; DESE GLE AP1, AP2, IC2, HC1</li> </ul>

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <ul style="list-style-type: none"> <li>● Traditional 3D media, techniques, and processes, as well as the elements and principles of art and subject matters, can be used to communicate ideas and solve visual art problems.</li> <li>● Art conveys meaning and engages people in a personal response.</li> </ul>	<p><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;"><b>ACADEMIC VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● Relief sculpture</li> <li>● Scoring</li> <li>● Slipping</li> <li>● Slip</li> <li>● Modeling</li> <li>● Symbolism in art</li> <li>● Culture</li> </ul>	<p><i>Skills; Products</i></p> <ul style="list-style-type: none"> <li>● Identify works of art from: Ancient Greece, Rome, Egypt, Pre-Columbian Americas; Africa; Asia (HC1A)</li> <li>● Identify and explain symbolism or message communicated in an artwork (AP2A)</li> <li>● Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs (AP1A)</li> <li>● Explain how artworks reflect the cultures in</li> </ul>

		<p>which they were created (IC2A)</p> <ul style="list-style-type: none"> <li>● Compare and contrast two artworks on: time, place, subject matter, theme, characteristics, cultural content (HC1B)</li> <li>● Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making (NCAS: Cn10.1)</li> <li>● Create a relief artwork by joining two or more surfaces (e.g. natural or manufactured clays, paper pulp, cardboard, found materials) (PP2A)</li> <li>● Create an original artwork that communicates ideas about the following themes: Functions of art in culture (e.g. celebrate rites of passage, teach history and/or religion, decorate useful objects); Personal identity (PP3C)</li> <li>● Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork (NCAS: Pr4.1)</li> <li>● Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit (NCAS: Pr5.1)</li> <li>● Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community (NCAS: Pr6.1)</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Demonstrate techniques and processes</b></li> <li>● <b>Provide visual examples</b></li> <li>● <b>Facilitate discussions about interpreting art/sculptural forms and developing a theme in art.</b></li> <li>● <b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<ul style="list-style-type: none"> <li>● Practice the process of responding and connecting to art: <ul style="list-style-type: none"> <li>● Discuss symbolic images and relief artwork from another culture (e.g. symbols from Ancient Greece; relief sculpture from Ankgor Wat in Cambodia). Explain why someone from one culture might have a different response to artwork from another culture</li> </ul> </li> <li>● Create a relief sculpture expressing personal identity (e.g. interests, personality traits, future plans)</li> <li>● Compare and contrast personal work with artwork from another culture</li> <li>● Create a useful object with clay (e.g. bowl, box, tray)</li> <li>● Practice the process of presenting art <ul style="list-style-type: none"> <li>● Students determine how to arrange the finished clay projects in the art room for an in-class presentation (e.g. divide by subject matter such as personal interests, personality traits, plans for the future). Discuss how the presentation would be similar or different if the artwork was 2D or digital</li> </ul> </li> </ul>	1,2, 3, 4

	<ul style="list-style-type: none"> <li>• Discuss how art museums or exhibits reflect history and values of a community (e.g. SLAM, Missouri History Museum, student exhibit)</li> <li>• Learn about sculpture, ceramics, and other 3D media, skills and concepts during demonstrations as part of a Teaching for Artistic Behavior (TAB)/ Choice-Based setting to help with generating ideas and creating original art.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• History: Artifacts give us information about past civilizations (e.g. ancient symbols, relief sculpture)</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring/slipping</li> <li>• Modeling with clay</li> </ul>	<ul style="list-style-type: none"> <li>• How is relief sculpture different from sculpture in-the-round?</li> <li>• How do artists express their personal identity (e.g. interests, personality traits, life events)?</li> <li>• How could these new skills be combined with personal art goals, helping to generate original art ideas to create in a TAB studio?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>• Class discussions</li> <li>• Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Encourage students to connect life experiences with their art</li> <li>• Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>• Combine knowledge with personal art goals to generate a new art idea</li> <li>• Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4





**CONTENT AREA:** Visual Art

**COURSE:** Art 6

**UNIT TITLE:** Process of creating

**UNIT DURATION:** 8-10 weeks; shorter if integrating into whole-class projects

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Materials being used for project if integrating into whole-class learning activity
- Variety of media if using TAB/Choice-Based Art setting
  - Drawing (e.g. drawing pencils, colored pencils, markers, pastels, drawing paper)
  - Painting (e.g. tempera paint, watercolor paint, brushes, painting paper)
  - Printmaking (e.g. gel plates, tempera paint, brayers, stamps)
  - Fiber Arts (e.g. string, yarn, fabric, looms)
  - Collage (e.g. construction paper, scissors, glue)
  - Sculpture (e.g. cardboard, pipe cleaners, wood, glue, tape)
  - Digital arts (e.g. chromebooks)

**BIG IDEA(S):**

- A student involved in the creative process (NCAS):
  - Imagines a mental image or concept
  - Investigates and studies through exploration or examination
  - Constructs a product by combining or arranging a series of elements
  - Reflects and thinks deeply about his or her work
- Various traditional media, techniques, and processes, as well as the elements and principles of art and subject matters are available for artists and designers as they seek to communicate ideas and solve visual art problems.

**ENDURING UNDERSTANDINGS:**

- Practicing the process of creating can help students gain skill at communicating ideas and solving visual art problems. The process includes these principles (NCAS):
  - Creativity and innovative thinking are essential life skills that can be developed.
  - Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
  - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
  - Artists and designers balance experimentation and safety,

**ESSENTIAL QUESTIONS:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and

<p>freedom and responsibility while developing and creating artworks.</p> <ul style="list-style-type: none"> <li>○ People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>○ Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>	<p>equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <ul style="list-style-type: none"> <li>● How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</li> <li>● What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
NCAS: Cr1, Cr2, Cr3	Creating: Generate and conceptualize artistic ideas and work (Cr1); Organize and develop artistic ideas and work (Cr2); Refine and complete artistic work (Cr3)	X	

<b>OBJECTIVES</b>	Creating		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● C: NCAS Cr1.1, Cr1.2, Cr2.1, Cr2.2, Cr2.3, Cr3.1</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>	
<i>Concepts; essential truths that give meaning to the</i>	<i>Facts, Names, Dates, Places, Information,</i>	<i>Skills; Products</i>	

<i>topic; ideas that transfer across situations.</i>	<i>ACADEMIC VOCABULARY</i>	
<ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</li> <li>● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> </ul>	<ul style="list-style-type: none"> <li>● Original idea</li> <li>● Thumbnail sketch</li> <li>● Traditional media (e.g. pencil, paint), techniques (e.g. stippling, blending), processes (e.g. stitching fabric, pulling a print), as well as the elements and principles of art (e.g. color, balance), and subject matters (e.g. portrait)</li> <li>● Artist statement</li> </ul>	<ul style="list-style-type: none"> <li>● Combine concepts collaboratively to generate innovative ideas for creating art (NCAS:Cr1.1)</li> <li>● Formulate an artistic investigation of personally relevant content for creating art (NCAS: Cr1.2)</li> <li>● Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design (NCAS: Cr2.1)</li> <li>● Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment (NCAS: Cr2.2)</li> <li>● Design or redesign objects, places, or systems that meet the identified needs of diverse users (NCAS: Cr2.3)</li> <li>● Reflect on whether personal artwork conveys the intended meaning and revise accordingly (NCAS: Cr3.1)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Demonstrate techniques and processes</li> <li>● Provide visual examples</li> <li>● Facilitate discussions about the creative process</li> </ul>	<ul style="list-style-type: none"> <li>● Practice the process of creating in a Teaching for Artistic Behavior (TAB)/ choice-based setting <a href="http://teachingforartisticbehavior.org/">http://teachingforartisticbehavior.org/</a></li> </ul>	2, 3, 4

<ul style="list-style-type: none"> <li>● <b>Facilitate TAB/Choice-based art, helping guide students through the process of creating</b></li> </ul>	<p>or whole-class activity with flexibility on the choice spectrum</p> <p><a href="https://www.theartofed.com/2014/12/19/where-are-you-on-the-choice-spectrum/">https://www.theartofed.com/2014/12/19/where-are-you-on-the-choice-spectrum/</a></p> <ul style="list-style-type: none"> <li>● From a discussion, list, or inspiration board combine two or more concepts into an innovative idea to guide an artwork</li> <li>● Discuss and practice methods for approaching a new work of art (e.g., research, thumbnail sketches)</li> <li>● Explore and develop skills in multiple TAB studios (e.g., drawing, painting, fiber arts)</li> <li>● Learn about and use care when using materials, tools, and equipment</li> <li>● Design or redesign objects, places, or systems that meet the identified needs of diverse users</li> <li>● Create student generated and refined original works of art</li> <li>● Reflect on whether personal artwork conveys the intended meaning and revise accordingly</li> </ul>	
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Students may choose to communicate ideas about other disciplines as part of their artistic goal (e.g. music, sports, current</li> </ul>	<ul style="list-style-type: none"> <li>● Places and/or subjects of personal significance</li> <li>● Prior experience with the process of</li> </ul>	<ul style="list-style-type: none"> <li>● Where do ideas for creating art come from?</li> <li>● How can skills be combined with personal art goals, helping to generate original art ideas to</li> </ul>

events or culture)	creating	create in a TAB studio? <ul style="list-style-type: none"> <li>• How does an artist decide on a medium, technique, process, element or principle, subject matter, or theme to help meet their artistic goals?</li> <li>• How do artists reflect on their work? How can a reflection help inform the next artistic goal?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Does the student’s artwork show an understanding of the assessed skill or concept?</li> <li>• Class discussions</li> <li>• Written responses</li> </ul>	Summative  Formative  Summative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide additional examples, demonstrations, check for understanding and answer any questions, give students opportunities to work through difficulties they may experience</li> </ul>	<ul style="list-style-type: none"> <li>• Additional practice, possibly “chunking” information into smaller tasks</li> </ul>	1, 2, 3, 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Encourage students to connect life experiences with their art</li> <li>Give students space and time to experiment and take risks with their art-making</li> </ul>	<ul style="list-style-type: none"> <li>Combine knowledge with personal art goals to generate a new art idea</li> <li>Try a new approach to using the art concept in a work of art, possibly breaking from tradition</li> </ul>	3, 4



<p><b>Content Area: Visual Art</b></p> <p><b>Course: Art 7</b></p>	<p><b>Unit Title: Drawing Techniques and Processes</b></p> <p><b>Unit Duration: 4 Weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Drawing Paper</li> <li>Drawing Pencils, Erasers, Sharpeners</li> <li>Colored Pencils</li> <li>Markers</li> <li>Multiple tip-width drawing pens</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will understand various process and technique; appropriate elements and principles; and historical connections within the world of drawing as they create works of art and reflect upon them.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Understanding and using media/techniques in drawing that allow the students to express a variety of topics and subjects.</li> <li>Understanding the appropriate use of the Elements and Principles of Design in drawing.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What media and technique do I need to master to create effective looking figures, scenes, and subjects in drawing?</li> <li>What elements and principles of design would help me the most in the creation of a drawing?</li> </ul>

<ul style="list-style-type: none"> <li>• Understanding artists and/or cultures known for drawing and the artwork.</li> <li>• Reflecting upon the effectiveness of the student's own drawings as well as that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• What artists are known for and can influence my own work in the area of drawing?</li> <li>• How effective was I in the creation of my drawing?</li> </ul>
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP1A, PP3A	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1A, EP1D, EP2A, EP2B,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
Not Covered	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.		
GLE: HC1A	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance
<b>REFERENCES/STANDARDS</b>	GLE: PP1A: Use a variety of media to create simulated texture.

<i>i.e. GLE/CLE/MLS/NGSS</i>	<p>GLE: PP3A: Create an Artwork depicting the Human Figure and a Still Life.</p> <p>GLE: EP1A: Use Rhythmic Lines</p> <p>GLE: EP1D: Use simulated texture</p> <p>GLE: EP2A: Use Radial Balance</p> <p>GLE: EP2B: Use Center of Interest (emphasis)</p>
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**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that simulated texture is an important component in their drawings.</li> <li>● Students will understand that the human figure is meaningful their drawings.</li> <li>● Students will understand that the Still Life is an important subject their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know various approaches to drawing (such as Whole-to-part, basic perspective/point of view)</li> <li>● Students will know how to create simulated texture.</li> <li>● Students will know the Still Life as a observable construct and as subject matter.</li> <li>● Students will know basic proportions of the Human Figure.</li> <li>● Students will know selected medium/media.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will be able to create an effective Still Life drawing from observation in an appropriate medium that incorporates Rhythmic Lines.</li> <li>● Students will be able to create a developed artwork depicting the human form in reasonable proportion and detail that incorporates simulated texture.</li> <li>● Student will be able to create a drawing that shows radial balance.</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**



TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of the human figure and the still life in artwork.</li> <li>• Demonstration of skills and techniques in the drawing of a still life and a human figure.</li> <li>• Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Create appropriate practice and planning (guided practice) sketches for developed work.</li> <li>• Create a finished/developed drawing (ie a scene) incorporating a full bodied human figure in reasonable proportion and detail.</li> <li>• Create a still life drawing from observation.</li> </ul>	1,2,3, and 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>• Rough drafts idea formation and planning ideas when completing tasks.</li> <li>• Math spatial concepts related to perspective drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• General drawing approaches</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make my work better through organized self reflection?</li> </ul>
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

**PROFICIENCY SCALES FOR THIS STANDARD**

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was	<ul style="list-style-type: none"> <li></li> </ul>

	<b>taught.</b>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>• Students will be able to create an effective Still Life drawing from observation in an appropriate medium.</li> <li>• Students will be able to create a developed artwork depicting the human form in reasonable proportion and detail.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Create a finished/developed drawing (ie a scene) incorporating a full bodied human figure in reasonable proportion and detail.</li> <li>• Create a still life drawing from observation.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: EP1A: Identify and use Rhythmic Lines  GLE: EP1D: Identify and use simulated texture  GLE: EP2A: Identify and use Radial Balance  GLE: EP2B: Identify and use Center of Interest (emphasis)	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that the considered selection and use of the Elements of Design (such as line and texture) is an important component in any drawing.</li> <li>● Students will understand that organizing elements through application of the Principles of Design (such as radial balance and emphasis) is an important component in any drawings.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know and apply the elements of rhythmic line and simulated texture as they apply to drawing(s).</li> <li>● Students will be know and apply the principles of radial balance and emphasis (center of interest) in drawing(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will create developed drawing(s) (including a still life and work incorporating the human figure) demonstrating rhythmic line and simulated texture.</li> <li>● Students will be able to create developed drawing(S ) (including a still life and work incorporating the human figure) demonstrating the radial balancing of subjects and strong areas of emphasis.</li> <li>● Students will be able to identify the appropriate elements and principles of design</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and/or provide examples of the use of rhythm line, simulated texture, emphasis, and radial balance in drawing.</li> <li>● Demonstration skills and techniques to apply rhythm line, simulated texture, emphasis, and radial balance in drawing</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in discussions, activities, and/or presentations to record and illustrate the elements of line and texture.</li> <li>● Participate in discussions, activities, and/or presentations to record and illustrate the principles of emphasis and radial balance.</li> <li>● Create finished/developed drawings incorporating the elements of rhythmic line and simulated texture and identify them.</li> <li>● Create finished/developed drawings incorporating the principles of emphasis and radial balance and identify them.</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Understanding the foundation concepts of any academic discipline is essential to success.</li> </ul>	<ul style="list-style-type: none"> <li>● General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> </ul>	Summative	1,2,3, and 4

<ul style="list-style-type: none"> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Formative  Formative	
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**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**  
*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**  
*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD:</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will create developed drawing(s) (including a still life and work incorporating the human figure) demonstrating rhythmic line and simulated texture.</li> <li>• Students will be able to create developed drawing(S) (including a still life and work incorporating the human figure) demonstrating the radial balancing of subjects and strong areas of emphasis.</li> <li>• Students will be able to identify the appropriate elements and principles of design</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Participate in discussions, activities, and/or presentations to record and illustrate the elements of line and texture.</li> <li>• Participate in discussions, activities, and/or presentations to record and illustrate the principles of emphasis and radial balance.</li> <li>• Create finished/developed drawings incorporating the elements of rhythmic line and simulated texture.</li> <li>• Create finished/developed drawings incorporating the principles of emphasis and radial balance.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>GLE: AP2A: Informal/Formal Art Critique (describe, analyze, interpret, and judgment)</li> <li>GLE: HC1A: Identifying a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that methodically reflecting upon the effectiveness of their</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the following components of an art critique:</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able participate in a large or small group Art Critique (describe, analyze,</li> </ul>

<p>own drawings and that of others through an Art Critique (describe, analyze, interpret, and judgment) is an essential component of artistic growth.</p> <ul style="list-style-type: none"> <li>• Students will understand that the knowledge of art and artists from the United States and European is an essential component of artistic growth.</li> </ul>	<ul style="list-style-type: none"> <li>○ Description (subjects, and the elements of texture and line)</li> <li>○ Analysis (radial balance, center of interest/emphasis)</li> <li>○ Interpretation (themes, purposes)</li> <li>○ Judgment (as an example of realism and/or non-objective).</li> </ul> <ul style="list-style-type: none"> <li>• Students will know a selection of artwork from the United States and Europe: <ul style="list-style-type: none"> <li>○ Artists and artwork focusing of Realism and including the human figure (suggested: the Italian Renaissance and the American Regionalists)</li> <li>○ Modern/ contemporary non-objective work (suggested: Op-Art work)</li> </ul> </li> </ul>	<p>interpret, and judgment) of a famous artwork.</p> <ul style="list-style-type: none"> <li>• Students will be able to write an Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> <li>• Students will be Identifying a variety of artwork (realistic and non-objective) from Europe and the United States in their sketchbooks.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and lead an Art Critique (describe, analyze, interpret, and judgment) of a famous painting</li> <li>● Present and/or provide examples of a variety of artwork (realistic and non-objective) from Europe and the United States).</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>● Participate in discussions, activities, and/or presentations to record and identify a variety of artwork (realistic and non-objective) from Europe and the United States).</li> <li>● Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● History and geography of the US and selected European States</li> <li>● Biographies of artists and those affiliated with them.</li> </ul>	<ul style="list-style-type: none"> <li>● Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Written Art Critique (describe, analyze, interpret, and judgment)</li> <li>● Sketchbook entries of artists, artwork and critique items</li> <li>● Teacher led Group Critique and discussion</li> </ul>	Summative  Formative  Formative	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>•</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will be able participate in a large or small group Art Critique (describe, analyze, interpret, and judgment) of a famous artwork.</li> <li>• Students will be able to write an Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> <li>• Students will be Identifying a variety of artwork (realistic and non-objective) from Europe and the United States in their sketchbooks.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>• Participate in discussions, activities, and/or presentations to record and identify a variety of artwork (realistic and non-objective) from Europe and the United States).</li> <li>• Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



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<b>Content Area: Visual Art</b>  <b>Course: Art 7</b>	<b>Unit Title: Other Media Techniques and Mixed Media</b>  <b>Unit Duration: 4 Weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Various papers appropriate for mixed media</li> <li>● Heavy tag and colored paper for sets.</li> <li>● brushes, water cups, paper towels as appropriate</li> <li>● Pastels, markers, crayons, and colored pencils.</li> <li>● Glue and binding materials</li> <li>● Artbooks/textbooks</li> <li>● Internet enabled device and projector/screen</li> <li>● Internet enabled student devices/chromebooks</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Students will understand various process and technique; appropriate elements and principles; and historical comparisons within the world of mixed media, electronic arts and graphic design as they create examples of such work and reflect upon them.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>

<ul style="list-style-type: none"> <li>• Understanding and using mixed media/techniques that allow the students to create traditional artwork, graphic design product, and electronic art.</li> <li>• Understanding the appropriate use of the Elements and Principles of Design</li> <li>• Understanding artists and artwork and be able to compare and contrast them</li> <li>• Understanding the relationship of illustration and text in graphic design.</li> </ul>	<ul style="list-style-type: none"> <li>• What electronic media, other media and technique can I combine or investigate to create great art?</li> <li>• What elements and principles of design would help me the most in the creation of mixed media and electronic art?</li> <li>• What artists and artwork from Europe and America inspire me?</li> <li>• How effective was I in the creation of mixed and electronic media artwork? ?</li> </ul>
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP3C , PP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1A, EP1B, EP2D	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP1A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
GLE: IC2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
GLE: HC1A, HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP3C: Create an Artwork that communicates group identity.  GLE: PP1C: Create an artwork using general software.  EP1A: Use rhythmic lines  EP1B: Use rhythmic shapes  EP2D: Use regular rhythm  EP1E Use analogous colors  EP1D: Use simulated texture	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that artwork can be used to communicate an identity within a group.</li> <li>● Students will understand that media can be mixed and explored to create unexpected work that focuses on: <ul style="list-style-type: none"> <li>○ Focused use of elements</li> <li>○ Combining unexpected subjects from art history.</li> </ul> </li> <li>● Students will understand that artwork can be created using electronic media and software.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know examples of artwork that communicates group identity: <ul style="list-style-type: none"> <li>○ Logos</li> <li>○ National insignia/flags</li> <li>○ Family symbols, etc.</li> </ul> </li> <li>● Students will know techniques and various media and how to effectively combine them in terms of: <ul style="list-style-type: none"> <li>○ Line, texture, shape and color</li> <li>○ rhythm/pattern.</li> </ul> </li> <li>● Students will know subject matter drawn from the following types of artwork:</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout</li> <li>● Students will create a work focusing on group identity, such as a logo.</li> <li>● Students will be able to create effective mixed media artwork(s) that focuses on, but is not limited to, the following elements and principles of design: <ul style="list-style-type: none"> <li>○ line, texture, shape and color</li> <li>○ rhythm/pattern.</li> </ul> </li> <li>● Students will be able to create a work that</li> </ul>



	<ul style="list-style-type: none"> <li>○ Abstract</li> <li>○ Realism</li> <li>○ Non-Objective.:</li> <li>● Students will know techniques to create work using a computer.</li> </ul>	<p>focused on subject matter from various art historical sources.</p> <ul style="list-style-type: none"> <li>● Students will be able to create an artwork using a computer (stop motion)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples and explanation of group identity in artwork.</li> <li>● Demonstration of skills and techniques in the appropriate for application in mixed media work.</li> <li>● Provide examples or facilitate investigation of subject matter from abstract, non-objective, and realistic sources.</li> <li>● Demonstration of skills and techniques in the appropriate for application in computer based artwork.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Create appropriate practice and planning (guided practice) sketches for developed work.</li> <li>● Create a group identity artwork (such as a logo)</li> <li>● Create an effective mixed media artwork focusing on the elements and a principles of design</li> <li>● Create an artwork using varied historical sources.</li> <li>● Create an artwork using a computer.</li> </ul>	1,2,3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>● Rough drafts, idea formation and planning ideas when completing tasks.</li> <li>● Animation</li> <li>● Historical subject source matter</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Elements and Principles of Design</li> <li>● Computer use ability</li> <li>● Interactions with graphic design</li> </ul>	<ul style="list-style-type: none"> <li>● How can I make my work better through organized self reflection?</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	EP1A: identify and use rhythmic lines EP1B: identify and use rhythmic shapes EP2D: identify and use regular rhythm EP1E identify and use analogous colors EP1D: identify and use simulated texture

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that the considered selection and use of the Elements of Design ( line, shape, color, and texture) are an important component in mixed media work.</li> <li>Students will understand that organizing</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the elements of line, shape, color, and texture in mixed media work.</li> <li>Students will know the principle of rhythm as it applies to mixed media work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>Students will be able to identify and create mixed media artwork that focus on:               <ul style="list-style-type: none"> <li>Line, shape, color, and texture</li> </ul> </li> </ul>

<p>elements through application of the Principles of Design (rhythm) is an important component in a mixed media work.</p>		<ul style="list-style-type: none"> <li>Students will be able to create mixed media artwork with regular rhythm in the lines and shapes and be able to identify them.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and/or provide examples of the use of Line, shape, color, and simulated texture.</li> <li>Present and/or provide examples of the use of regular rhythm..</li> <li>Demonstration skills and techniques to apply Line, shape, color, and texture.</li> <li>Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions, activities, and/or presentations to record and illustrate the elements of Line, shape, color, and simulated texture and the principle of rhythm.</li> <li>Create finished/developed multimedia work incorporating the elements of line, shape, color, and simulated texture as well as the principle of rhythm.</li> <li>Identify and describe the elements of line, shape, color, and simulated texture as well as the principle of rhythm.</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Understanding the foundational concepts of any academic discipline is essential to success.</li> <li>Science: the visible color spectrum</li> <li>Human emotional reaction to color.</li> </ul>	<ul style="list-style-type: none"> <li>General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE</b>	<b>DOK TARGET</b>

	<b>OR SUMMATIVE?</b>	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4
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<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>AP1A: Compare and Contrast Non-Objective, Realistic, and Abstract Artwork</li> <li>HC1A: Identifying a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States</li> <li>HC1B: Compare and Contrast Artworks in terms of: time, place, subject matter, theme, characteristics, And cultural context.</li> <li>IC2A: Discuss the relationship between illustration and written text.</li> </ul>

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand how to compare and contrast two works of art.</li> <li>Students will understand that the knowledge of art and artists from the United States and Europe is an essential component of artistic growth.</li> <li>Students will understand the relationship between illustration and written text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know how to compare and contrast artworks in terms of:               <ul style="list-style-type: none"> <li>time, place, subject matter, theme, characteristics, cultural context.</li> <li>realism, abstraction, and non-objective</li> </ul> </li> <li>Students will know a selection of artwork from the United States and</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able compare and contrast artworks using a Venn diagram(or other graphic organizer) in terms of:               <ul style="list-style-type: none"> <li>time, place, subject matter, theme, characteristics, cultural context.</li> <li>realism, abstraction, and non-objective</li> </ul> </li> <li>Students will be able select and justify an example of realism, abstraction, and non-objective artwork from the US and Europe.</li> </ul>

	<p>Europe:</p> <ul style="list-style-type: none"> <li>○ Artists and artwork focusing on Realism, Abstraction, and Non-Objective Painting (suggested: the Impressionists/Post Impressionists (pointillism), Op-Art movement, Early American Abstraction (O'Keefe), Abstract Expressionism, etc).</li> </ul> <ul style="list-style-type: none"> <li>● Students will know how to engage illustrations and written text.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able write about or discuss the relationship between the illustrations and the written text in an example of graphic design (such as a logo)</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and lead strategies for comparing and contrasting artworks using a graphic organizer such as a Venn diagram.</li> <li>● Present and/or provide examples of a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States) in terms of time, place, subject matter, theme, characteristics, cultural context.</li> <li>● Present examples of and facilitate discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Complete a Venn diagram or other graphic organizer comparing and contrasting artworks in terms of: <ul style="list-style-type: none"> <li>○ time, place, subject matter, theme, characteristics, cultural context.</li> <li>○ realism, abstraction, and non-objective</li> </ul> </li> <li>● Participate in discussions, activities, and/or presentations to record a variety</li> </ul>	<p>1,2,3 and 4</p>

<p>about the relationship of text and illustration in a graphic design work.</p> <ul style="list-style-type: none"> <li>● Participate in guided practice.</li> </ul>	<p>of artwork (realistic, abstract, and non-objective) from Europe and the United States) in terms of time, place, subject matter, theme, characteristics, cultural context.</p> <ul style="list-style-type: none"> <li>● Write a description of the relationship between the illustrations and the text in a graphic design example.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● History and geography of the US and selected European States</li> <li>● Biographies of artists and those affiliated with them.</li> </ul>	<ul style="list-style-type: none"> <li>● Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Written Compare and Contrast</li> <li>● Sketchbook entries of artists, artwork, etc.</li> <li>● Inquiry into examples of realism, abstraction, and non-objective artwork</li> </ul>	<p>Summative</p> <p>Formative</p> <p>Formative</p>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>



		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	The student:  The student exhibits no major errors or omissions.	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student:  <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: ○</li> <li>• Performs basic processes, such as: ○</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



**Content Area:** Visual Art  
**Course:** Art 7

**Unit Title:** Painting Techniques and Processes  
**Unit Duration:** 4 Weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Heavy Paper appropriate for painting
- Paint brushes, water cups, paper towels
- Tempera and watercolor media
- Artbooks/textbooks
- Internet enabled device and projector/screen

**BIG IDEA(S):**

- Students will understand various process and technique; appropriate elements and principles; and historical connections within the world of painting as they create works of art and reflect upon them.

**ENDURING UNDERSTANDINGS:**

- Understanding and using media/techniques in painting that allow the students to express a variety of topics and subjects.
- Understanding the appropriate use of the Elements and Principles of Design in painting.
- Understanding artists and/or cultures known for painting and the artwork.
- Reflecting upon the effectiveness of the student's own paintings as well as that of others.

**ESSENTIAL QUESTIONS:**

- What media and technique do I need to master to create a variety of textures in my paintings? How could I best work with the theme of Nature in a painting?
- What elements and principles of design, in particular what color schemes, would help me the most in the creation of a painting?
- What artists are known for and can influence my own work in the field of painting?
- How effective was I and were others in the creation of paintings?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP1B, PP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1E	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
Not Covered	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.		
GLE: HC1A	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP1B: Use a variety of brushstrokes to create various textures.  GLE: PP3A: Create and artwork that communicates the theme of Nature.  GLE: EP1E: Use analogous colors  GLE: EP1D: Use simulated texture	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that using a variety of brushstrokes will result various textures in their paintings</li> <li>● Students will understand that the theme of nature is a widely used theme in painting and can be creatively applied to their own work</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know various approaches to painting, including such techniques as painterly, pointillist, and hard edged.</li> <li>● Students will know how to use brush techniques to create various textures (rough, smooth, soft, feathered, etc.) in a painting.</li> <li>● Students will know the theme of Nature as an important theme in their work.</li> <li>● Students will know selected medium/media/materials (tempera, watercolor, brush types, etc).</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will be able to create an effective painting, or series of paintings, that incorporate various brush techniques that result in a variety of textures.</li> <li>● Students will be able to create an effective painting, or series of paintings, that incorporate color schemes (in particular analogous)..</li> <li>● Students will be able to create a developed artwork focusing of the theme of Nature.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of the theme of nature in artwork.</li> <li>• Demonstration of skills and techniques in the brushwork (such as hard-edged, pointillist, and painterly/soft-edged) and use of media to create various textures</li> <li>• Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Create appropriate practice and planning (guided practice) sketches for developed work.</li> <li>• Create an effective painting, or series of paintings, that incorporate various brush techniques that result in a variety of textures and color schemes (including but not limited to analogous)..</li> <li>• Create a painting focusing on the theme of Nature.</li> </ul>	1,2,3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Rough drafts, idea formation and planning ideas when completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• General painting approaches</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make my work better through organized self reflection?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•



<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: EP1E: Identify and use analogous colors  GLE: EP1D: Identify and use simulated texture	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that the considered selection and use of the Elements of Design ( color/color schemes (analogous colors) and simulated texture) are an important component in any painting.</li> <li>Students will understand that organizing elements through application of the Principles of Design is an important component in any painting.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the elements of color (analogous colors) and texture as they apply to their painting(s).</li> <li>Students will consider the principles of design in their painting(s)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>Students will create a developed painting that demonstrates an analogous color scheme and be able to identify it and the colors that make it up..</li> <li>Students will be able to create a painting with various simulated textures and be able to identify them.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and/or provide examples of the use of simulated texture and analogous color</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions, activities, and/or presentations to record and</li> </ul>	1,2,3 and 4

<p>schemes in paintings.</p> <ul style="list-style-type: none"> <li>● Demonstration skills and techniques to apply simulated texture and analogous colors in painting.</li> <li>● Participate in guided practice.</li> </ul>	<p>illustrate the elements of color (analogous colors) and simulated textures in painting</p> <ul style="list-style-type: none"> <li>● Create finished/developed paintings incorporating the elements of color (analogous) and simulated texture.</li> <li>● Identify and describe the use of analogous colors and simulated textures in painting.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Understanding the foundational concepts of any academic discipline is essential to success.</li> <li>● Science: the visible color spectrum</li> <li>● Human emotional reaction to color.</li> </ul>	<ul style="list-style-type: none"> <li>● General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Sketchbook entries, sketches, and drills</li> <li>● Class discussions</li> </ul>	<p>Summative</p> <p>Summative</p> <p>Formative</p> <p>Formative</p>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or	

	omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>GLE: AP2A: Informal/Formal Art Critique (describe, analyze, interpret, and judgment)</li> <li>GLE: HC1A: Identifying a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that methodically reflecting upon the effectiveness of their own paintings and that of others through an Art Critique (describe, analyze, interpret, and judgment) is an essential component of artistic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the following components of an art critique: <ul style="list-style-type: none"> <li>Description (subjects, and the elements of texture and color)</li> <li>Analysis</li> <li>Interpretation (themes, purposes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will be able participate in a large or small group Art Critique (describe, analyze, interpret, and judgment) of a famous artwork.</li> <li>Students will be able to write an Art Critique (describe, analyze, interpret, and judgment)</li> </ul>

<ul style="list-style-type: none"> <li>Students will understand that the knowledge of art and artists from the United States and Europe is an essential component of artistic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Judgment (as an example of realism, abstract, and/or non-objective).</li> <li>Students will know a selection of artwork from the United States and Europe: <ul style="list-style-type: none"> <li>Artists and artwork focusing on Realism, Abstraction, and Non-Objective Painting (suggested: the Impressionists/Post Impressionists (pointillism), Op-Art movement, Early American Abstraction (O'Keefe), Abstract Expressionism, etc).</li> </ul> </li> </ul>	<p>of their own work or that of another.</p> <ul style="list-style-type: none"> <li>Students will be able to Identify a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States in their sketchbooks.</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and lead an Art Critique (describe, analyze, interpret, and judgment) of a famous painting</li> <li>Present and/or provide examples of a</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>Participate in discussions, activities,</li> </ul>	1,2,3 and 4

<p>variety of artwork (realistic, abstract, and non-objective) from Europe and the United States).</p> <ul style="list-style-type: none"> <li>Participate in guided practice.</li> </ul>	<p>and/or presentations to record a variety of artwork (realistic, abstract, and non-objective) from Europe and the United States).</p> <ul style="list-style-type: none"> <li>Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>History and geography of the US and selected European States</li> <li>Biographies of artists and those affiliated with them.</li> </ul>	<ul style="list-style-type: none"> <li>Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Written Art Critique (describe, analyze, interpret, and judgment)</li> <li>Sketchbook entries of artists, artwork and critique items</li> <li>Teacher led Group Critique and discussion</li> </ul>	<p>Summative</p> <p>Formative</p> <p>Formative</p>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,



		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	The student: <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



Content Area: Visual Art

Course: Art 7

Unit Title: 3D Techniques and Media

Unit Duration: 4 Weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Heavy Paper appropriate for layered paper sculpture.
- brushes, water cups, paper towels as appropriate
- Glue, paste appropriate for layered paper.
- Color paper for finishing.
- Pigment(s) appropriate for finishing.
- Artbooks/textbooks
- A film depicting a variety of sets (suggested: stop motion animation film)
- Internet enabled device and projector/screen

**BIG IDEA(S):**

- Students will understand various process and technique; appropriate elements and principles; and perceptions about the world of sculpture and 3D work in general as they create works of art and reflect upon them.

**ENDURING UNDERSTANDINGS:**

- Understanding and using media/techniques in sculpture that allow the students to express a variety of artwork.
- Understanding the appropriate use of the Elements and Principles of Design in sculpture.
- Understanding the difficult question: what is art?
- Reflecting upon the effectiveness of the student's own sculptures as well as that of others.

**ESSENTIAL QUESTIONS:**

- What media and technique do I need to master to create an in-the round layered paper sculpture?
- What elements, in particular positive and negative space, and principles of design would help me the most in the creation of a sculpture?
- What is art?
- How effective was I and were others in the creation of 3D work?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP2A	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1G, EP1C	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP1A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
GLE: IC1A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
Not Covered	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP2A: Create an in-the-round layered paper sculpture.  EP1C: Use high and low relief in sculpture  EP1G: Use positive and negative forms in three dimensional work.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Students will understand that the paper medium has a great deal to offer in the area of sculpture.</li> <li>• Students will understand the ins and outs of completing in-the-round sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know various approaches to paper sculpture (including layering, paper-pulping, and papier mache)</li> <li>• Students will know how to select and apply a suitable technique to create small sculptures in paper.</li> <li>• Students will know sculpture-in-the-round, maquette, layering, papier-mache, positive and negative forms, high and low-relief.</li> <li>• Students know how sets are constructed and used in film and theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to prepare for finished sculpture through the use of sketching and planning in their sketchbooks</li> <li>• Students will be able to create an effective layered paper sculpture that is in-the- round and incorporates 3-dimensional positive and negative forms.</li> <li>• Students will be able to add items exhibiting high and low relief.</li> <li>• Students will be able to create a paper set that could be used for stop-motion animation.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples and explanation of in-the-round sculpture and/or examples of architecture.</li> <li>● Demonstration of approaches to planning sculpture (maquette)</li> <li>● Demonstration of skills and techniques suitable for the creation of paper sculpture.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Create appropriate practice and planning sketches for developed sculpture.</li> <li>● Create a developed paper-based sculpture in the round containing both positive and negative forms.</li> <li>● Create a paper set suitable for stop-motion animation</li> <li>● View a film depicting various sets.</li> </ul>	1,2,3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>● Rough drafts, idea formation and planning ideas when completing tasks.</li> <li>● Architecture</li> <li>● Film, animation, and dramatic arts</li> </ul>	<ul style="list-style-type: none"> <li>● Elements and Principles of Design</li> <li>● Different approaches to sculpture (carving, casting, modeling)</li> <li>● Architecture</li> </ul>	<ul style="list-style-type: none"> <li>● How can I make my work better through organized self reflection?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Sketchbook entries, sketches, and drills</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		

<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Product and Performance: 3D Techniques and Media		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>• The student exhibits no major errors or omissions.</li> </ul>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Positive, negative form, in-the-round, relief, maquette</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Papier mache, layered paper, assemblage.</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	



<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 2</b>	Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	EP1C: Differentiate between high and low relief in sculpture  EP1G: Identify and use positive and negative forms in three dimensional work.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that the considered selection and use of the Elements of Design (positive and negative forms) are an important component a sculpture.</li> <li>Students will understand and be able to differentiate between high and low relief in sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know and be able to use positive and negative forms in their sculpture.</li> <li>Students the know the difference between high and low relief in their sculpture.</li> <li>Students will consider the principles of design in their sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to prepare for finished work through the use of sketching and design.</li> <li>Students will create a developed sculpture incorporating positive and negative forms and be able to identify them.</li> <li>Students will be able differentiate between high and low relief in their sculpture(s)</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and/or provide examples of the use of positive/negative forms in sculpture.</li> <li>Present and/or provide examples of the use of high and low in sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions, activities, and/or presentations to record and illustrate the element of form (positive and negative).</li> </ul>	1,2,3 and 4

<ul style="list-style-type: none"> <li>• Demonstration skills and techniques to apply positive and negative forms in sculpture.</li> <li>• Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Create finished/developed sculpture incorporating positive and negative form.</li> <li>• Identify and describe the high and low relief in their work</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Understanding the foundational concepts of any academic discipline is essential to success..</li> </ul>	<ul style="list-style-type: none"> <li>• General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: The Elements of Design: 3D techniques and media		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Positive and negative form, high and low relief.</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: <ul style="list-style-type: none"> <li>● AP1A: Discuss and Develop answers to questions about art: what is art? What should art look like?</li> <li>● IC1A: Explain how art is used in designing/constructing sets in film and theatre</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that art can be found in many unexpected forms and that “What is art?” is not always an easy question.</li> <li>● Students will understand that art is used in the designing and constructing of sets in film and theatre.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will engage in a selection of 3D work and recognize the level of its artistic qualities, including: <ul style="list-style-type: none"> <li>○ Traditional sculpture (carving, casting, modeling, and assemblage)</li> <li>○ Architecture</li> <li>○ Set designs and Sets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able discuss and justify the artistic qualities of various 3 dimensional work in terms of: does it look real? Is it beautiful? Is it expressive? What exactly is art?</li> <li>● Students will be able to identify sets used in an example of film and/or theatre and explain</li> </ul>

	<ul style="list-style-type: none"> <li>Students will know a selection of sets used in film and/or theatre and how art skills are used in their construction.</li> </ul>	<p>how art skills are used to construct them</p>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and lead/facilitate a presentation of traditional sculpture (carving, casting, modeling, and assemblage) that focuses on what makes it art.</li> <li>Present and/or provide examples or architecture that clearly embodies expression. Discuss is it art?</li> <li>Present a short film featuring a variety of sets (suggested: stop motion animation) and facilitate discussion concerning how art is used in their construction.</li> <li>Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in the discussions, activities, and/or presentations to engage in the question “What is art?” in the following areas: <ul style="list-style-type: none"> <li>Traditional sculpture (carving, casting, modeling, and assemblage)</li> <li>Architecture</li> <li>Set designs and Sets</li> </ul> </li> <li>Identify a variety of sets and explain how art skills are used in the design and construction of them.</li> </ul>	<p>1,2,3 and 4</p>

<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Film and theatre</li> <li>● architecture</li> </ul>	<ul style="list-style-type: none"> <li>● Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Written Products: <ul style="list-style-type: none"> <li>○ What is art?</li> <li>○ Art as used in sets and set design</li> </ul> </li> <li>● Sketchbook entries and sketches/notes</li> <li>● Teacher and student led discussions</li> </ul>	Summative          Formative          Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher will provide further in-class practice and examples.</li> <li>● Teacher will provide more resources, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will take advantage of extra instruction</li> <li>● Students will take advantage of the</li> </ul>	1,2,3, and 4



websites or books	opportunity to re-do projects or reflections	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD:</b> Art History, Perceptions, and Connections: 3D Techniques and Media		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
<b>3.0</b>	<b>:</b>  <b>The student exhibits no major errors or omissions.</b>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:</li> <li>● Performs basic processes, such as:</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	

LND	Even with help, no understanding or skill demonstrated.	
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**Content Area: Visual Art**  
**Course: Art 8**

**Unit Title: Drawing Processes and Techniques**  
**Unit Duration: 4-5 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Drawing Paper</li> <li>• Drawing Pencils, Erasers, Sharpeners</li> <li>• Colored Pencils</li> <li>• India Ink, Pens and Holders</li> <li>• Multiple tip-width drawing pens/nibs</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• Students will understand various process and technique; appropriate elements and principles; and historical connections that will enable them to create drawings and reflect upon them.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Understanding and using media/techniques (including linear perspective and value change) in drawing that allows the student to express a realistic, surreal work and the illusion of form.</li> <li>• Understanding appropriate use of the Elements and Principles of Design in drawing.</li> <li>• Understanding artists and/or subject matter/themes that can inspire or assist in drawing.</li> <li>• Understand and reflect upon the effectiveness of the student's own drawings as well as that of others.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What media and technique do I need to master to create effective realistic and surreal landscapes that incorporating tonal changes?</li> <li>• What elements and principles of design would help me the most when engaging line quality, linear perspective, and tonal change in drawing?</li> <li>• What suitable subject matter/themes can I apply to my drawings?</li> <li>• How effective was I in the creation of my drawing?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>

<i>i.e. GLE/CLE/MLS/NGSS</i>			
GLE: PP1A, PP3A	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1A, EP1C, EP1G, EP1B,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
Not Covered	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.		
GLE: HC1A	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP1A: Create even, continuous, and graduated tones using pencil and/or colored pencil.  GLE: PP3A: Create an Original Artwork depicting a realistic and an abstracted landscape  GLE: EP1A: Use a varied line quality  GLE: EP1C: Use a range of value to create the illusion of form.  GLE: EP1F: Use a range of values  GLE: EP2B: Use 1 point linear perspective to create the illusion of form  GLE: EP2F: Use Scale relationships.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <ul style="list-style-type: none"> <li>● Students will understand that change in tone (both continuous as well as graduated) is an important component in their drawings.</li> <li>● Students will understand how to use 1 point linear perspective and tonal change to create the illusion of form.</li> <li>● Students will understand that realistic and abstract landscapes can be important themes for their drawings.</li> </ul>	<i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <ul style="list-style-type: none"> <li>● Students will know how to create graduated and continuous tonal changes in pencil</li> <li>● Students will know create the illusion of form using: <ul style="list-style-type: none"> <li>○ Tonal changes including highlights, mid-ranges, deep shade as well as cast shadows</li> <li>○ 1 point linear perspective and related vocabulary (vanishing point, eye level, perspective lines, etc)</li> </ul> </li> </ul>	<i>Skills; Products</i> <ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will be able to create an effective Still Life drawing from observation that incorporates even and continual tonal changes in pencil to create the illusion of form</li> <li>● Students will create a linear perspective drawing that incorporates graduated tonal change in pencil.</li> <li>● Students will create a 1 point linear</li> </ul>

	<ul style="list-style-type: none"> <li>Students will know abstract and realistic landscapes in terms of type and manipulation of foreground, middle ground and background (scale relationships)</li> <li>Students will know selected medium/media (pencil, colored pencil, wet/dry media, india ink).</li> </ul>	<p>perspective drawing depicting a realistic landscape</p> <ul style="list-style-type: none"> <li>Students will be able to create a developed artwork depicting an abstracted (surreal) landscape focusing on continuous tonal change.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide examples and explanation of the abstract and realistic landscapes in artwork.</li> <li>Demonstration of skills and techniques in drawing: <ul style="list-style-type: none"> <li>Continuous tonal change</li> <li>Graduated tonal change</li> <li>1 point linear perspective.</li> <li>Tonal change to enhance to look of 3 dimensions</li> </ul> </li> <li>Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for finished product through the use of sketching and layout.</li> <li>Create an effective Still Life drawing from observation that incorporates even and continual tonal changes in pencil to create the illusion of form</li> <li>Create a linear perspective drawing that incorporates graduated tonal change in pencil.</li> <li>Create a 1 point linear perspective drawing depicting a realistic landscape</li> <li>Create a developed artwork depicting an abstracted (surreal) landscape focusing on continuous tonal change.</li> </ul>	1,2,3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>

<ul style="list-style-type: none"> <li>• Rough drafts idea formation and planning ideas when completing tasks.</li> <li>• Math spatial concepts related to perspective drawing</li> <li>• Maps</li> <li>• Photography supporting the illusion of form</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• General drawing approaches</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make my work better through organized self reflection?</li> </ul>
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**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will provide extended instruction on more complex methods or concepts.</li></ul>	<ul style="list-style-type: none"><li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li></ul>	3,4



PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>• Students will be able to create an effective Still Life drawing from observation that incorporates even and continual tonal changes in pencil to create the illusion of form</li> <li>• Students will create a linear perspective drawing that incorporates graduated tonal change in pencil.</li> <li>• Students will create a 1 point linear perspective drawing depicting a realistic landscape</li> <li>• Students will be able to create a developed artwork depicting an abstracted (surreal) landscape focusing on continuous tonal change.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Create an effective Still Life drawing from observation that incorporates even and continual tonal changes in pencil to create the illusion of form</li> <li>• Create a linear perspective drawing that incorporates graduated tonal change in pencil.</li> <li>• Create a 1 point linear perspective drawing depicting a realistic landscape</li> <li>• Create a developed artwork depicting an abstracted (surreal) landscape focusing on continuous tonal change.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	•

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: EP1A: Identify and use varied line quality  GLE: EP1C: Identify and use a range of value to create the illusion of form.  GLE: EP1F: Identify and use a range of values  GLE: EP2B: Identify and use 1 point linear perspective to create the illusion of form  GLE: EP2F: Identify and use Scale relationships.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <ul style="list-style-type: none"> <li>● Students will understand that the considered selection and use of the Elements of Design (line, value, and the illusion of form) is an important component in any drawing.</li> <li>● Students will know the importance of scale relationships (proportion) when created drawings with the illusion of form.</li> </ul>	<i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b> <ul style="list-style-type: none"> <li>● Students will know the elements of design: <ul style="list-style-type: none"> <li>○ Line (quality)</li> <li>○ Value (ranges to create the illusion of form)</li> <li>○ Shape/form (1 point linear perspective)</li> </ul> </li> <li>● Students will be know the principles of Design: <ul style="list-style-type: none"> <li>○ Proportion (scale/size relationships: foreground, middle ground, background)</li> </ul> </li> </ul>	<i>Skills; Products</i> <ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will create and identify varied line quality.</li> <li>● Students will be able to create and identify a 1 point linear perspective to create the illusion of form</li> <li>● Students will be able to create and identify a range of values to enhance the illusion of form.</li> <li>● Students will be able to create and identify proportional scale relationships between foreground, middle ground and background.</li> </ul>

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and/or provide examples of the use of line, value, shape/form (1 point linear perspective) in developed work.</li> <li>● Demonstration skills and techniques to apply: <ul style="list-style-type: none"> <li>○ Line (quality)</li> <li>○ Value (ranges to create the illusion of form)</li> <li>○ Shape/form (1 point linear perspective)</li> <li>○ Proportion (scale/size relationships: foreground, middle ground, background)</li> </ul> </li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Create and identify varied line quality.</li> <li>● Create and identify 1 point linear perspective to create the illusion of form</li> <li>● Create and identify a range of values to enhance the illusion of form.</li> <li>● Create and identify proportional scale relationships between foreground, middle ground and background</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Understanding the foundation concepts of any academic discipline is essential to success.</li> </ul>	<ul style="list-style-type: none"> <li>● General knowledge of the elements and principles of design</li> </ul>	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative Summative Formative Formative	1,2,3, and 4
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**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate more complex methods or concepts in their</li> </ul>	3,4

	artwork and their reflections.	
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**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD:</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>• Students will create and identify varied line quality.</li> <li>• Students will be able to create and identify a 1 point linear perspective to create the illusion of form</li> <li>• Students will be able to create and identify a range of values to enhance the illusion of form.</li> <li>• Students will be able to create and identify proportional scale relationships between foreground, middle ground and background.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Create and identify varied line quality.</li> <li>• Create and identify 1 point linear perspective to create the illusion of form</li> <li>• Create and identify a range of values to enhance the illusion of form.</li> <li>• Create and identify proportional scale relationships between foreground, middle ground and background</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>GLE: AP2A: Informal/Formal Art Critique (describe, analyze, interpret, and judgment)</li> <li>GLE: HC1A: Identifying a variety of artwork from the United States</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>



<ul style="list-style-type: none"> <li>● Students will understand that methodically reflecting upon the effectiveness of their own drawings and that of others through an Art Critique (describe, analyze, interpret, and judgment) is an essential component of artistic growth.</li> <li>● Students will understand that the a selection of architectural development in the United States can provide rich subject matter for a realistic landscape</li> <li>● Students will understand that a selection of surreal artwork from the United States can provide inspiration for a abstract landscape</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know the following components of an art critique: <ul style="list-style-type: none"> <li>○ Description</li> <li>○ Analysis</li> <li>○ Interpretation</li> <li>○ Judgment</li> </ul> </li> <li>● Students will know a selection of artwork from the United States: <p>Architecture (as subject matter)</p> <ul style="list-style-type: none"> <li>○ Development of the skyscraper from early modern to post modern.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>○ American Surrealism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able participate in a large or small group Art Critique (describe, analyze, interpret, and judgment) of a famous artwork.</li> <li>● Students will be able to write an basic Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> <li>● Students will be able to Identify a variety US architectural examples (skyscrapers) in their sketchbooks to be used as subjects/inspirations in their drawing</li> <li>● Students will be able to identify examples of American Surrealism in their sketchbooks.</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
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<ul style="list-style-type: none"> <li>• Present/lead or facilitate an Art Critique (describe, analyze, interpret, and judgment)</li> <li>• Present and/or facilitate the exploration of examples of a variety of artwork skyscrapers developed from early modern period to post modern in the United States to be used as subject matter in drawing.</li> <li>• Present and/or facilitate the exploration of examples of a variety of abstract landscapes (such as American Surrealism) in the United States to</li> <li>• Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>• Participate in discussions, activities, and/or presentations to record and identify a variety of skyscrapers and abstract landscapes produced in the United States.</li> <li>• Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• Development of the US city</li> <li>• Historical connections during the 20s and 30s.</li> </ul>	<ul style="list-style-type: none"> <li>• Artists, Artwork, Architecture s known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Written Art Critique (describe, analyze, interpret, and judgment)</li> <li>• Sketchbook entries of artists, artwork, architecture and critique items</li> <li>• Teacher led Group Critique and discussion</li> </ul>	Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> <li>•</li> </ul>
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Students will be able participate in a large or small group Art Critique (describe, analyze, interpret, and judgment) of a famous artwork.</li> <li>• Students will be able to write an basic Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> <li>• Students will be able to Identify a variety US architectural examples (skyscrapers) in their sketchbooks to be used as subjects/inspirations in their drawing</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>• Participate in discussions, activities, and/or presentations to record and identify a variety of skyscrapers and abstract landscapes produced in the United States.</li> <li>• Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:</li> <li>• Performs basic processes, such as:</li> </ul> <p>o</p>	

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**Content Area: Visual Art**

**Course: Art 8**

**Unit Title: Other Media Techniques and Mixed Media**

**Unit Duration: 4-5 Weeks**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Various papers appropriate for mixed media
- brushes, water cups, paper towels as appropriate
- Markers, colored pencils, watercolor, India Ink, holders, nibs of various widths...
- Glue and binding materials (sewing bindings and/or magazine style binding)
- Heavy paper and Paper for sketchbook pages.
- Artbooks/textbooks
- Internet enabled device and projector/screen
- Internet enabled student devices/chromebooks

**BIG IDEA(S):**

- Students will understand various process and technique; appropriate elements and principles; and historical comparisons within the world of Fiber-based media, mixed media, electronic arts and graphic design as they create examples of such work and reflect upon them.

<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Understanding mixed media and related techniques that allow the students to create graphic design related art, fiber based art, and electronic art.</li> <li>Understanding the appropriate use of the Elements and Principles of Design</li> <li>Understanding artists and artwork and be able to compare and contrast them. Understand connections between artwork, music and US current and historical events.</li> <li>Understanding the relationship of illustration and text in graphic design.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What media and technique can I combine or investigate to create great art and graphic design?</li> <li>What elements and principles of design would help me the most in the creation of mixed media and electronic art?</li> <li>What artists and artwork from America inspire me, and what connections can I draw between art, music and events in the US?</li> <li>How effective was I in the creation of mixed and electronic media artwork?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP1C, PP1D	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1A, EP2A	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: IC1A, IC2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
GLE: HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP1C: Create an Artwork using software  GLE: PP1D: Create an Artwork using Fibre Arts  GLE: EP1A: Use Varied Line Quality  GLE: IC2A: Connecting Artwork to Events in the United States.	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<b>START HERE</b> <ul style="list-style-type: none"> <li>● Students will understand that fiber-based techniques can be effectively used to create art.</li> <li>● Students will understand media can be mixed and explored to create unexpected work.</li> <li>● Students will understand that artwork can be created using electronic media and software.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know examples of artwork that that is fiber based (any of the following:             <ul style="list-style-type: none"> <li>○ Weaving, knotting</li> <li>○ Paper making</li> <li>○ Batik</li> <li>○ Book arts and binding</li> </ul> </li> <li>● Students will know techniques and various media and how to effectively combine them in terms of:             <ul style="list-style-type: none"> <li>○ Line Quality</li> <li>○ Music and/or Poetry</li> <li>○ Current and Historical events in the United States</li> </ul> </li> <li>● Students will know techniques to create work using a computer.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout</li> <li>● Students will create a work focusing the fiber Arts (such as book arts and bindery).</li> <li>● Students will be able to create mixed media artwork(s) that focuses on, but is not limited to, the following::             <ul style="list-style-type: none"> <li>○ Line Quality</li> <li>○ Music and/or Poetry</li> <li>○ Current and Historical events in the United States</li> </ul> </li> <li>● Students will be able to create an artwork using a computer..</li> </ul>

<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples or facilitate explanation of fiber arts and multi-media artwork.</li> <li>● Demonstration of skills and techniques in the appropriate for application of fiber arts and mixed media work.</li> <li>● Provide examples or facilitate investigation of subject matter from current events, historical sources as well as poetry/music.</li> <li>● Demonstration of skills and techniques in the appropriate for application in computer based artwork.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Create appropriate practice and planning (guided practice) sketches for developed work.</li> <li>● Participate successfully in all presentations investigating subject matter: <ul style="list-style-type: none"> <li>○ Line Quality</li> <li>○ Music and/or Poetry</li> <li>○ Current and Historical events in the United States</li> </ul> </li> <li>● Create a developed fiber-based artwork (book -arts based or other).</li> <li>● Create an artwork focusing on line quality and informal balance (with an historical connection) such as calligraphy or other.</li> <li>● Create an artwork or series of artworks using varied current and/or historical sources.</li> </ul>	1,2,3, and 4



	<ul style="list-style-type: none"> <li>• Create an artwork using a computer.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Rough drafts, idea formation and planning ideas when completing tasks.</li> <li>• Historical subject source matter</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• Computer use ability</li> <li>• Interactions with graphic design</li> </ul>	<ul style="list-style-type: none"> <li>• How can I make my work better through organized self reflection?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will provide extended instruction on more complex methods or concepts.</li></ul>	<ul style="list-style-type: none"><li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li></ul>	3,4

<b>OBJECTIVE # 2</b>	Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	EP1A: Identify and Use Varied Line Quality  EP2A: Identify and Use Informal Balance	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Students will understand that the considered selection and use of the Elements of Design ( varied line quality) are an important component in mixed media work.</li> <li>• Students will understand that organizing elements through application of the Principles of Design (Informal Balance) is an important component in a mixed media work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know the elements of line and line quality in art work.</li> <li>• Students will know the principle of Informal balance as it applies to mixed media work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>• Students will be able to identify, describe and create mixed media artwork that focus on line quality.</li> <li>• Students will be able to identify, describe, and create mixed media artwork with informal balance.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>● Present and/or provide examples of the use of character of line in current/historical artwork.</li> <li>● Present and/or provide examples of the use of informal balance..</li> <li>● Demonstration skills and techniques to apply Line, shape, color, and texture.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in discussions, activities, and/or presentations to record and illustrate the elements of Line and line quality and the principle of informal balance..</li> <li>● Create finished/developed multimedia work incorporating the elements line and line quality as well as the principle of informal balance.</li> <li>● Identify and describe the elements of line and character of and simulated texture as well as the principle of informal balance..</li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Understanding the foundational concepts of any academic discipline is essential to success.</li> </ul>	<ul style="list-style-type: none"> <li>● General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Sketchbook entries, sketches, and drills</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● HC1B: Compare and Contrast Artworks in terms of: time, place, subject matter, theme, characteristics, cultural context.</li> <li>● IC1A: Connect music/poetry and art.</li> <li>● IC2A: Connect artwork to Events in the United States.</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand how to compare and contrast two works of art.</li> <li>● Students will understand that there is a connection between written, performed and visual art forms.</li> <li>● Students will understand that events and ideas in a culture (the US) are reflected in the artwork it produces</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know how to compare/contrast two artworks in terms of : <ul style="list-style-type: none"> <li>○ Time and place</li> <li>○ Artist</li> <li>○ Subject matter and theme</li> <li>○ Characteristics</li> <li>○ Materials</li> <li>○ Ideals and belief</li> <li>○ Function</li> </ul> </li> <li>● Students will know how to discuss the connections between visual art and music/poetry.</li> <li>● Students will know that art often reflects and/or direct events within a culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able compare and contrast artworks using a Venn diagram(or other graphic organizer) in terms of: <ul style="list-style-type: none"> <li>○ time, place, subject matter, theme, characteristics, materials, ideals/belief, and function</li> </ul> </li> <li>● Students will be able discuss the connections of their own visual art and sources from music and/or poetry.</li> <li>● Students will be able discuss the concept of art both directing and reflecting the events and ideas within a culture (the US)... such as in its editorial cartoons, and/or other events based work.</li> </ul>

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and lead strategies for comparing and contrasting artworks using a graphic organizer such as a Venn diagram.</li> <li>● Present and/or provide examples of artwork from in terms of time, place, artist, subject matter, theme, characteristics, materials, ideals and belief, and function.</li> <li>● Present examples of and facilitate discussion about the relationship of visual art and music/poetry in a graphic design work.</li> <li>● Present and/or provide examples of artwork that clearly reflects events and ideas in US history and current events.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Students use a graphic organizer or other strategy to compare/contrast two artworks in terms of : <ul style="list-style-type: none"> <li>○ Time and place</li> <li>○ Artist</li> <li>○ Subject matter and theme</li> <li>○ Characteristics</li> <li>○ Materials</li> <li>○ Ideals and belief</li> <li>○ Function</li> </ul> </li> <li>● Students will participate in discussions and/or reflections examining the connections of their own visual art and sources from music and/or poetry.</li> <li>● Students will write a reflection or participate in a discussion examining the concept of art directing and reflecting the events and ideas within a culture (the US)... such as in its editorial cartoons, and/or other events based work.</li> </ul>	1,2,3 and 4

<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>History and geography of the US</li> <li>Biographies of artists and those affiliated with them.</li> </ul>	<ul style="list-style-type: none"> <li>Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Written Compare and Contrast</li> <li>Sketchbook entries of artists, artwork, etc.</li> <li>Participation in discussions and presentations.</li> </ul>	Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the</li> </ul>	1,2,3, and 4



websites or books	opportunity to re-do projects or reflections	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Art**  
  
**Course: Art 8**

**Unit Title: Painting Techniques and Processes**  
  
**Unit Duration: 4-5 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Heavy Paper appropriate for painting</li> <li>Paint brushes, water cups, paper towels</li> <li>Tempera and watercolor media</li> <li>Artbooks/textbooks</li> <li>Internet enabled device(s) and projector/screen</li> <li>drying Rack</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will understand various process and technique; appropriate elements and principles; and historical connections within the world of painting as they create works of art and reflect upon them.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Understanding and using painting techniques and media that allow the students to express a variety of topics and subjects.</li> <li>Understanding the appropriate use of the Elements and Principles</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What media and technique do I need to master mix a variety of tints, shades, and other colors in my paintings?</li> <li>How can I use complementary colors (creating strong contrasts), vary the</li> </ul>

<p>of Design (color, value, movement, and shape) in painting.</p> <ul style="list-style-type: none"> <li>• Understanding a selection of US artists (and work) known for painting.</li> <li>• Reflecting upon the effectiveness of the student's own paintings as well as that of others.</li> </ul>	<p>value? How can I use a variety of shapes? How can I use Rhythm?</p> <ul style="list-style-type: none"> <li>• What US Painters can influence my own work?</li> <li>• How effective was I and were others in the creation of paintings?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP1B	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1E, EP1F, EP2C, EP2D, EP1B	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
GLE: AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
GLE: HC1A	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP1B: Create a variety of colors, tints, and shades mixing pigments  GLE: EP1E and 2C: Use complementary colors and contrast  GLE: EP1F: Vary the Value  GLE: EP2D: Use Progressive Rhythm  GLE: EP1B: Use Varied Shapes	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand how to mix colors, tints and shades (varying the value) in painting</li> <li>● Students will understand how to use complementary colors in painting and the resulting strong contrasts.</li> <li>● Students will understand how to use a variety of shapes for both variety and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know how to mix pigments effectively to vary the value into tints and shades and apply this to other colors as well.</li> <li>● Students will know how achieve strong contrast through complements.</li> <li>● Students will know how to use a variety of shapes <ul style="list-style-type: none"> <li>○ Organic</li> <li>○ Geometric</li> <li>○ Free-form</li> </ul> </li> <li>● Students know how to achieve progressive rhythm.</li> <li>● Students will know selected medium/media/materials (tempera,</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will be able to create an effective painting, or series of paintings, that incorporate incorporates varied value (including tints and shades), as well as other mixed colors.</li> <li>● Students will create a painting that includes complementary colors.</li> <li>● Students will be able to include the principle of progressive rhythm and variety of shape in their paintings.</li> </ul>

watercolor, brush types, etc).

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples or facilitate exploration of the use of:               <ul style="list-style-type: none"> <li>○ variety of shape</li> <li>○ varied value (tints and shades)</li> <li>○ progressive rhythm</li> <li>○ Color complements (high contrast)</li> </ul> </li> <li>● Demonstration of skills and techniques in the effective mixing of pigment to create tints, shades and other colors.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Create appropriate practice and planning (guided practice) sketches for developed work.</li> <li>● Create an effective painting, or series of paintings, that incorporate:               <ul style="list-style-type: none"> <li>○ variety of shape</li> <li>○ varied value (tints and shades)</li> <li>○ progressive rhythm</li> <li>○ Color complements (high contrast)</li> </ul> </li> <li>● Create a painting focusing on effective mixing of pigment to create tints, shades and other colors.</li> </ul>	1,2,3, and 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>● Rough drafts, idea formation and planning ideas when completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Elements and Principles of Design</li> <li>● General painting approaches</li> </ul>	<ul style="list-style-type: none"> <li>● How can I make my work better through organized self reflection?</li> </ul>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> </ul>	Summative	1,2,3, and 4

<ul style="list-style-type: none"> <li>• Sketchbook entries, sketches, and drills</li> <li>• Class discussions</li> </ul>	Summative  Formative  Formative	
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**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design
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<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: EP1E and 2C: Identify use complementary colors and high contrast  GLE: EP1F: Identify and use varied value  GLE: EP2D: Identify use progressive rhythm  GLE: EP1B: Identify and use varied shapes	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that the considered selection and use of the Elements of Design (color, value, shape) are an important component in painting.</li> <li>● Students will understand that organizing elements through application of the Principles of Design (Variety and Progressive Rhythm) is an important component in painting.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know the elements of:             <ul style="list-style-type: none"> <li>○ Color (complementary)</li> <li>○ Value (tints and shades)</li> <li>○ Shape (variety)</li> </ul> </li> <li>● Students will know the principles of design in their painting:             <ul style="list-style-type: none"> <li>○ Progressive rhythm</li> <li>○ variety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished product through the use of sketching and layout.</li> <li>● Students will be able to identify and use the following elements:             <ul style="list-style-type: none"> <li>○ Color (complementary)</li> <li>○ Value (tints and shades)</li> <li>○ Shape (variety)</li> </ul> </li> <li>● Students will be able to identify and use the following principles:             <ul style="list-style-type: none"> <li>○ Progressive rhythm</li> <li>○ variety</li> </ul> </li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>● Present and/or provide examples of the use of the following elements in paintings: <ul style="list-style-type: none"> <li>○ Color (complementary)</li> <li>○ Value (tints and shades)</li> <li>○ Shape (variety)</li> </ul> </li> <li>● Present and/or provide examples of the use of the following principles in paintings: <ul style="list-style-type: none"> <li>○ Progressive rhythm</li> <li>○ variety</li> </ul> </li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in discussions, activities, and/or presentations to record, illustrate and identify the elements of: <ul style="list-style-type: none"> <li>○ Color (complementary)</li> <li>○ Value (tints and shades)</li> <li>○ Shape (variety)</li> </ul> </li> <li>● Participate in discussions, activities, and/or presentations to illustrate and identify the principle of: <ul style="list-style-type: none"> <li>○ Progressive rhythm</li> <li>○ variety</li> </ul> </li> </ul>	1,2,3 and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Understanding the foundational concepts of any academic discipline is essential to success.</li> <li>● Science: the visible color spectrum</li> <li>● Human emotional reaction to color.</li> </ul>	<ul style="list-style-type: none"> <li>● General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Sketchbook entries, sketches, and drills</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: AP2A: Informal/Formal Art Critique (describe, analyze, interpret, and judgment)</li> <li>GLE: HC1A: Identifying a variety of artwork/events from the United States</li> </ul>



*i.e. GLE/CLE/MLS/NGSS*

**WHAT SHOULD STUDENTS...**

**UNDERSTAND?**

*Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.*

**KNOW?**

*Facts, Names, Dates, Places, Information,  
ACADEMIC VOCABULARY*

**BE ABLE TO DO?**

*Skills; Products*

- Students will understand that methodically reflecting upon the effectiveness of their own paintings and that of others through an Art Critique (describe, analyze, interpret, and judgment) is an essential component of artistic growth.
- Students will understand that the knowledge of art and artists from the United States is an essential component of artistic growth.

- Students will know the following components of an art critique:
  - Description (subjects, and the elements of color, value, shape)
  - Analysis (variety, shape)
  - Interpretation (themes, purposes)
  - Judgment (as an example expressionistic, formalism).
- Students will know a selection of artwork from the United States:
  - Regionalists (such as Thomas Hart Benton)
  - Armory Show in NYC and Shifts to abstraction, surrealism and expressionism.
  - Post-war non-objective work such as Pollock and Krasner.
  - Pop Art such as Lichtenstein, Warhol.
  - Modern/Post Modern Trends

- Students will be able participate in a large or small group Art Critique (describe, analyze, interpret, and judgment) of a famous artwork.
- Students will be able to write an Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.
- Students will be able to Identify a variety of artists and artwork from the United States.
  - Regionalists (such as Thomas Hart Benton)
  - Armory Show in NYC and Shifts to abstraction, surrealism and expressionism.
  - Post-war non-objective work such as Pollock and Krasner.
  - Pop Art such as Lichtenstein, Warhol.
  - Modern/Post Modern Trend

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and lead an Art Critique (describe, analyze, interpret, and judgment) of a famous painting</li> <li>● Present and/or provide examples or facilitate exploration of the United States: <ul style="list-style-type: none"> <li>○ Regionalists (such as Thomas Hart Benton)</li> <li>○ Armory Show in NYC and Shifts to abstraction, surrealism and expressionism.</li> <li>○ Post-war non-objective work such as Pollock and Krasner.</li> <li>○ Pop Art such as Lichtenstein, Warhol.</li> <li>○ Modern/Post Modern Trends</li> </ul> </li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in a group Art Critique (describe, analyze, interpret, and judgment).</li> <li>● Produce a written Art Critique (describe, analyze, interpret, and judgment) of their own work or that of another.</li> <li>● Participate in discussions, activities, and/or presentations to record a variety of artwork: <ul style="list-style-type: none"> <li>○ Regionalists (such as Thomas Hart Benton)</li> <li>○ Armory Show in NYC and Shifts to abstraction, surrealism and expressionism.</li> <li>○ Post-war non-objective work such as Pollock and Krasner.</li> <li>○ Pop Art such as Lichtenstein, Warhol.</li> </ul> </li> </ul>	1,2,3 and 4

	<ul style="list-style-type: none"> <li>○ Modern/Post Modern Trends</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● History and geography of the US and selected European States</li> <li>● Biographies of artists and those affiliated with them.</li> </ul>	<ul style="list-style-type: none"> <li>● Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Written Art Critique (describe, analyze, interpret, and judgment)</li> <li>● Sketchbook entries of artists, artwork and critique items</li> <li>● Teacher led Group Critique and discussion</li> </ul>	Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher will provide further in-class practice and examples.</li> <li>● Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>● Students will take advantage of extra instruction</li> <li>● Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Art**

**Course: Art 8**

**Unit Title: 3 D Techniques and Media**

**Unit Duration: 4-5 Weeks**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Low Fire Clay, Under-Glazes, Glazes, Kiln</li> <li>water cups, paper towels, Plastic Bags, Ware- boards as appropriate</li> <li>Silverware (or other clay tools!), craft sticks, etc.</li> <li>Tooling Sheet Metal</li> <li>Tagboard</li> <li>Artbooks/textbooks</li> <li>Internet enabled device(s) and projector/screen</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will understand various process and technique; appropriate elements and principles; and perceptions about the world of sculpture and 3D work in general as they create works of art and reflect upon them.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Understanding and using sculptural technique that allow the students to express a variety of artwork.</li> <li>Understanding the appropriate use of the Elements and Principles</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What technique do I need to create modeled work in clay and metal?</li> <li>What elements, texture, and principles of design of balance would help me the most in the creation of a sculpture?</li> </ul>

<p>of Design in sculpture.</p> <ul style="list-style-type: none"> <li>• Understanding the themes of Environment, Passage of time and the role of Functional work.</li> <li>• Reflecting upon the effectiveness of the student’s own sculptures as well as that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• What is Functional art? How could I express the passage of time and environment in my work.</li> <li>• How effective was I and were others in the creation of 3D work?</li> </ul>
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP2A, PP3B, PP3C PP3B	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
GLE: EP1D, EP2A	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
HC1A, HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Product and Performance	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: PP2A: Create a modeled artwork. Create an artwork that includes carving.  GLE: PP3B: Create a Functional Artwork.  GLE: PP3C: Use one of the following themes in an artwork: environment and passage of time  GLE: EP1D: Use Invented Texture  GLE: EP2A: Use informal Balance	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand that modeling and carving are an important part of creating a functional object in clay.</li> <li>● Students will understand the use of modeling in a variety of media</li> <li>● Students will understand that the themes of environment and passage of time can be meaningful in sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will know various approaches for modeling in clay:             <ul style="list-style-type: none"> <li>○ Simple modeling</li> <li>○ Coil and slab building (additive)</li> <li>○ carving(subtractive)</li> </ul> </li> <li>● Students will know related vocabulary and concepts for ceramics             <ul style="list-style-type: none"> <li>○ Wedging, scoring, skipping, etc.</li> <li>○ Glazes, underglazes, etc</li> <li>○ Plastic, leatherhard, greenware, and routines for effective clay construction.</li> </ul> </li> <li>● Students will know a selection of functional sculpture types</li> <li>● Students will know the themes of</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to prepare for finished sculpture through the use of sketching and planning in their sketchbooks</li> <li>● Students will be able to create an effective functional, modeled ceramic sculpture.</li> <li>● Students will be able create a modeled metalwork under the theme of passage of time and/or environment that incorporates invented texture and is balanced.</li> <li>● Students will be able discuss processes and related vocabulary</li> </ul>

	<p>environment and passage of time and related subject matter</p> <ul style="list-style-type: none"> <li>● Students know modeling in metal and related vocabulary <ul style="list-style-type: none"> <li>○ Chasing, repousse</li> <li>○ Convex, concave</li> <li>○ Informal balance</li> <li>○ Invented texture</li> </ul> </li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples or facilitate explanation of functional artwork in clay.</li> <li>● Provide examples or facilitate explanation of modeled metalwork (repousse/chasing).</li> <li>● Demonstration of approaches and routines working in clay and metal.</li> <li>● Demonstration of skills, vocabulary, and techniques for hand building in clay.</li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in discussions, activities, and/or presentations of related processes and vocabulary items for developed sculpture.</li> <li>● Create a developed and effective functional, modeled ceramic sculpture</li> <li>● Create a modeled metalwork under the theme of passage of time and/or environment which includes invented texture.</li> <li>● Participate effectively in all demonstrations and studio routines.</li> </ul>	1,2,3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>● Rough drafts, idea formation and planning</li> </ul>	<ul style="list-style-type: none"> <li>● Elements and Principles of Design</li> </ul>	<ul style="list-style-type: none"> <li>● How can I make my work better through</li> </ul>

ideas when completing tasks.	<ul style="list-style-type: none"> <li>Different approaches to sculpture (carving, casting, modeling)</li> </ul>	organized self reflection?
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Sketchbook entries, sketches, and drills</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		



INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 2</b>	Applying the Elements and Principles of Design	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: EP1D: Identify and use Invented Texture  GLE: EP2A: Identify and use informal Balance	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Students will understand that the considered selection and use of the Elements of Design (invented texture) are an important component a sculpture.</li> <li>Students will understand that the considered selection and use of the Principles of Design (Balance) are an important component a sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know and be able to use invented texture in sculpture.</li> <li>Students will know and be able to use the principle of balance in sculpture. <ul style="list-style-type: none"> <li>Informal</li> <li>Formal</li> <li>radial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to prepare for finished work through the use of sketching and design.</li> <li>Students will create a developed sculpture incorporating invented texture and be able to identify it</li> <li>Students will create a developed sculpture incorporating the principle of balance and be able to identify it</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Present and/or provide examples of the use of invented texture in sculpture.</li> <li>Present and/or provide examples of balance</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions, activities, and/or presentations to record and illustrate the element of invented</li> </ul>	1,2,3 and 4

<p>in sculpture.</p> <ul style="list-style-type: none"> <li>Participate in guided practice.</li> </ul>	<p>texture and the principle of balance.</p> <ul style="list-style-type: none"> <li>Create finished/developed sculpture incorporating the element of invented texture and the principle of balance.</li> <li>Identify the element of invented texture and the principle of balance.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>Understanding the foundational concepts of any academic discipline is essential to success..</li> </ul>	<ul style="list-style-type: none"> <li>General knowledge of the elements and principles of design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Sketchbook entries, sketches, and drills</li> <li>Class discussions</li> </ul>	<p>Summative</p> <p>Summative</p> <p>Formative</p> <p>Formative</p>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	The student: <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>OBJECTIVE # 3</b>	Art History, Perceptions, and Connections	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	GLE: HC1A: Identifying a variety of artwork/events from the United States GLE: HC1B: Compare and Contrast works of Art	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Students will understand artwork from the United States that incorporates: <ul style="list-style-type: none"> <li>○ Modeling</li> <li>○ Functionality</li> </ul> </li> <li>● Students will understand comparing and contrasting works of art deepens the understanding of such work.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will engage in a selection of 3D work from the United States and recognize the level of its artistic qualities, including but not limited to: <ul style="list-style-type: none"> <li>○ Native American functional artwork (effigy and other) including the Mississippian Culture.</li> <li>○ Repousse work (including Liberty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able identify and discuss sculpture created in the United States.</li> <li>● Students will be able to effectively compare and contrast two functional sculptures.</li> </ul>



	<p>Leading the People)</p> <ul style="list-style-type: none"> <li>● Students will know how to compare/contrast functional sculpture by: <ul style="list-style-type: none"> <li>○ Time and place</li> <li>○ Artist</li> <li>○ Subject matter and theme</li> <li>○ Characteristics</li> <li>○ Materials</li> <li>○ Ideals and belief</li> <li>○ Function</li> </ul> </li> </ul>	
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Present and lead/facilitate a presentation of 3D work from the United States including but not limited to: <ul style="list-style-type: none"> <li>○ Native American functional artwork (effigy and other) including the Mississippian Culture.</li> <li>○ Repousse work (including Liberty Leading the People)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Participate in the discussions, activities, and/or presentations of sculpture that is: <ul style="list-style-type: none"> <li>○ Native American functional artwork (effigy and other) including the Mississippian Culture.</li> <li>○ Repousse work</li> </ul> </li> </ul>	1,2,3 and 4

<ul style="list-style-type: none"> <li>● Present and lead/facilitate a presentation of approaches to compare/contrast functional sculpture by: <ul style="list-style-type: none"> <li>○ Time and place</li> <li>○ Artist</li> <li>○ Subject matter and theme</li> <li>○ Characteristics</li> <li>○ Materials</li> <li>○ Ideals and belief</li> <li>○ Function</li> </ul> </li> <li>● Participate in guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare/contrast functional sculpture by: <ul style="list-style-type: none"> <li>○ Time and place</li> <li>○ Artist</li> <li>○ Subject matter and theme</li> <li>○ Characteristics</li> <li>○ Materials</li> <li>○ Ideals and belief</li> <li>○ Function</li> </ul> </li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● Historical Connections to processes</li> </ul>	<ul style="list-style-type: none"> <li>● Artists, Artwork, and Cultures known from other classes or personal cultural experiences.</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Written Products</li> <li>● Sketchbook entries and sketches/notes</li> <li>● Teacher and student led discussions</li> </ul>	Summative  Formative  Formative	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.0	The student: <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



**CONTENT AREA:** Visual Arts

**COURSE:** Intro to Art

**UNIT TITLE:** Color

**UNIT DURATION:** 2-4 weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Paper</li> <li>● Oil Pastels</li> <li>● Chalk Pastels</li> <li>● Prismacolor Pencils</li> <li>● Paint</li> </ul>		<ul style="list-style-type: none"> <li>● Students will understand and be able to apply concepts to produce a work of art that shows color schemes and tone accurately.</li> <li>● Students will be able to produce a work of art with purposeful thought, creativity, and efficiency.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>● Students will be able to use color to expressively communicate ideas.</li> <li>● Students will be able to recognize and recall terminology: Color wheel, primary, secondary, intermediate, monochromatic, analogous, triadic, complementary, warm/cool, split complement, double complement, intensity, shades, tints.</li> </ul>		<ul style="list-style-type: none"> <li>● How will I use color in my artwork to expressively communicate ideas?</li> <li>● How does color affect artwork?</li> <li>● What colors schemes are available in art?</li> <li>● What do artists try to achieve by using certain color schemes?</li> <li>● How is color connected to the meaning of the art work?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>	<b>STANDARDS:</b> Content specific standards that will be addressed in this unit.	<b>MAJOR</b>	<b>SUPPORTING</b>

<i>i.e. GLE/CLE/MLS/NGSS</i>		STANDARD	STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Color	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● III.AP1A, III.AP2A</li> <li>● IV.1C1A, IV.1C2A</li> <li>● V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Students will be able to use color to expressively communicate ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Color wheel, primary, secondary, intermediate, monochromatic, analogous, triadic, complementary, warm/cool, split complement, double complement, intensity, shades, tints</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Use color in artwork to expressively communicate ideas</b></li> <li>● <b>Use color to connect to the meaning of the art work</b></li> <li>● <b>Use color schemes correctly in a work of art</b></li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of color in art</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Create artwork demonstrating how color expressively communicates ideas</b></li> <li>● <b>Use different types of color schemes in artwork</b></li> </ul>	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)  1, 2, 3, and 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>• Math</li> <li>• History</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		



Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



<p><b>CONTENT AREA:</b> Visual Arts</p> <p><b>COURSE:</b> Intro to Art</p>	<p><b>UNIT TITLE:</b> Line</p> <p><b>UNIT DURATION:</b> 2-4 weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Drawing Pencils</li> <li>Sharpie</li> <li>Charcoal</li> <li>Cante</li> <li>Prismacolor Pencils</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will be able to produce a work of art that shows line variation accurately.</li> <li>Students will produce a work of art with purposeful thought, creativity, and efficiency.</li> <li>Students will use a variety of line to express larger human emotions.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use line to expressively communicate ideas</li> <li>Students will be able to recognize and recall terminology: Outline, contour, Expressive/Abstract, hatching/cross, organic/geometric, implied: closure, line of sight, edge</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do you use line to expressively communicate ideas?</li> <li>How will students use outline, contour, hatching/cross hatching, organic/geometric, and implied lines?</li> </ul>

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Line	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Use line to expressively communicate ideas</li> <li>• Outline, contour, Expressive/Abstract, hatching/cross, organic/geometric, implied: closure, line of sight, edge</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know outline, contour, Expressive/Abstract, hatching/cross, organic/geometric, implied: closure, line of sight, edge</li> </ul>	<ul style="list-style-type: none"> <li>• Use line in drawing</li> <li>• Use lines to express ideas</li> <li>• Recognize different types and personalities of lines in artwork</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of lines in art</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create artwork demonstrating line in an expressive manner</li> <li>• Use different type of lines in artwork</li> </ul>	1, 2, 3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>

<ul style="list-style-type: none"> <li>Math</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**CONTENT AREA:** Visual Arts

**COURSE:** Intro to Art

**UNIT TITLE:** Shape and Form

**UNIT DURATION:** 2-4 weeks

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Drawing Pencils</li> <li>Sharpie</li> <li>Charcoal</li> <li>Cante</li> <li>Prismacolor Pencils</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will be able produce artwork that accurately depicts a 3D form and/or a 2D composition displaying geometric and organic shapes.</li> <li>Students will be able to produce a work of art with purposeful thought, creativity, and efficiency.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Students will be able to understand the difference between 2D shapes and 3D forms.</li> <li>Students will be able to distinguish between geometric and organic shapes and forms.</li> <li>Students will understand the difference between closed and open forms.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do I demonstrate 2D shapes?</li> <li>How do I demonstrate 3D forms?</li> <li>What are the differences between 2D and 3D artwork?</li> <li>What are the differences between geometric and organic shapes?</li> <li>What is the difference between open and closed 3D forms?</li> <li>What is the difference between relief and sculpture in the round?</li> </ul>
<p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>	
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>	

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Shape	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
WHAT SHOULD STUDENTS...		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Students demonstrate an understanding of the differences between 2D shape and 3D forms.</li> <li>• Students demonstrate the difference between organic and geometric shapes and forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Three-dimensional, relief sculpture, sculpture in the round, open/closed, 2D</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sculpture (relief or sculpture in the round) that uses a variety of geometric and organic shapes as well as closed and open forms.</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of 2D shapes and 3D forms in art</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create artwork demonstrating 2D shapes and 3D forms</li> <li>• Use different type of shapes and forms</li> </ul>	1, 2, 3, and 4

	<b>in artwork</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Math</li> <li>• Geometry</li> </ul>		•
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		



*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



<p><b>CONTENT AREA:</b> Visual Arts</p> <p><b>COURSE:</b> Intro to Art</p>	<p><b>UNIT TITLE:</b> Space</p> <p><b>UNIT DURATION:</b> 2-4 weeks</p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Drawing Pencils</li> <li>Sharpie</li> <li>Paint</li> <li>Charcoal</li> <li>Cante</li> <li>Prismacolor Pencils</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will understand the principles that guide the concept of space in art in order to create a work of art that exhibits a sense of spacial depth through the use of atmospheric and linear perspective.</li> <li>Students will produce a work of art with purposeful thought, creativity, and efficiency.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Students will be able to use space to expressively communicate ideas.</li> <li>Students will be able to recognize and recall terminology: positive and negative and atmospheric perspective.</li> <li>Students will be able to use overlapping, value, color, scale, and detailing to create a sense of spatial depth.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do you use atmospheric perspective, overlapping, placement, scale, value, color intensity, and detailing to create a sense of depth?</li> </ul>

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Space
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> </ul>

<i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● III.AP1A, III.AP2A</li> <li>● IV.1C1A, IV.1C2A</li> <li>● V.HC1A, V.HC1B</li> </ul>
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**WHAT SHOULD STUDENTS...**

<p align="center"><b>UNDERSTAND?</b></p> <p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p align="center"><b>KNOW?</b></p> <p><i>Facts, Names, Dates, Places, Information,</i></p> <p align="center"><i>ACADEMIC VOCABULARY</i></p>	<p align="center"><b>BE ABLE TO DO?</b></p> <p align="center"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> <li>● <b>Use of space to give an illusion of spatial depth</b></li> <li>● <b>Use of atmospheric perspective in relationship to color and value to create a sense of depth</b></li> <li>● <b>How to use overlapping, placement, scale, detailing to create a sense of spatial depth</b></li> </ul>	<ul style="list-style-type: none"> <li>● Atmospheric Perspective</li> <li>● Overlapping</li> <li>● Placement</li> <li>● Detailing</li> <li>● Color and value intensity</li> <li>● Vanishing point</li> <li>● Positive space</li> <li>● Negative space</li> </ul>	<ul style="list-style-type: none"> <li>● Create a landscape that uses atmospheric perspective, overlapping, placement, detailing, scale, color and value intensity to create a work of art</li> <li>● Use space to express a concept</li> </ul>

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<p align="center"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p align="center"><b>STUDENT LEARNING TASK</b></p>	<p align="center"><b>DOK TARGET</b></p> <p align="center">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of space in art</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Create a work of art demonstrating an accurate use of atmospheric perspective and space concepts overlapping, placement, scale,</b></li> </ul>	<p align="center">1, 2, 3, and 4</p>

	<b>detailing, and value/color intensity</b>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Math</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**CONTENT AREA:** Visual Arts

**COURSE:** Intro to Art

**UNIT TITLE:** Texture

**UNIT DURATION:** 2-4 weeks

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Paper
- Drawing Pencils
- Sharpie
- Charcoal
- Cante
- Prismacolor Pencils
- Oil Pastels
- Chalk Pastels
- Prismacolor Pencils
- Paint

**BIG IDEA(S):**

- Students will be able to produce a work of art that shows simulated or actual texture accurately.
- Students will be able to produce a work of art with purposeful thought, creativity, and efficiency.

<ul style="list-style-type: none"> <li>• <b>Mix Media, Fabric</b></li> </ul>			
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• <b>Students will be able to understand the difference between implied and actual texture.</b></li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• <b>How do I demonstrate implied texture?</b></li> <li>• <b>How do I demonstrate actual texture?</b></li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	TEXTURE	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● III.AP1A, III.AP2A</li> <li>● IV.1C1A, IV.1C2A</li> <li>● V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Students demonstrate an understanding of the differences between implied (simulated) and actual texture</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>How to create simulated texture and actual texture from various media</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Create simulated and implied textures in 2D media</b></li> <li>● <b>Creating actual texture on a sculpture or combination of 2 and 3D artwork</b></li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of implied and actual texture in art</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Create artwork demonstrating implied texture</b></li> <li>● <b>Create artwork demonstrating actual texture</b></li> </ul>	1, 2, 3, and 4

	<ul style="list-style-type: none"> <li>Use different types of texture</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
•		•
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		



INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



<b>CONTENT AREA:</b> Visual Arts  <b>COURSE:</b> Intro to Art	<b>UNIT TITLE:</b> Value  <b>UNIT DURATION:</b> 2-4 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Paper</li> <li>Drawing Pencils</li> <li>Sharpie</li> <li>Charcoal</li> <li>Cante</li> <li>Prismacolor Pencils</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will produce a work that shows accurate value depiction.</li> <li>Students will produce a work of art with purposeful thought, creativity, and efficiency.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Students will be able to use line to expressively communicate ideas.</li> <li>Students will be able to recognize and recall terminology: scale, shadow, light and chiaroscuro</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How do you use accurately use value in artwork?</li> <li>How will you use value to depict a 3D form?</li> <li>What are the different formats used to create value?</li> </ul>
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>	
Standards, Concepts, Content, Skills, Products, Vocabulary	

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Value	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Use value to depict 3D forms.</li> <li>• Use value appropriately in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Scale</li> <li>• Shadow</li> <li>• Light</li> <li>• Chiaroscuro</li> </ul>	<ul style="list-style-type: none"> <li>• Use value in drawing</li> <li>• Use value to show shadows and highlights</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of value in art</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create artwork demonstrating how value depicts 3D forms</li> <li>• Use different type of value in artwork</li> </ul>	1, 2, 3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>

<ul style="list-style-type: none"> <li>Math</li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Sculpture & Ceramics	<b>UNIT TITLE:</b> Assemblage <b>UNIT DURATION:</b> 2-5 Weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Paper-mache</li> <li>Plaster / Plaster strips</li> <li>Clay / Clay tools</li> <li>Found materials</li> <li>Cardboard, Paper</li> <li>Wire</li> <li>Glaze</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will demonstrate additive sculpture skills</li> <li>Students will understand sculptural concepts include art-in-the-round and relief</li> <li>Students will communicate ideas visually through 3-dimensional art.</li> <li>Students will be able to discuss and analyze the artwork of other artists and classmates.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Artwork in the round</li> <li>Relief (high and low)</li> <li>Form and Texture (Elements)</li> <li>Principles of Design</li> <li>'Architecture' of an assemblage (armature, layering, finishing)</li> <li>Form and function</li> <li>Craft and Art</li> <li>Installation Art</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How does an audience view a 3-dimensional work of art?</li> <li>How can artist communicate visually through 3-D art?</li> <li>How is 3D art assembled and constructed?</li> <li>How do we analyze and interpret artwork?</li> </ul>

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Assemblage	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C, IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F, III.AP1A, III.AP2A, IV.1C1A, IV.1C2A, IV.1C1A, IV.1C2A, V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Artwork in the round</li> <li>Relief (high and low)</li> <li>Form and Texture (Elements)</li> <li>Principles of Design</li> <li>'Architecture' of an assemblage (armature, layering, finishing)</li> <li>Form and function</li> <li>Craft and Art</li> <li>Installation Art</li> </ul>	<ul style="list-style-type: none"> <li>Day of the Dead</li> <li>Richard Notkin (teapots)</li> <li>Johnson Tsang (Surrealist sculptor)</li> <li>Carrie Reichardt</li> <li>Andy Goldsworthy (Natural materials)</li> <li>Judy Chicago</li> <li>Kinetic Sculpture (Calder)</li> </ul>	<p>Create sculpture through assemblage techniques with a variety of materials. For example:</p> <ul style="list-style-type: none"> <li>Hand-building (coil and slab)</li> <li>Paper-mache</li> <li>Plaster</li> <li>Found materials construction</li> <li>Wheel Throwing</li> <li>Cardboard, Paper construction</li> <li>Wire sculpture</li> <li>Glazing</li> </ul> <p>Complete artwork with finishing techniques such as smoothing, sanding, sealing, painting or glazing.</p>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>• Teacher will discuss examples of art and artists.</li> <li>• Teacher will give practical demonstration of skills.</li> <li>• Teacher will provide practice time.</li> <li>• Teacher will provide feedback for student growth.</li> </ul>	<p>Students will create 3D artwork such as:</p> <ul style="list-style-type: none"> <li>• Coil-built vessels</li> <li>• Slab-built sculpture (tea pots, whimsical mugs)</li> <li>• Paper-mache calacas or pinatas</li> <li>• Composite thrown forms</li> <li>• Functional work</li> <li>• Mosaic</li> <li>• Mobils</li> </ul>	1,2,3,4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Science: chemical properties of clay, balance, tensile strength of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Coil-built vessels</li> <li>• Slab-built sculpture (tea pots, whimsical mugs)</li> <li>• Paper-mache calacas or pinatas</li> <li>• Composite thrown forms</li> <li>• Functional work</li> <li>• Mosaic</li> <li>• Mobils</li> </ul>	Summative & Formative	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>



		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4

PROFICIENCY SCALES FOR THIS STANDARD

**Strand: Assemblage**

**Topic: Clay, Wood, Metal, Recycled Material, Fabric, Wire, and more**

**Level: Ceramics and Sculpture I and II**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>● Create a creative cup through slab/coil hand-building process inspired by the art field of product design.</li> <li>● Create an architectural model inspired by reusable/sustainable resources using found objects or basal wood. Reference Frank Gehry and Antoni Gaudi</li> <li>● Research a culture and create a papier-mâché sculpture based on the research</li> <li>● Create a large scale soft sculpture using fabric inspired by sculptor Claes Oldenburg</li> <li>● Create a mix media found object sculpture inspired by Robert Rauschenberg</li> <li>● Create a non-objective relief sculpture based on artist Vassily Kandinsky and Frank Stella</li> <li>● Create an expressive self-portrait bust</li> <li>● Create a mosaic based on artist Antoni Gaudi and Nicki De Saint Phalle</li> <li>● Assemble a mobile (using wire) inspired by sculptor Alexander Calder</li> <li>● Create a Day of the Dead Calaca inspired by Hispanic art and culture</li> <li>● Create a teapot through assemblage in the style of Richard Notkin</li> <li>● Create a surreal sculpture in the style of Johnson Tsang</li> </ul>
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will utilize the assembly process effectively using multiple sculpture and clay media (clay/ceramics, wire, papier-mâché, or wood).</li> <li>● Effective execution of the assembly process: exhibits good craftsmanship, material is used appropriately (e.g., clay does not have air bubbles, plaster is not clumpy, papier-mâché properly adheres assembled parts together etc.), sculpture is stable and engineered with the consideration of balance.</li> <li>● Exhibits understanding of the different stages of construction for the particular material (e.g., in regard to papier-mâché the student builds an armature, applies additional material such as masking tape and newspaper, and finally the last layer of paste and glue to unify the material)</li> <li>● Exhibits understanding of wheel throwing using the concepts of centering, pulling clay walls, and compositing pieces together</li> </ul>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> </ul>		

	<ul style="list-style-type: none"> <li>The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	<ul style="list-style-type: none"> <li>Create an artwork using found objects in the style of Carrie Reichardt</li> <li>Create an artwork with natural materials in the style of Andy Goldsworthy</li> <li>Create a part or whole installation work based on social issues in the style of Judy Chicago</li> </ul>
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Principles of Design</b>		
<b>Topic: Balance, Variety/Contrast, Emphasis/Dominance, and Rhythm and Movement.</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>Will understand and be able to produce a work of art that accurately depicts the principles of art: emphasis, contrast, balance, unity, movement, rhythm, proportion, and variety.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>Art work exhibits basic practice of using the material.</li> <li>The student has constructed a work of art with some consideration to engineering,</li> </ul>	

	balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.  The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.	
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Expressive Communication</b>		
<b>Topic: Conceptualism</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will be able to define, identify, and apply cultural concepts as it applies to the art project or theme studied.</li> <li>● Student can produce a work of art that evokes emotion or utilizes visual cues to communicate a concept intended to evoke emotion.</li> <li>● Student can use higher-order thinking to tell a story or communicate a concept using the elements and principles of art in a complex manner.</li> <li>● Student can identify and interpret conceptual and expressive art work.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Craftsmanship**

**Topic: Aesthetics**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ,</b>	<b>Sample Tasks</b>
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will produce an aesthetically pleasing work of art that displays care and concern for the product.</li> <li>• Appropriate use of the material (e.g., clean brush strokes that do not distract from the art work when painting unless intended for expressive purposes, items glued on without falling apart when using collage, when working with clay using slip and score to insure parts are adhered together, creating smooth surfaces using plaster, sanding and polishing soapstone, etc.).</li> <li>• Completing the full process for all materials and media used.</li> <li>• Completing projects.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	

	<ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Art Criticism**

**Topic: Critique**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>		<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• Will participate, analyze, find meaning and make acute observations based on the knowledge learned and form opinions that help in the improvement of his/her own work as well as the work of others.</li> <li>• Student critiques his or her own art and others work using a teacher provided template.</li> <li>• <b>The student exhibits no major errors or omissions.</b></li> </ul>		
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and</b>		

	<p><b>processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>• The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**CONTENT AREA: Visual Arts**

**COURSE: Sculpture & Ceramics**

**UNIT TITLE: Carving**

**UNIT DURATION: 2-5 Weeks**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Soapstone</li> <li>• Plaster</li> <li>• Clay</li> <li>• Soap</li> <li>• Wood</li> <li>• Glazing</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• <b>Students will demonstrate subtractive sculpture skills</b></li> <li>• <b>Students will understand sculptural concepts include art-in-the-round and relief</b></li> <li>• <b>Students will communicate ideas visually through 3-dimensional art.</b></li> <li>• <b>Students will be able to discuss and analyze the artwork of other artists and classmates.</b></li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>

<ul style="list-style-type: none"> <li>Principles of design</li> <li>Relief Sculpture</li> <li>Sculpture in the round</li> <li>Subtractive techniques</li> <li>Finishing techniques (i.e. sanding and smoothing)</li> </ul>	<ul style="list-style-type: none"> <li>How does an audience view a 3-dimensional work of art?</li> <li>How can artist communicate visually through 3-D art?</li> <li>How is 3D art constructed through subtractive techniques?</li> <li>How do we analyze and interpret artwork?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	



<b>OBJECTIVE # 1</b>	Assemblage	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C, IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F, III.AP1A, III.AP2A, IV.1C1A, IV.1C2A, IV.1C1A, IV.1C2A, V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Principles of design</li> <li>Relief Sculpture</li> <li>Sculpture in the round</li> <li>Subtractive techniques</li> <li>Finishing techniques (i.e. sanding and smoothing)</li> </ul>	<ul style="list-style-type: none"> <li>Art History: <ul style="list-style-type: none"> <li>Relief: Greek, Mesopotamian, Hindu, Native American</li> <li>New Zealand, Africa, South America(Wood carving)</li> </ul> </li> </ul>	<p>Create sculpture through carving and subtractive techniques with a variety of materials. For example:</p> <ul style="list-style-type: none"> <li>Soapstone</li> <li>Plaster</li> <li>Clay</li> <li>Soap</li> <li>Wood</li> </ul> <p>Complete artwork with finishing techniques such as smoothing, sanding, sealing, painting or glazing.</p>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will discuss examples of art and artists.</li> <li>Teacher will give practical demonstration</li> </ul>	<p>Students will create 3D artwork such as:</p> <ul style="list-style-type: none"> <li>Non Objective sculpture</li> </ul>	1,2,3,4

<ul style="list-style-type: none"> <li>of skills.</li> <li>Teacher will provide practice time.</li> <li>Teacher will provide feedback for student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Woodcut printmaking</li> <li>African masks</li> <li>Totems</li> <li>Storytelling through relief/carving</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Science: properties of materials</li> <li>Social Studies: Greek, Mesopotamian, Hindu, Native American, New Zealand, Africa, South America</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Non Objective sculpture</li> <li>Woodcut printmaking</li> <li>African masks</li> <li>Totems</li> <li>Storytelling through relief/carving</li> </ul>	Summative, & Formative	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> </ul>	1,2,3, & 4

<ul style="list-style-type: none"> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Carving</b>		
<b>Topic: Clay, Wood, Plaster, or Soap Stone</b>		
<b>Level: Ceramics and Sculpture I &amp; II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<i>Sample Tasks</i>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>Will utilize the carving process effectively using multiple sculpture and clay media (clay/ceramics, soap, plaster, soapstone, foam blocks, or wood).</li> <li>Effective execution of the carving process: exhibits good craftsmanship, material is used appropriately (e.g., soapstone is carved, filed, sanded, and polished to reveal natural shine etc.), sculpture is stable and engineered with the consideration of balance.</li> </ul>	<ul style="list-style-type: none"> <li>Create a non-objective sculpture using soapstone</li> <li>Create a sculpture based on indigenous art from New Zealand, Africa, and South America using wood</li> <li>Create a vase that displays low, medium, and high relief using clay</li> <li>Cast Plaster of Paris and carve a sculpture (realistic, abstract, or non-objective)</li> </ul>

	<ul style="list-style-type: none"> <li>Exhibits understanding of the different stages of construction for the particular material (e.g., in regard to soapstone, chisel large pieces off, carve soapstone, file using a filing tool, and lastly sand to reveal the natural shine of the material)</li> </ul>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>Art work exhibits basic practice of using the material.</li> <li>The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Principles of Design**

**Topic: Balance, Variety/Contrast, Emphasis/Dominance, and Rhythm and Movement.**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
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	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will understand and be able to produce a work of art that accurately depicts the principles of art: emphasis, contrast, balance, unity, movement, rhythm, proportion, and variety.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> <li>● The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Expressive Communication</b>		
<b>Topic: Conceptualism</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will be able to define, identify, and apply cultural concepts as it applies to the art project or</li> </ul>	

	<p>theme studied.</p> <ul style="list-style-type: none"> <li>● Student can produce a work of art that evokes emotion or utilizes visual cues to communicate a concept intended to evoke emotion.</li> <li>● Student can use higher-order thinking to tell a story or communicate a concept using the elements and principles of art in a complex manner.</li> <li>● Student can identify and interpret conceptual and expressive art work.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> <li>● The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Craftsmanship**

**Topic: Aesthetics**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ,</b>	<b>Sample Tasks</b>

	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student:</b>	<ul style="list-style-type: none"> <li>● Will produce an aesthetically pleasing work of art that displays care and concern for the product.</li> <li>● Appropriate use of the material (e.g., clean brush strokes that do not distract from the art work when painting unless intended for expressive purposes, items glued on without falling apart when using collage, when working with clay using slip and score to insure parts are adhered together, creating smooth surfaces using plaster, sanding and polishing soapstone, etc.).</li> <li>● Completing the full process for all materials and media used.</li> <li>● Completing projects.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>		<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> <li>● The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>		<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>

**Strand: Art Criticism**

**Topic: Critique**

<b>Level: Ceramics and Sculpture I and II</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>		<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Will participate, analyze, find meaning and make acute observations based on the knowledge learned and form opinions that help in the improvement of his/her own work as well as the work of others.</li> <li>● Student critiques his or her own art and others work using a teacher provided template.</li> <li>● <b>The student exhibits no major errors or omissions.</b></li> </ul>		
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> <li>● The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>● The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>		
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		





**CONTENT AREA:** Visual Arts  
**COURSE:** Sculpture & Ceramics

**UNIT TITLE:** Casting  
**UNIT DURATION:** 2-5 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Plaster &amp; Plaster Strips</li> <li>● Wax</li> <li>● Glaze</li> </ul>		<ul style="list-style-type: none"> <li>● Students will demonstrate subtractive sculpture skills</li> <li>● Students will understand sculptural concepts include art-in-the-round and relief</li> <li>● Students will communicate ideas visually through 3-dimensional art.</li> <li>● Students will be able to discuss and analyze the artwork of other artists and classmates.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>● Principles of design</li> <li>● Relief sculpture or sculpture in the round</li> <li>● Slip casting</li> <li>● Wax Casting</li> <li>● Casting with plaster strips</li> </ul>		<ul style="list-style-type: none"> <li>● How does an audience view a 3-dimensional work of art?</li> <li>● How can artist communicate visually through 3-D art?</li> <li>● How is 3D art constructed through casting techniques?</li> <li>● How do we analyze and interpret artwork?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	

IIEP2C, IIEP2D, IIEP2E, IIEP2F,			
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Casting	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C, IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F, III.AP1A, III.AP2A, IV.1C1A, IV.1C2A, IV.1C1A, IV.1C2A, V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Principles of design</li> <li>Relief or in the round</li> <li>Slip casting</li> <li>Wax Casting</li> <li>Plaster strips</li> </ul>	<ul style="list-style-type: none"> <li>Modern/Post-modern Art <ul style="list-style-type: none"> <li>Henry Moore</li> <li>Jasper Johns</li> <li>Bruce Nauman</li> <li>George Segal</li> <li>Abstract/ nonobjective Sculpture</li> </ul> </li> </ul>	<p>Create sculpture through casting techniques with a variety of materials. For example:</p> <ul style="list-style-type: none"> <li>Mold Making</li> <li>Casting hands, and face</li> <li>Model of a monument</li> <li>Relief casting</li> </ul> <p>Complete artwork with finishing techniques such as smoothing, sanding, sealing, painting or glazing.</p>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will discuss examples of art and artists.</li> <li>Teacher will give practical demonstration of skills.</li> <li>Teacher will provide practice time.</li> </ul>	<p>Students will create 3D artwork such as:</p> <ul style="list-style-type: none"> <li>Creating molds</li> <li>Casting their hands, or their face</li> <li>Model of a monument</li> </ul>	1,2,3,4

<ul style="list-style-type: none"> <li>Teacher will provide feedback for student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Casting a relief sculpture</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Science: properties of materials</li> <li>Communication Arts: analyzing and discussing artwork as a means of communication</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Mold Making</li> <li>Casting hands, and face</li> <li>Model of a monument</li> <li>Relief casting</li> </ul>	Summative, & Formative	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4

**PROFICIENCY SCALES FOR THIS STANDARD**

Strand: Casting		
Topic: Creating Casts and Molds		
Level: Ceramics and Sculpture II		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.	Sample Tasks
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>Cast hands and face. Possible themes/objectives for project as follows:               <ul style="list-style-type: none"> <li>Study body art from around the world: paint casts using symbols that are important to students</li> <li>Create artwork in the style of Jasper Johns or Bruce Nauman</li> </ul> </li> <li>Study the masters and create a cast that is inspired by an artist the student has researched</li> <li>Add mix-media (wire, cardboard, metal, found objects) to cast hands and face to express a social statement or discuss identity through visuals</li> </ul>
Score 3.0	<p><b>The student:</b> Will utilize the casting process and produce a work of art with purposeful thought, creativity, and symbolic imagery</p> <ul style="list-style-type: none"> <li>Effective execution of the casting process: exhibits good craftsmanship, material is used appropriately (e.g., plaster, tape, clay, papier-mâché, etc.), sculpture is stable and engineered with the consideration of balance.</li> <li>Exhibits understanding of the different stages of construction for the particular material</li> </ul>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the	

	<p><b>more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>• The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	<ul style="list-style-type: none"> <li>• Cast figures using packing tape and create installations using figures to discuss larger concepts relevant to their community and the larger world</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Principles of Design</b>		
<b>Topic: Balance, Variety/Contrast, Emphasis/Dominance, and Rhythm and Movement.</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will understand and be able to produce a work of art that accurately depicts the principles of art: emphasis, contrast, balance, unity, movement, rhythm, proportion, and variety.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex</b>	

	<p><b>ideas and processes.</b></p> <ul style="list-style-type: none"> <li>● The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>● Art work exhibits basic practice of using the material.</li> <li>● The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Expressive Communication</b>		
<b>Topic: Conceptualism</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will be able to define, identify, and apply cultural concepts as it applies to the art project or theme studied.</li> <li>● Student can produce a work of art that evokes emotion or utilizes visual cues to communicate a concept intended to evoke emotion.</li> <li>● Student can use higher-order thinking to tell a story or communicate a concept using the elements and principles of art in a complex manner.</li> <li>● Student can identify and interpret conceptual and expressive art work.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content

<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Craftsmanship**

**Topic: Aesthetics**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ,</b>	<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will produce an aesthetically pleasing work of art that displays care and concern for the product.</li> <li>• Appropriate use of the material (e.g., clean brush strokes that do not distract from the art work when painting unless intended for expressive purposes, items glued on without falling apart when using collage, when working with clay using slip and score to insure parts are adhered together, creating smooth surfaces using plaster, sanding and polishing soapstone, etc.).</li> </ul>	



	<ul style="list-style-type: none"> <li>• Completing the full process for all materials and media used.</li> <li>• Completing projects.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Art Criticism**

**Topic: Critique**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>		<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> <li>• Class critique of peer artwork</li> <li>• Critique of professional artwork</li> </ul>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will participate, analyze, find meaning and make acute observations based on the knowledge learned and form opinions that help in the improvement of his/her own work as well as the work of others.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Student critiques his or her own art and others work using a teacher provided template.</li> <li>• <b>The student exhibits no major errors or omissions.</b></li> </ul>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>• The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**CONTENT AREA: Visual Arts**

**COURSE: Sculpture & Ceramics**

**UNIT TITLE: Modeling**

**UNIT DURATION: 2-5 Weeks**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Paper-mache
- Plaster / Plaster strips
- Clay / Clay tools/glaze

**BIG IDEA(S):**

- **Students will demonstrate modeling sculpture skills**
- **Students will understand sculptural concepts include art-in-the-**

<ul style="list-style-type: none"> <li>• Cardboard, Paper</li> <li>• Wire</li> <li>• Glaze</li> </ul>	<p><b>round and relief</b></p> <ul style="list-style-type: none"> <li>• <b>Students will communicate ideas visually through 3-dimensional art.</b></li> <li>• <b>Students will be able to discuss and analyze the artwork of other artists and classmates.</b></li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• Artwork in the round</li> <li>• Relief (high and low)</li> <li>• Form and Texture (Elements)</li> <li>• Principles of Design</li> <li>• ‘Architecture’ of an assemblage (armature, layering, finishing)</li> <li>• Form and function</li> <li>• Craft and Art</li> <li>• Installation Art</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• <b>How does an audience view a 3-dimensional work of art?</b></li> <li>• <b>How can artist communicate visually through 3-D art?</b></li> <li>• <b>How is 3D art assembled and constructed?</b></li> <li>• <b>How do we analyze and interpret artwork?</b></li> </ul>		
<p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>			
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>			
<p><b>REFERENCE/STANDARD</b></p> <p><i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i></p>	<p><b>STANDARDS: Content specific standards that will be addressed in this unit.</b></p>	<p><b>MAJOR STANDARD</b></p>	<p><b>SUPPORTING STANDARD</b></p>
<p>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</p>	<p><b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.</p>	<p>x</p>	
<p>IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,</p>	<p><b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).</p>	<p>x</p>	

III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Modeling	
<b>REFERENCES/STANDARDS</b>  <i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C, IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F, III.AP1A, III.AP2A, IV.1C1A, IV.1C2A, IV.1C1A, IV.1C2A, V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Principles of design</li> <li>Relief Sculpture</li> <li>Sculpture in the round</li> <li>Throwing on the wheel <ul style="list-style-type: none"> <li>Centering, Pulling, Finishing techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Avant-garde sculptures</li> <li>François Auguste René Rodin (Thinker)</li> <li>Other cultures' influence on ceramics (i.e. China)</li> <li>Contemporary ceramicists and their work</li> </ul>	<p>Create sculpture through modeling techniques with a variety of materials. For example:</p> <ul style="list-style-type: none"> <li>Clay</li> <li>Wheel Throwing</li> <li>Glazing</li> <li>Plaster / Plaster strips</li> <li>Cardboard, Paper</li> <li>Wire</li> </ul> <p>Complete artwork with finishing techniques such as smoothing, sanding, sealing, painting or glazing.</p>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will discuss examples of art and</li> </ul>	Students will create 3D artwork such as:	1,2,3,4

<ul style="list-style-type: none"> <li>artists.</li> <li>Teacher will give practical demonstration of skills.</li> <li>Teacher will provide practice time.</li> <li>Teacher will provide feedback for student growth.</li> </ul>	<ul style="list-style-type: none"> <li>Pots, Bowls, Vases, Mugs, Teapots</li> <li>Bust relief (self portrait)</li> <li>Creating game pieces (i.e. chess)</li> <li>Functional Sculpture</li> <li>Coil-built vessels</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Science: properties of materials</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE ?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Pots, Bowls, Vases, Mugs, Teapots</li> <li>Bust relief (self portrait)</li> <li>Creating game pieces (i.e. chess)</li> <li>Functional Sculpture</li> <li>Coil-built vessels</li> </ul>	Summative & Formative	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4

**PROFICIENCY SCALES FOR THIS STANDARD**

Strand: Modeling			
Topic: Clay, Plaster, and Papier-mâché			
Level: Ceramics and Sculpture I and II			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>		<b>Sample Tasks</b>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		<ul style="list-style-type: none"> <li>Create an expressive bust using clay</li> <li>Study gothic architecture and art and create a gargoyle using papier-mâché</li> <li>Create a vase based on Greek vessels and art</li> <li>Wheel throwing: create artifacts that serve a functional purpose such as Pots, Bowls, Vases, Mugs, Teapots</li> <li>Create a slab box with a variety of relief images. Possible themes to explore include: identity and storytelling</li> <li>Model wire and other material to</li> </ul>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Will utilize the modeling process and produce a work of art with purposeful thought, creativity, and symbolic imagery</li> <li>Effective execution of the modeling process: exhibits good craftsmanship, material is used appropriately (e.g., slip and score, blending, reshaping and reimagining material using clay, plaster, papier-mâché), sculpture is stable and engineered with the consideration of balance.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		

	<ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	<p>create a mobile based on artist Alexander Calder</p> <ul style="list-style-type: none"> <li>• Model a shoe out of clay</li> <li>• Model a house or architectural space out of clay</li> <li>• Functional Sculpture</li> <li>• Creating game pieces (i.e. chess)</li> </ul>
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Principles of Design</b>		
<b>Topic: Balance, Variety/Contrast, Emphasis/Dominance, and Rhythm and Movement.</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will understand and be able to produce a work of art that accurately depicts the principles of art: emphasis, contrast, balance, unity, movement, rhythm, proportion, and variety.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	



	<ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Expressive Communication</b>		
<b>Topic: Conceptualism</b>		
<b>Level: Ceramics and Sculpture I and II</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	<b>Sample Tasks</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will be able to define, identify, and apply cultural concepts as it applies to the art project or theme studied.</li> <li>• Student can produce a work of art that evokes emotion or utilizes visual cues to communicate a concept intended to evoke emotion.</li> <li>• Student can use higher-order thinking to tell a story or communicate a concept using the elements and principles of art in a complex manner.</li> <li>• Student can identify and interpret conceptual and expressive art work.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score</b>	<b>There are no major errors or omissions regarding the simpler details and processes as</b>	

<b>e 2.0</b>	<p><b>the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Craftsmanship**

**Topic: Aesthetics**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ,</b>	<b>Sample Tasks</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will produce an aesthetically pleasing work of art that displays care and concern for the product.</li> <li>• Appropriate use of the material (e.g., clean brush strokes that do not distract from the art work when painting unless intended for expressive purposes, items glued on without falling apart when using collage, when working with clay using slip and score to insure parts are adhered together, creating smooth surfaces using plaster, sanding and polishing soapstone, etc.).</li> </ul>	

	<ul style="list-style-type: none"> <li>• Completing the full process for all materials and media used.</li> <li>• Completing projects.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> </ul> <p>The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</p>	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

**Strand: Art Criticism**

**Topic: Critique**

**Level: Ceramics and Sculpture I and II**

<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b></p>		<b>Sample Tasks</b>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will participate, analyze, find meaning and make acute observations based on the knowledge learned and form opinions that help in the improvement of his/her own work as well as the work of others.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Student critiques his or her own art and others work using a teacher provided template.</li> <li>• <b>The student exhibits no major errors or omissions.</b></li> </ul>	
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>• The student knows much of the basic proficiency concepts and techniques but has applied them simplistically.</li> <li>• Art work exhibits basic practice of using the material.</li> <li>• The student has constructed a work of art with some consideration to engineering, balance, and the material, but craftsmanship (the manner by which the material is used) needs improvement.</li> <li>• The work follows most of the objectives but has omitted some important aspects that keep the project from being fully realized.</li> </ul>	
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<p><b>CONTENT AREA:</b> Visual Arts</p> <p><b>COURSE:</b> Ceramics and Sculpture 1 &amp; 2</p>	<p><b>UNIT TITLE:</b> Principles of Design and Composition</p> <p><b>UNIT DURATION:</b> Semester</p>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>	<b>BIG IDEA(S):</b>
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<ul style="list-style-type: none"> <li>• Newsprint</li> <li>• Charcoal</li> <li>• Drawing Pencils</li> <li>• Cante</li> <li>• Paper</li> <li>• Paint (acrylic, watercolor, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able organize and arrange the content of an artwork using a variety of the principles of design and compositional concepts.</li> </ul>		
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Use a variety of materials and media to produce works of art.</li> <li>• Master the use of drawing or painting media to render form and give illusion of depth while displaying a strong use of line quality and mark making.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What are the principles of design?</li> <li>• What compositional concepts create a strong arrangement or layout in a work of art?</li> <li>• How do I effectively use the principles of design in an artwork to create a strong composition?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	

IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create artwork with subject matter that shows an accurate and evocative use of the principles of design</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Balance</b></li> <li>● <b>Contrast</b></li> <li>● <b>Emphasis</b></li> <li>● <b>Pattern</b></li> <li>● <b>Proportion/Scale</b></li> <li>● <b>Unity</b></li> <li>● <b>Variety</b></li> <li>● <b>Rhythm/Movement</b></li> <li>● <b>Repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create artwork that effectively uses the principles of design</li> <li>● Create artwork that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art of realistic still lifes and photorealism</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Creating artwork that demonstrates and intentional and effective use of the principles of design and composition</li> </ul>	2, 3, 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET



		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



**Content Area: Visual Arts**

**Course: AP Studio Art (2D Design, Drawing, and 3D Design)**

**UNIT TITLE: Breadth**

**UNIT DURATION: 1 Year**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Watercolor/Mix-Media Paper</li> <li>Paint Brushes</li> <li>Paints: watercolor, printing ink, india ink, acrylic, gouache etc.</li> <li>Multisurface paper (newspaper, tracing paper, patterned paper)</li> <li>Ink</li> <li>Tacky Glue</li> <li>Plaster</li> <li>Textiles</li> <li>Camera</li> <li>Computers</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will create 12 artworks (8 art works for 3D) that show a range of ideas and approaches to art making that display a concrete understanding of the elements and principles of design and a variety of concepts and media</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Twelve slides of a series of works organized around the visual concept (some may be details). Look for quality of ideas and quality of execution of work.</li> <li>Design Quality-The elements of art (line, color, texture, shape, form, space, and value) and principles of design (rhythm and movement, balance, proportion, variety and emphasis, harmony and unity) are utilized successfully; there is strong evidence of the</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How does your work uniquely utilize design concepts?</li> <li>How is the body of work distinctly original in terms of the concept, process, or materials used ?</li> <li>Are you displaying an extraordinary or proficient level of craftsmanship?</li> <li>Does your work exhibit technical competence and skill with a variety of media?</li> </ul>

<p>artist’s plan or organization of thought, and the basic assignment criteria are met or exceeded.</p> <ul style="list-style-type: none"> <li>● Creativity-The work is conceptually innovative, the materials used and the process of creating the work are inventive, or the work is simply quite original.</li> <li>● Craftsmanship-Time and care are taken to create a piece that feels finished and is well made — it doesn’t seem to the viewer that the work was “slapped together in a hurry.”</li> </ul>	<ul style="list-style-type: none"> <li>● Does your image have good quality?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Breadth	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>How to create a body of work that connects to a central concept or theme based on the artist's interest</b></li> <li>● <b>Art is driven by the artist's interests and inspirations</b></li> <li>● <b>Application of design elements and principles</b></li> <li>● <b>A respect for craftsmanship and an effective use of media (clean execution and display of artwork)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will know how to use a variety of media and become experts in utilizing a few</li> <li>● Students will know the Elements and Principles of Design and their application</li> </ul>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> <li>● Abstractions from urban environment</li> <li>● Design related to psychological, historical, or narrative events</li> <li>● Works showing color theory such as Fauvism, expressionism, or color-field painting</li> <li>● Redesign an everyday object with humor</li> <li>● Self-portrait as a favorite industrial product</li> <li>● Fabric design with symbolic imagery</li> <li>● Redesign a current product image or logo</li> <li>● Lettering and type design</li> <li>● Poster design with literary or conceptual associations—travel, national identity, sports, endangered animals</li> <li>● CD or album design</li> <li>● Seedpods and forms evolving from them</li> <li>● Design a deck of cards</li> <li>● Graphic designs for school theater productions, yearbooks, and so on</li> <li>● Composition based on art historical research</li> <li>● Fashion and costume design</li> <li>● Digital altering or layering of photographic images</li> </ul>

		<ul style="list-style-type: none"> <li>• Exploration of line properties; for example, graffiti, Japanese calligraphy</li> <li>• Environmental design</li> <li>• Story or poem illustration</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide examples and explanation of art from various artists who have created a body of related work</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create a distressed artwork using fast orange</li> <li>• Create artwork based on translucent surfaces like textile artist Rosie James</li> <li>• Create artwork using maps</li> <li>• Create artwork that applies sewing or string in some capacity</li> <li>• Create artwork using a variety of paper surfaces such as newspaper, pages from a book, pattern paper, and more</li> <li>• Create an artwork that applies various watercolor techniques</li> <li>• Create artwork that utilizes printmaking techniques such as relief or screen printing</li> </ul>	1, 2, 3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies: understanding the cultures of different groups</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Art</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Geography: identify locations on a map</li> </ul>		
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> <li>• Class critiques</li> </ul>	Summative  Summative  Formative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**  
**Course: AP Studio Art (2D Design, Drawing, and 3D Design)**

**UNIT TITLE: Concentration**  
**UNIT DURATION: 1 Year**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Watercolor/Mix-Media Paper</li> <li>Paint Brushes</li> <li>Paints: watercolor, printing ink, india ink, acrylic, gouache etc.</li> <li>Multi-surface paper (newspaper, tracing paper, patterned paper)</li> <li>Ink</li> <li>Tacky Glue</li> <li>Plaster</li> <li>Textiles</li> <li>Camera</li> <li>Computers</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will create 12 artworks that show a sustained, deep, multiperspective investigation of a student selected topic</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Twelve slides of a series of works organized around the visual concept (some may be details). Look for quality of ideas and quality of execution of work.</li> <li>Design Quality-The elements of art (line, color, texture, shape, form, space, and value) and principles of design (rhythm and movement, balance, proportion, variety and emphasis, harmony</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How does your work uniquely utilize design concepts?</li> <li>How is the body of work distinctly original in terms of the concept, process, or materials used ?</li> <li>Are you displaying an extraordinary or proficient level of craftsmanship?</li> <li>Do the 12 artworks in your concentration relate to each other in an</li> </ul>

<p>and unity) are utilized successfully; there is strong evidence of the artist’s plan or organization of thought, and the basic assignment criteria are met or exceeded.</p> <ul style="list-style-type: none"> <li>● <b>Creativity</b>-The work is conceptually innovative, the materials used and the process of creating the work are inventive, or the work is simply quite original.</li> <li>● <b>Craftsmanship</b>-Time and care are taken to create a piece that feels finished and is well made — it doesn’t seem to the viewer that the work was “slapped together in a hurry.”</li> </ul>	<p>obvious manner?</p> <ul style="list-style-type: none"> <li>● Does your photograph have good image quality?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an	X	

	historical and cultural context, and how it reflects the human experience.		
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<b>OBJECTIVE # 1</b>	Concentration	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	•	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>How to create a body of work that connects to a central concept or theme based on the artist's interest</b></li> <li>● <b>Art is driven by the artist's interests and inspirations</b></li> <li>● <b>Application of design elements and principles</b></li> <li>● <b>A respect for craftsmanship and an effective use of media (clean execution and display of artwork)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will know how to use a variety of media and become experts in utilizing a few</li> <li>● Students will know the Elements and Principles of Design and their application</li> <li>● Students will be able to analyze their own to decipher the connection between all of the artworks represented in their area of concentration</li> </ul>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> <li>● Design and execute a children's book</li> <li>● Design a series of identity products for imaginary business (logo, letterhead, signs, boxes)</li> <li>● Artwork based on current events and images</li> <li>● Series of works starting with representational interpretations and evolving into abstraction</li> <li>● Exploration of pattern and designs found in nature and/or culture</li> <li>● Abstractions developed from cells and other microscopic images</li> <li>● A personal or family history communicated through symbols or imagery</li> <li>● A series of fabric designs, apparel designs, or weavings on a theme</li> <li>● Use of multiple modules to create compositions that reflect narrative or psychological events</li> </ul>

		<ul style="list-style-type: none"> <li>Series of landscapes that use color and composition to intensify artistic expression</li> <li>A body of work inspired by art and artist from the past</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide examples and explanation of art from various artists who have created a body of related work</li> <li>Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Create a distressed artwork using fast orange</li> <li>Create artwork based on translucent surfaces like textile artist Rosie James</li> <li>Create artwork using maps</li> <li>Create artwork that applies sewing or string in some capacity</li> <li>Create artwork using a variety of paper surfaces such as newspaper, pages from a book, pattern paper, and more</li> <li>Create an artwork that applies various watercolor techniques</li> </ul>	1, 2, 3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Social Studies: understanding the cultures of different groups</li> <li>Geography: identify locations on a map</li> </ul>	<ul style="list-style-type: none"> <li>Elements and Principles of Art</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR</b>	<b>DOK TARGET</b>

	<b>SUMMATIVE?</b>	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> <li>• Class critiques</li> </ul>	Summative Summative Formative Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate more complex methods or concepts in their</li> </ul>	3,4

artwork and their reflections.



**Content Area: Visual Arts**

**Course: AP Studio Art (2D Design, Drawing, and 3D Design)**

**UNIT TITLE: Quality**

**UNIT DURATION: 1 Year**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Watercolor/Mix-Media Paper
- Paint Brushes
- Paints: watercolor, printing ink, india ink, acrylic, gouache etc.
- Multi-surface paper (newspaper, tracing paper, patterned paper)
- Ink
- Tacky Glue
- Plaster
- Textiles
- Camera
- Computers

**BIG IDEA(S):**

- Students will create and submit 5 art works of high quality (12 digital images of 4 art works with up to 3 different views of each) that demonstrate mastery of design in concept, composition, and execution

**ENDURING UNDERSTANDINGS:**

- Twelve slides of a series of works organized around the visual concept (some may be details). Look for quality of ideas and quality of execution of work.
- Design Quality-The elements of art (line, color, texture, shape, form, space, and value) and principles of design (rhythm and movement, balance, proportion, variety and emphasis, harmony and unity) are utilized successfully; there is strong evidence of the artist's plan or organization of thought, and the basic assignment criteria are met or exceeded.
- Creativity-The work is conceptually innovative, the materials used and the process of creating the work are inventive, or the work is simply quite original.
- Craftsmanship-Time and care are taken to create a piece that feels

**ESSENTIAL QUESTIONS:**

- How does your work uniquely utilize design concepts?
- How is the body of work distinctly original in terms of the concept, process, or materials used ?
- Are you displaying an extraordinary or proficient level of craftsmanship?
- Does your photograph have good image quality?

finished and is well made — it doesn't seem to the viewer that the work was "slapped together in a hurry."			
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	
<b>OBJECTIVE # 1</b>	Quality		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>	

<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>How to create a body of work that connects to a central concept or theme based on the artist's interest</b></li> <li>● <b>Art is driven by the artist's interests and inspirations</b></li> <li>● <b>Application of design elements and principles</b></li> <li>● <b>A respect for craftsmanship and an effective use of media (clean execution and display of artwork)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will know how to use a variety of media and become experts in utilizing a few</li> <li>● Students will know the Elements and Principles of Design and their application</li> <li>● Students will be able to analyze their own to decipher the connection between all of the artworks represented in their area of concentration</li> </ul>	<p>Suggested lessons:</p> <ul style="list-style-type: none"> <li>● Design and execute a children's book</li> <li>● Design a series of identity products for imaginary business (logo, letterhead, signs, boxes)</li> <li>● Artwork based on current events and images</li> <li>● Series of works starting with representational interpretations and evolving into abstraction</li> <li>● Exploration of pattern and designs found in nature and/or culture</li> <li>● Abstractions developed from cells and other microscopic images</li> <li>● A personal or family history communicated through symbols or imagery</li> <li>● A series of fabric designs, apparel designs, or weavings on a theme</li> <li>● Use of multiple modules to create compositions that reflect narrative or psychological events</li> <li>● Series of landscapes that use color and composition to intensify artistic expression</li> <li>● A body of work inspired by art and artist from the past</li> <li>● Abstractions from urban environment</li> <li>● Design related to psychological, historical, or narrative events</li> <li>● Works showing color theory such as Fauvism,</li> </ul>

		<p>expressionism, or color-field painting</p> <ul style="list-style-type: none"> <li>● Redesign an everyday object with humor</li> <li>● Self-portrait as a favorite industrial product</li> <li>● Fabric design with symbolic imagery</li> <li>● Redesign a current product image or logo</li> <li>● Lettering and type design</li> <li>● Poster design with literary or conceptual associations—travel, national identity, sports, endangered animals</li> <li>● CD or album design</li> <li>● Seedpods and forms evolving from them</li> <li>● Design a deck of cards</li> <li>● Graphic designs for school theater productions, yearbooks, and so on</li> <li>● Composition based on art historical research</li> <li>● Fashion and costume design</li> <li>● Digital altering or layering of photographic images</li> <li>● Exploration of line properties; for example, graffiti, Japanese calligraphy</li> <li>● Environmental design</li> <li>● Story or poem illustration</li> </ul>
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples and explanation of art from various artists who have created a body of related work</li> <li>● Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create a distressed artwork using fast orange</li> <li>● Create artwork based on translucent surfaces like textile artist Rosie James</li> </ul>	1, 2, 3, and 4

	<ul style="list-style-type: none"> <li>• Create artwork using maps</li> <li>• Create artwork that applies sowing or string in some capacity</li> <li>• Create artwork using a variety of paper surfaces such as newspaper, pages from a book, pattern paper, and more</li> <li>• Create an artwork that applies various watercolor techniques</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies: understanding the cultures of different groups</li> <li>• Geography: identify locations on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Art</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> <li>• Class critiques</li> </ul>	Summative  Summative  Formative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,



		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: African Art**

**UNIT DURATION: 2-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Ink (India and printing)</li> <li>Paper</li> <li>Paper mache/Paper/glue</li> <li>Plaster</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will understand the cultural and spiritual significance of artifacts within various African cultures and create work based on this understanding.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>

<ul style="list-style-type: none"> <li>● Use of textiles in various African cultures</li> <li>● Symbolism/Storytelling of objects and images in African art</li> <li>● Principles of Design and application in African art</li> </ul>	<ul style="list-style-type: none"> <li>● What is the cultural, historical, and spiritual significance of artifacts from African cultures?</li> <li>● How do I apply African processes and concepts to my own art while respecting the context and culture of this group?</li> <li>● How are the Principles of Design used in African art?</li> <li>● What contribution has African art made to European art?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	African Art	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C  IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F  III.AP1A, III.AP2A  IV.1C1A, IV.1C2A  V.HC1A, V.HC1B	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Use of textiles and sculptures in various African cultures</b></li> <li>● <b>Symbolism/Storytelling of objects and images in African cultures</b></li> <li>● <b>The differences in culture between the various regions of Africa</b></li> <li>● <b>Principles of Design and application in African art</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will know various African cultural symbols used in printing textile</li> <li>● Students will know the tribal connections to African art</li> <li>● Students will understand storytelling associated with various art from African cultures</li> <li>● Students will know the spiritual use of art in African cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Create an artwork based on textiles from African art</li> <li>● Use African imagery to convey meaning</li> <li>● Be able to analyse African art</li> <li>● Differentiate between various African cultures across the continent</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>● Provide examples and explanation of art from various African cultures</li> <li>● Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create a textile based on African art (weaving, batik, and printing)</li> <li>● Create a sculpture or mask based on African art</li> <li>● Create a painting that exhibits influences of African sculptures and textiles</li> </ul>	1, 2, 3, and 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>● Social Studies: understanding the cultures of different groups</li> <li>● Geography: identify locations on a map</li> <li>● Music: both art and music were parts of spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: Asian Art**

**UNIT DURATION: 2-4 Weeks**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Printmaking
  - o Lino/Woodcut
- Paint
- Ink
- Specialty brushes (calligraphy and landscape)
- Textiles

**BIG IDEA(S):**

- Students will understand the cultural and spiritual significance of artifacts within various Asian cultures and create work based on this understanding.**

<ul style="list-style-type: none"> <li>o Dying</li> <li>o Printing on textiles</li> </ul>			
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Symbolism/Storytelling and importance of nature of objects and images in various Asian cultures</li> <li>● Printmaking and painting process from Asian art</li> <li>● Principles of Design and application in Asian art</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is the cultural, historical, and spiritual significance of art from different Asian cultures?</li> <li>● How do I apply printmaking processes and concept to my own art while respecting the context and culture of this group?</li> <li>● How are the Principles of Design used in Asian art?</li> <li>● How are textiles used in art?</li> <li>● How does nature influence Asian art?</li> <li>● What contributions has Asian art made to European art?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	

IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Asian Art	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Printmaking as used by the Asian cultures.</b></li> <li>• <b>Landscapes as they applied to Asian art.</b></li> <li>• <b>Use of Textiles in Asian art.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will know printmaking techniques</li> <li>• Students will recognize and use textiles in their artwork.</li> <li>• Students will know the Principles of Design and their application</li> <li>• Students will be able to give and analyse examples of Asian artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Perform printmaking techniques</li> <li>• Use landscape to convey meaning</li> <li>• Be able to analyse Asian art</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Provide examples and explanation of art</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create landscapes</b></li> </ul>	1, 2, 3, and 4



<ul style="list-style-type: none"> <li>from various Asian cultures</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Textile application</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies: understanding the cultures of different groups</li> <li>• Geography: identify locations on a map</li> <li>• Music: both art and music were parts of spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Art</li> <li>• Principles of Designs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the</li> </ul>	1,2,3, & 4

websites or books	opportunity to re-do projects or reflections	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: European Art**

**UNIT DURATION: 2-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>	<b>BIG IDEA(S):</b>
<ul style="list-style-type: none"> <li>Paper</li> <li>Drawing Pencils</li> <li>Sharpie</li> <li>Paint</li> <li>Charcoal</li> <li>Cante</li> <li>Prismacolor Pencils</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the cultural and spiritual significance of artifacts within various European cultures and create work based on this understanding.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>
<ul style="list-style-type: none"> <li>The historical context of the Renaissance movement and Spirituality</li> <li>How the Patron system worked during the Renaissance era</li> </ul>	<ul style="list-style-type: none"> <li>What is the cultural, historical, and spiritual significance of art and architecture from different European cultures?</li> </ul>

<ul style="list-style-type: none"> <li>● Architecture and art in various European cultures</li> <li>● The use of 2-point linear perspective</li> <li>● Principles of Design and application in European art</li> </ul>	<ul style="list-style-type: none"> <li>● How do I apply European and Renaissance concepts to my own art while respecting the context and culture of this group?</li> <li>● How are the Principles of Design used in European art?</li> </ul>
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	European Art
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<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● III.AP1A, III.AP2A</li> <li>● IV.1C1A, IV.1C2A</li> <li>● V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Use of spirituality in Renaissance art</b></li> <li>● <b>Use of perspective in Renaissance art</b></li> <li>● <b>The functions of the patron system in the Renaissance era</b></li> <li>● <b>The evolution of architecture in the Renaissance era</b></li> <li>● <b>The use of linear perspective in Renaissance art</b></li> <li>● <b>Principles of Design and application in European art</b></li> </ul>	<ul style="list-style-type: none"> <li>● Atmospheric Perspective</li> <li>● Overlapping</li> <li>● Placement</li> <li>● Detailing</li> <li>● Color and value intensity</li> <li>● Octogonal lines</li> <li>● Vanishing point</li> <li>● Positive space</li> <li>● Negative space</li> <li>● One-Point Perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Use one or two-point perspective and atmospheric perspective to create a cityspace</li> <li>● Use space to express a concept</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>● Provide examples and explanation of art from various European cultures</li> <li>● Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create a cityscape demonstrating an accurate use of linear and atmospheric perspective and space concepts overlapping, placement, scale, detailing, and value/color intensity</li> </ul>	1, 2, 3, and 4
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p style="text-align: center;"><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Social Studies: understanding the cultures of different groups</li> <li>● Geography: identify locations on a map</li> <li>● Music: both art and music were parts of the Renaissance era</li> <li>● Math: perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: Latino/Hispanic/Pre-Columbian**

**UNIT DURATION: 2-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Printmaking</li> <li>Paper Mache</li> <li>Clay</li> <li>Bark Painting</li> <li>Mosaic Tiles</li> <li>Paint</li> <li>Glaze</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will understand the cultural and spiritual significance of art within various Latino/Hispanic/Pre-Colombian cultures and create work based on this understanding.</li> </ul>
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<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Use of various media used in various Latino/Hispanic cultures</li> <li>● Symbolism/Storytelling of objects and images in various Latino/Hispanic cultures</li> <li>● Principles of Design and application in Latino/Hispanic/Pre-Colombian art</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is the cultural, historical, and spiritual significance of artifacts from different Latino/Hispanic cultures?</li> <li>● How do I apply Latino/Hispanic processes and concept to my own art while respecting the context and culture of this group?</li> <li>● How are the Principles of Design used in Latino/Hispanic art?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	





<b>OBJECTIVE # 1</b>	Latino/Hispanic/Pre-Colombian	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● III.AP1A, III.AP2A</li> <li>● IV.1C1A, IV.1C2A</li> <li>● V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Cultural, historical, and spiritual significance of artifacts from different Latino/Hispanic cultures</b></li> <li>● <b>Latino/Hispanic processes and concept to my own art while respecting the context and culture of this group?</b></li> <li>● <b>Principles of Design</b></li> </ul>	<ul style="list-style-type: none"> <li>● Students will know printmaking, sculpture, bark painting, murals, mosaics, and installation.</li> <li>● Students will know the Principles of Design and their application</li> <li>● Students will be able to give and analyse examples of Latino/Hispanic artwork</li> </ul>	<ul style="list-style-type: none"> <li>● Printmaking techniques</li> <li>● Painting</li> <li>● Sculpting techniques</li> <li>● Create murals</li> <li>● Construct Mosaics</li> <li>● Build installations</li> <li>● Use Latino/Hispanic imagery to convey meaning</li> <li>● Be able to analyze Latino/Hispanic art</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

<ul style="list-style-type: none"> <li>● Provide examples and explanation of art from various Latino/Hispanic cultures</li> <li>● Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create prints</li> <li>● Create murals</li> <li>● Create mosaics</li> <li>● Create sculptures</li> <li>● Create installations</li> <li>● Create bark painting</li> </ul>	1, 2, 3, and 4
<p align="center"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p align="center"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p align="center"><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Social Studies: understanding the cultures of different groups</li> <li>● Geography: identify locations on a map</li> <li>● Music: both art and music were parts of spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p align="center"><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>		
<p align="center"><b>ASSESSMENT DESCRIPTION</b></p>	<p align="center"><b>FORMATIVE OR SUMMATIVE?</b></p>	<p align="center"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	<p>Summative</p> <p>Summative</p> <p>Formative</p>	1, 2, 3, and 4
<p align="center"><b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b></p> <p align="center"><i>Possible Interventions</i></p>		
<p align="center"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p align="center"><b>STUDENT LEARNING TASK</b></p>	<p align="center"><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,</p>

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1,2,3, & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: Middle Eastern**

**UNIT DURATION: 2-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Clay</li> <li>Clay tools</li> <li>Glaze</li> <li>Mosaic materials</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will understand the cultural and spiritual significance of art and artifacts within various Middle Eastern/Islamic cultures and create work based on this understanding.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>

<ul style="list-style-type: none"> <li>● Use of ceramics in various Middle Eastern cultures</li> <li>● Symbolism/Storytelling of objects and images in various Middle Eastern cultures</li> <li>● Principles of Design and application in Middle Eastern art</li> </ul>	<ul style="list-style-type: none"> <li>● What is the cultural, historical, and spiritual significance of artifacts from different Middle Eastern cultures?</li> <li>● How do I apply Middle Eastern processes and concept to my own art while respecting the context and culture of this group?</li> <li>● How are the Principles of Design used in Middle Eastern art?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Middle East/Islamic	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Use of ceramics in various Native American (N.A.) cultures</b></li> <li>• <b>Symbolism/Storytelling of objects and images in various N.A. cultures</b></li> <li>• <b>Principles of Design and application in N.A. art</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will know assembly techniques such as coil-building and slab-building ceramics, or papier-mache</li> <li>• Students will know the Principles of Design and their application</li> <li>• Students will be able to give and analyse examples of Native American artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a form</li> <li>• Use Middle Eastern imagery to convey meaning</li> <li>• Be able to analyse Middle Eastern art</li> <li>• Build ceramics vessels</li> <li>• Construct mosaics</li> <li>• Use tessellations to create motifs and patterns</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Provide examples and explanation of art</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a functional ceramic vessel</b></li> </ul>	1, 2, 3, and 4

<ul style="list-style-type: none"> <li>from various Native American cultures</li> <li>• Demonstrate skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mask using paper-mache or paper engineering techniques</li> </ul>	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies: understanding the cultures of different groups</li> <li>• Geography: identify locations on a map</li> <li>• Music: both art and music were parts of spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, and 4

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the</li> </ul>	1,2,3, & 4

websites or books	opportunity to re-do projects or reflections	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3,4



**Content Area: Visual Arts**

**Course: World Art**

**UNIT TITLE: Native-American**

**UNIT DURATION: 2-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Clay</li> <li>Clay tools</li> <li>Glaze</li> <li>Paper mache/Paper/glue</li> <li>Plaster</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will understand the cultural and spiritual significance of artifacts within various Native American cultures and create work based on this understanding.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Use of ceramics in various Native American (N.A.) cultures</li> <li>Symbolism/Storytelling of objects and images in various N.A. cultures</li> <li>Principles of Design and application in N.A. art</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What is the cultural, historical, and spiritual significance of artifacts from different Native American cultures?</li> <li>How do I apply Native American processes and concept to my own art while respecting the context and culture of this group?</li> <li>How are the Principles of Design used in Native American art?</li> </ul>

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F,	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
III.AP1A, III.AP2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IV.1C1A, IV.1C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
V.HC1A, V.HC1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	



<b>OBJECTIVE # 1</b>	Native American Art	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP2A, IPP3A, IPP3B, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• III.AP1A, III.AP2A</li> <li>• IV.1C1A, IV.1C2A</li> <li>• V.HC1A, V.HC1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Use of ceramics in various Native American (N.A.) cultures</b></li> <li>• <b>Symbolism/Storytelling of objects and images in various N.A. cultures</b></li> <li>• <b>Principles of Design and application in N.A. art</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will know assembly techniques such as coil-building and slab-building ceramics, or papier-mache</li> <li>• Students will know the Principles of Design and their application</li> <li>• Students will be able to give and analyse examples of Native American artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a form</li> <li>• Use Native American imagery to convey meaning</li> <li>• Be able to analyse Native American art</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Provide examples and explanation of art from various Native American cultures</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create a functional ceramic vessel</b></li> <li>• <b>Create a mask using paper-mache or</b></li> </ul>	1, 2, 3, and 4

<ul style="list-style-type: none"> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<p><b>paper engineering techniques</b></p>	
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>● Social Studies: understanding the cultures of different groups</li> <li>● Geography: identify locations on a map</li> <li>● Music: both art and music were parts of spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of Art</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>		
<p><b>ASSESSMENT DESCRIPTION</b></p>	<p><b>FORMATIVE OR SUMMATIVE?</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	<p>Summative</p> <p>Summative</p> <p>Formative</p>	<p>1, 2, 3, and 4</p>
<p><b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b></p> <p><i>Possible Interventions</i></p>		
<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>● Teacher will provide further in-class practice and examples.</li> <li>● Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>● Students will take advantage of extra instruction</li> <li>● Students will take advantage of the opportunity to re-do projects or</li> </ul>	<p>1,2,3, &amp; 4</p>

reflections

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will provide extended instruction on more complex methods or concepts.</li></ul>	<ul style="list-style-type: none"><li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li></ul>	3,4

PROFICIENCY SCALES FOR THIS STANDARD

Strand: History/Movements		
Topic: Native American Art		
Level: World Art		
Score		Sample Tasks
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> <li>Will understand and be able to identify and analyse artwork from various cultures, i.e. Asian, Hispanic, Latin American, Native American, etc.</li> <li>Will create objects based on their understanding of these cultures.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li></li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>Students will be able to identify, compare, and contrast art from given cultures.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li></li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Principles of Design		
Topic: Native American Art		
Level: World Art		
Score		Sample Tasks
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.</b>	
	<b>3.5</b>   In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>● Will understand and be able produce a work of art that accurately depicts the principles of design.</li> <li>● Produces a work of art with purposeful thought, creativity, and efficiency.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	●
	<b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>○ Balance, pattern, dominance/emphasis, unity, rhythm/movement, and variety.</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identification of terms</li> <li>○ Produces a work of art with some assistance</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	●
	<b>1.5</b>   Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Message and Meaning in Art

Topic: Native American Art			
Level: World Art			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will understand and be able produce a work of art that depicts a specific message or conveys a meaning to their audience.</li> <li>● Produces a work of art with purposeful thought, creativity, and efficiency.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		●
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Produces a work of art with some assistance</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		●
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

PROFICIENCY SCALES FOR THIS STANDARD

Strand: Two-Dimensional and Three-Dimensional		
Topic: Native American		
Level: World Art		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.	Sample Tasks
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will understand and be able produce a 2D and a 3D work of art that accurately depicts the distinct qualities of each.</li> <li>● Produces a work of art with purposeful thought, creativity, and efficiency.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> <li>○ Three-dimensional and two-dimensional</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identification of terms</li> <li>○ Produces a work of art with some assistance</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	●
	<b>1.5</b> Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Medium/Media

Topic: Native American Art		
Level: World Art		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Without assistance.	Sample Tasks
4.0		
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will understand and be able to define, identify, and use appropriate medium/media</li> <li>● Produce a work of art with purposeful thought, creativity, and efficiency</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to define medium/media, recognize different kinds</li> <li>● Produce a work of art with some assistance</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	●
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	



Content Area: Visual Arts  
Course: World Art

UNIT TITLE: Principles of Design and Composition  
UNIT DURATION: Semester

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
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<ul style="list-style-type: none"> <li>● Newsprint</li> <li>● Charcoal</li> <li>● Drawing Pencils</li> <li>● Cante</li> <li>● Paper</li> <li>● Paint (acrylic, watercolor, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able organize and arrange the content of an artwork using a variety of the principles of design and compositional concepts.</li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Use a variety of materials and media to produce works of art.</li> <li>● Master the use of drawing or painting media to render form and give illusion of depth while displaying a strong use of line quality and mark making.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are the principles of design?</li> <li>● What compositional concepts create a strong arrangement or layout in a work of art?</li> <li>● How do I effectively use the principles of design in an artwork to create a strong composition?</li> </ul>		
<p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>			
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>			
<p><b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i></p>	<p><b>STANDARDS: Content specific standards that will be addressed in this unit.</b></p>	<p><b>MAJOR STANDARD</b></p>	<p><b>SUPPORTING STANDARD</b></p>
<p>IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</p>	<p><b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.</p>	<p>x</p>	
<p>IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</p>	<p><b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).</p>	<p>x</p>	
<p>IIIAP: 1A, 2A</p>	<p><b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.</p>	<p>x</p>	

IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create artwork with subject matter that shows an accurate and evocative use of the principles of design</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Balance</b></li> <li>● <b>Contrast</b></li> <li>● <b>Emphasis</b></li> <li>● <b>Pattern</b></li> <li>● <b>Proportion/Scale</b></li> <li>● <b>Unity</b></li> <li>● <b>Variety</b></li> <li>● <b>Rhythm/Movement</b></li> <li>● <b>Repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create artwork that effectively uses the principles of design</li> <li>● Create artwork that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art of realistic still lifes and photorealism</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Creating artwork that demonstrates and intentional and effective use of the principles of design and composition</li> </ul>	2, 3, 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Photography	<b>UNIT TITLE:</b> Camera Functions <b>UNIT DURATION:</b> entire semester
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Camera and accessories</li> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>In order to take good photos, a photographer must know how to work the camera.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Photographers must know all of the functions and manual settings on a DSLR camera that control exposure and file management.</li> </ul>		<ul style="list-style-type: none"> <li>How do you adjust the exposure settings on a DSLR camera?</li> <li>How do you access the battery and memory card on a DSLR camera?</li> <li>How do you switch lenses on a DSLR camera?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
<b>OBJECTIVE # 1</b>	Camera Functions		

<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1C</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Photographers must know all of the functions and manual settings on a DSLR camera that control exposure and file management.</li> </ul>	<ul style="list-style-type: none"> <li>Jpeg</li> <li>White balance</li> <li>SD card</li> <li>Lens release</li> </ul>	<ul style="list-style-type: none"> <li>Adjust a DSLR camera to create quality photographs in any environment.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide definitions and examples of the different camera buttons and functions</li> <li>Demonstrate the locations of different camera buttons and functions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate to classmates the different locations and functions of certain parts of the camera.</li> </ul>	<b>3 &amp; 4</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
•	•	•
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>A one-on-one hands-on test where students demonstrate for the teacher certain functions of the camera and how to access them. (i.e. remove and replace the lens, adjust the shutter speed, etc.)</li> </ul>	SUMMATIVE	1, 2 & 3
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide more in-class practice and examples</li> <li>Teacher will provide more resources (i.e. websites or books)</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction and/or AIP</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3 & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide students with instructions on how to prepare a photograph for possible</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a photograph for possible inclusion into the district art</li> </ul>	4

inclusion in the district art show.	show.	
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<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Photography	<b>UNIT TITLE:</b> Elements of Design <b>UNIT DURATION:</b> 2-3 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Camera and accessories</li> <li>• Computer</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• The content in a photograph is comprised of different elements of design.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Photographers use different elements of design to effectively communicate through their photographs.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What are the elements of design?</li> <li>• How do I effectively use the elements of design in my photographs?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.		X
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	

<b>OBJECTIVE # 1</b>	Elements of Design
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<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1C</li> <li>• IIEP1A, IIEP21B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;"><b>KNOW?</b></p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;"><i>ACADEMIC VOCABULARY</i></p>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> <li>• <b>Photographers use different elements of design to effectively communicate through their photographs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>line</b></li> <li>• <b>shape</b></li> <li>• <b>form</b></li> <li>• <b>color</b></li> <li>• <b>value</b></li> <li>• <b>texture</b></li> <li>• <b>space</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create photographs that effectively use different elements of design</b></li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p style="text-align: center;"><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p style="text-align: center;"><b>STUDENT LEARNING TASK</b></p>	<p style="text-align: center;"><b>DOK TARGET</b></p> <p style="text-align: center;">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• <b>Provide definitions and examples of the different elements of design</b></li> <li>• <b>Discuss different methods of using/capturing each of the elements of design in photographs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Taking photos that demonstrate the different elements of design</b></li> </ul>	<p style="text-align: center;"><b>3 &amp; 4</b></p>
<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTION</b></p>	<p style="text-align: center;"><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p style="text-align: center;"><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



<ul style="list-style-type: none"> <li>Provide students with instructions on how to prepare a photograph for possible inclusion in the district art show.</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a photograph for possible inclusion into the district art show.</li> </ul>	4
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<p><b>CONTENT AREA:</b> Visual Arts</p> <p><b>COURSE:</b> Photography</p>	<p><b>UNIT TITLE:</b> Exposure</p> <p><b>UNIT DURATION:</b> entire semester</p>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Camera and accessories</li> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Photographers must adjust shutter speed, aperture and ISO to achieve proper exposure in their photographs.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Shutter speed, aperture and ISO settings all affect how the camera captures and displays light.</li> </ul>		<ul style="list-style-type: none"> <li>How do shutter speed, aperture and ISO each individually affect the light coming into the camera?</li> <li>How does changing one exposure setting (shutter speed, aperture or ISO) affect the others?</li> <li>How do I use exposure settings to achieve a specific look in my photos?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	

<b>OBJECTIVE # 1</b>	Exposure	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>IPP1C</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Shutter speed, aperture and ISO settings all affect how the camera captures and displays light.</li> </ul>	<ul style="list-style-type: none"> <li>Shutter speed</li> <li>aperture</li> <li>f-stop</li> <li>ISO</li> <li>Light meter</li> </ul>	<ul style="list-style-type: none"> <li>Create photographs with proper exposure.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide definitions and videos explaining shutter speed, aperture and ISO</li> <li>Bring students to locations within the school that have different types of lighting and have them practice using the light meter to set the camera for proper exposure.</li> </ul>	<ul style="list-style-type: none"> <li>Practice using the light meter to set proper exposure in different lighting situations around the school.</li> <li>Take photos using high and low settings for shutter speed, aperture and ISO and then analyze the results.</li> </ul>	<b>3 &amp; 4</b>

<ul style="list-style-type: none"> <li>Instruct students to take photos using high and low settings for shutter speed, aperture, and ISO.</li> </ul>		
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
•	•	•
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students take and submit properly exposed photos from several different school locations.</li> <li>Students take a written test over exposure settings.</li> <li>Every summative photo project turned in during the semester has part of its grade determined by the exposure in the photographs.</li> </ul>	FORMATIVE	1 & 2
	SUMMATIVE	1, 2 & 3
	SUMMATIVE	3 & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide more in-class practice and examples</li> <li>Teacher will provide more resources (i.e. websites or books)</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction and/or AIP</li> <li>Students will take advantage of the opportunity to re-do projects or</li> </ul>	1, 2, 3 & 4

	reflections	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide students with instructions on how to prepare a photograph for possible inclusion in the district art show.</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a photograph for possible inclusion into the district art show.</li> </ul>	<b>4</b>



<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Photography	<b>UNIT TITLE:</b> Photo Editing <b>UNIT DURATION:</b> 2 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Camera and accessories</li> <li>Computer</li> </ul>		<ul style="list-style-type: none"> <li>Photo editing software can be used to enhance photos.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Photographers use photo editing software programs to correct exposure and imperfections in photos.</li> </ul>		<ul style="list-style-type: none"> <li>How do I use photo editing software?</li> <li>What tools in photo editing software do I use to correct exposure?</li> <li>What tools in editing software do I use to fix imperfections?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>	<b>STANDARDS:</b> Content specific standards that will be addressed in this unit.	<b>MAJOR</b>	<b>SUPPORTING</b>

<i>i.e. GLE/CLE/MLS/NGSS</i>		STANDARD	STANDARD
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IVIC2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	

<b>OBJECTIVE # 1</b>	Photojournalism	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1C</li> <li>• IVIC2A</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Photographers use photo editing software programs to correct exposure and imperfections in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Photoshop</li> <li>• Levels</li> <li>• Spot Healing Brush Tool</li> <li>• Dodge</li> <li>• Burn</li> <li>• Jpeg</li> <li>• Resolution</li> <li>• Selective color</li> <li>• Cut outs</li> </ul>	<ul style="list-style-type: none"> <li>• Use photo editing software to correct exposure in photos.</li> <li>• Use photo editing software to correct imperfections in portraits.</li> <li>• Use photo editing software to create works with selective color and cut outs.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide handouts and presentations to explain photo editing tools.</li> <li>• Demonstrate photo editing tools on the</li> </ul>	<ul style="list-style-type: none"> <li>• Complete practice photo editing activities.</li> </ul>	<b>3 &amp; 4</b>



projector.		
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
•	•	•
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Students use photo editing software to create works including selective color and cut outs, corrected exposure and corrected imperfections.	SUMMATIVE	3&4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide more in-class practice and examples</li> <li>Teacher will provide more resources (i.e. websites or books)</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction and/or AIP</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3 & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide students with instructions on how to prepare a photograph for possible inclusion in the district art show.</li> </ul>	<ul style="list-style-type: none"> <li>● Students prepare a photograph for possible inclusion into the district art show.</li> </ul>	4



<p>CONTENT AREA: Visual Arts</p> <p>COURSE: Photography</p>	<p>UNIT TITLE: Photojournalism</p> <p>UNIT DURATION: 2-4 weeks</p>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Camera and accessories</li> <li>● Computer</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Photojournalism is the art of telling stories with photographs.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Photojournalistic photos capture action, reaction, emotions and relationships.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How do I prepare myself to shoot a live event?</li> <li>● How can visual composition affect the meaning of a photo?</li> <li>● What are different types of photojournalism?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IVIC2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	



<b>OBJECTIVE # 1</b>	Photojournalism	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1C</li> <li>• IVIC2A</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,  ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Photojournalistic photos capture action, reaction, emotions and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Street photography</li> <li>• Photo essay</li> <li>• Action</li> <li>• Reaction</li> <li>• Emotion</li> <li>• relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Take accurate and well-composed photos at events.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide definitions, readings and sample photos.</li> <li>• Discuss different methods to prepare for photo shoots.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete readings and bookwork about photojournalism.</li> <li>• Discuss and analyze photojournalistic pictures with classmates.</li> </ul>	<b>3 &amp; 4</b>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
•	•	•

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Students take photos at school events.</li> </ul>	SUMMATIVE	3&4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide more in-class practice and examples</li> <li>Teacher will provide more resources (i.e. websites or books)</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction and/or AIP</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3 & 4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Provide students with instructions on how to prepare a photograph for possible</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a photograph for possible inclusion into the district art</li> </ul>	4

inclusion in the district art show.	show.	
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<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Photography	<b>UNIT TITLE:</b> Principles of Design <b>UNIT DURATION:</b> 2-3 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Camera and accessories</li> <li>• Computer</li> </ul>		<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• The content in a photograph is arranged and organized using different principles of design.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Photographers use different principles of design to effectively communicate through their photographs.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What are the principles of design?</li> <li>• How do I effectively use the principles of design in my photographs?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.		X
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
<b>OBJECTIVE # 1</b>	Principles of Design		
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>• IPP1C</li> </ul>		

<i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IIEP1A, IIEP21B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G</li> </ul>	
WHAT SHOULD STUDENTS...		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• Photographers use different principles of design to effectively communicate through their photographs</li> </ul>	<ul style="list-style-type: none"> <li>• balance</li> <li>• contrast</li> <li>• emphasis</li> <li>• pattern</li> <li>• proportion/scale</li> <li>• unity/variety</li> <li>• rhythm/movement</li> </ul>	<ul style="list-style-type: none"> <li>• Create photographs that effectively use different principles of design</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide definitions and examples of the different principles of design</li> <li>• Discuss different methods of using/capturing each of the principles of design in photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Taking photos that demonstrate the different principles of design</li> </ul>	<b>3 &amp; 4</b>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
•	•	•
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Quiz where students define the principles of design and identify them in certain photos</li> <li>• Students take photos that specifically demonstrate each of the principles of design (balance, contrast, emphasis, pattern, proportion/scale, unity/variety, rhythm/movement)</li> </ul>	FORMATIVE	1 & 2
	SUMMATIVE	3 & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide more in-class practice and examples</li> <li>• Teacher will provide more resources (i.e. websites or books)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction and/or AIP</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3 & 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Provide students with instructions on how to prepare a photograph for possible</li> </ul>	<ul style="list-style-type: none"> <li>• Students prepare a photograph for possible inclusion into the district art</li> </ul>	4



inclusion in the district art show.	show.	
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<p><b>Content Area: Visual Arts</b></p> <p><b>Course: Drawing and Painting I and II</b></p>	<p><b>UNIT TITLE: Expressive Communication</b></p> <p><b>UNIT DURATION: 8 Weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Newsprint</li> <li>● Charcoal</li> <li>● Drawing Pencils</li> <li>● Cante</li> <li>● Paper</li> <li>● Watercolors</li> <li>● Acrylic Paints</li> <li>● Oil Pastels</li> <li>● Chalk Pastels</li> <li>● Linoleum, vinyl</li> <li>● India ink</li> <li>● Printmaking Ink</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Students will be able to define, identify and apply cultural and social concepts as they apply to art.</li> <li>● Students will define, identify, and apply art in an expressively communicative manner.</li> </ul>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Students will familiarize themselves with cultural and social concepts as they apply to art.</li> <li>● Students will understand how art can expressively communicate ideas.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do artists use the elements and principles to communicate ideas?</li> <li>● How do artist use materials to communicate concepts and ideas?</li> <li>● How is art used as a tool of communication?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<p><b>REFERENCE/STANDARD</b></p> <p><i>i.e. GLE/CLE/MLS/NGSS</i></p>	<p><b>STANDARDS: Content specific standards that will be addressed in this unit.</b></p>	<p><b>MAJOR STANDARD</b></p>	<p><b>SUPPORTING STANDARD</b></p>

IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Expressive communication: cultural concepts	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>	<b>KNOW?</b>	<b>BE ABLE TO DO?</b>
<i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<i>Facts, Names, Dates, Places, Information,</i>  <b>ACADEMIC VOCABULARY</b>	<i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Using cultural concepts in art to communicate in an expressive way.</b></li> </ul>	<ul style="list-style-type: none"> <li>● How different cultures use art to express communication</li> </ul>	<ul style="list-style-type: none"> <li>● Create a work of art based on a social issue of the students choice</li> <li>● Create an expressive portrait</li> <li>● Use design concepts and art media to express larger concepts and ideas.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of expressive art</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce art that expressively communicates ideas</li> <li>● Produce work influenced by cultural and</li> </ul>	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)  2, 3, 4

	social concepts	
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>History</li> <li>Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



**Content Area: Visual Arts**  
**Course: Drawing and Painting I and II**

**UNIT TITLE: Observational Drawing (Figure Drawing)**  
**UNIT DURATION: 3-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Newsprint</li> <li>Charcoal</li> <li>Drawing Pencils</li> <li>Cante</li> <li>Paper</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able to draw the human figure with an attempt at realism using scales and proportion, while using a wide range of value and/or color to show depth and produce a work of quality.</li> </ul>		
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Use a variety of materials and media to produce works of art that displays accurate proportion.</li> <li>Create a work of art that shows an expressive use of the figure</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How will I use proportion and scale to draw a human figure?</li> <li>How can I use value to show a 3D form and show depth?</li> <li>How can I use color to create depth?</li> <li>How can interpret the figure expressively using various media?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>

<i>i.e. GLE/CLE/MLS/NGSS</i>			
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Figure Drawing	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>• IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>• IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>• IIIAP: 1A, 2A</li> <li>• IVIC: 1A, C2A</li> <li>• VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• <b>Drawing the human form.</b></li> </ul>	<ul style="list-style-type: none"> <li>• How to use value to create depth</li> <li>• Proper proportions and scale of the human figure</li> <li>• How to use color to show depth</li> <li>• How to create a realistic human form</li> <li>• Show movement and expression through the human form</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a realistic human form with correct proportions and scale</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• <b>Provide examples and explanation of a realistic figure and proportions of the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Produce a realistic as well as expressive figure</li> </ul>	2, 3, 4

<b>human form</b> <ul style="list-style-type: none"> <li>• <b>Demonstrate skills and techniques</b></li> </ul>		
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Design</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		



*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



**Content Area: Visual Arts**

**Course: Drawing and Painting I and II**

**UNIT TITLE: Media Exploration**

**UNIT DURATION: Semester**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Watercolors</li> <li>Acrylic Paints</li> <li>Oil Pastels</li> <li>Chalk Pastels</li> <li>Charcoal</li> <li>Cante</li> <li>Linoleum, vinyl</li> <li>India ink</li> <li>Printmaking Ink</li> <li>White Pen</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Students will be able to define and identify a variety of media to produce a work of art.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Use a variety of materials and media to produce works of art.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do different media and materials perform in the visual arts?</li> <li>What are different types of media and materials I can use to produce art?</li> </ul>

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	X	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	X	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	X	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	X	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	X	

<b>OBJECTIVE # 1</b>	Media Exploration	
<b>REFERENCES/STANDARDS</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Use a variety of materials and media to produce works of art.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Watercolor techniques</li> <li>● Acrylic paint techniques</li> <li>● Printmaking techniques</li> <li>● Mixed Media techniques</li> <li>● Collage technique</li> </ul>	<ul style="list-style-type: none"> <li>● Produce a work of art using various media techniques.</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art from various media</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce a work of art using various media techniques.</li> </ul>	2, 3, 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>• Science</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



**Content Area: Visual Arts**  
**Course: Drawing and Painting I and II**

**UNIT TITLE: Observational Drawing**  
**UNIT DURATION: 3-4 Weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Newsprint</li> <li>Charcoal</li> <li>Drawing Pencils</li> <li>Cante</li> <li>Paper</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able to draw subject matter (i.e. still life) with an attempt at realism using scales and proportion, while using a wide range of value and/or color to show depth and produce a work of quality.</li> </ul>		
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Use a variety of materials and media to produce works of art.</li> <li>Master the use of drawing or painting media to render form and give illusion of depth while displaying a strong use of line quality and mark making.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>How will I use proportion and scale to draw an object or subject matter?</li> <li>How can I use value to show 3D form and depth?</li> <li>How can I use color to create depth?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>  <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>

IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Drawing a subject matter with accurate proportion</b></li> <li>● <b>Use chiaroscuro to create a realistic depiction of observed subject matter</b></li> </ul>	<ul style="list-style-type: none"> <li>● How to use value to create depth</li> <li>● Accurate proportions and scale of subject matter</li> <li>● How to use color to show depth</li> <li>● How to create a realistic still life</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a realistic still life with correct proportions and scale</li> <li>● Draw a photograph based on the art movement of photorealism</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art of realistic still lifes and photorealism</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Produce realistic still life</li> </ul>	2, 3, 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>● Math</li> <li>● History</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)



<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4
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**Content Area: Visual Arts**  
**Course: Drawing and Painting I and II**

**UNIT TITLE: Principles of Design and Composition**  
**UNIT DURATION: Semester**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Newsprint</li> <li>Charcoal</li> <li>Drawing Pencils</li> <li>Cante</li> <li>Paper</li> <li>Paint (acrylic, watercolor, etc.)</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able organize and arrange the content of an artwork using a variety of the principles of design and compositional concepts.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Use a variety of materials and media to produce works of art.</li> <li>Master the use of drawing or painting media to render form and give illusion of depth while displaying a strong use of line quality and mark making.</li> </ul>		<ul style="list-style-type: none"> <li>What are the principles of design?</li> <li>What compositional concepts create a strong arrangement or layout in a work of art?</li> <li>How do I effectively use the principles of design in an artwork to create a strong composition?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	

IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create artwork with subject matter that shows an accurate and evocative use of the principles of design</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Balance</b></li> <li>● <b>Contrast</b></li> <li>● <b>Emphasis</b></li> <li>● <b>Pattern</b></li> <li>● <b>Proportion/Scale</b></li> <li>● <b>Unity</b></li> <li>● <b>Variety</b></li> <li>● <b>Rhythm/Movement</b></li> <li>● <b>Repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create artwork that effectively uses the principles of design</li> <li>● Create artwork that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art of realistic still lifes and photorealism</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Creating artwork that demonstrates and intentional and effective use of the principles of design and composition</li> </ul>	2, 3, 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET

		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Creative Graphic Design	<b>UNIT TITLE:</b> Advertising <b>UNIT DURATION:</b> 3 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Adobe Creative Suite</li> <li>Relief Printmaking Plates</li> <li>Silk Screen</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able to understand how to analyze and create effective advertisements and advertising campaigns for products they develop or those that currently exist.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Use a variety of Software, materials and media to produce works of art.</li> <li>To communicate clear ideas or themes through the use of text.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What is a logo and what purpose does it serve?</li> <li>What is a slogan and what purpose does it serve?</li> <li>What is product recognition and how can it be achieved?</li> <li>What is typeface personality and how can typography be used to effectively communicate the appeal and sentiment of a product?</li> <li>What are the principles of design and how can they be used to attract a viewer to the product or concept being advertised?</li> <li>What compositional concepts create a strong arrangement or layout in an advertisement?</li> <li>What features or concepts should be considered when designing a product and its advertisement?</li> <li>What is a target audience (market segmentation) and how does it influence the design of an advertisement?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the formats an advertisement can be seen?</li> <li>• How can you make a advertisement interesting, evocative, and lasting?</li> </ul>		
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create an advertisement that shows an accurate and evocative use of the typography and principles of design</b></li> <li>● <b>Use the elements of art (line, color, value, and texture) to make a product being advertised appealing to its target audience</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> <li>● <b>Design a logo and slogan that is appropriate for the product being advertised and attracts the target audience</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Principles of Art</b></li> <li>● <b>Effective use of typeface/font</b></li> <li>● <b>Target Audience (Market Segmentation)</b></li> <li>● <b>Logo and Slogan</b></li> <li>● <b>Color Theory</b></li> <li>● <b>Formats/Platforms for advertising (posters, billboards, mail, magazine, web ads, and TV and radio)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Redesign a product and its logo and slogan using effective layout composition and principles of design making it evocative to a given audience.</li> <li>● All students design an evocative poster for the same given product using the principles of design and effective compositional layout</li> <li>● Create an original advertisement for your favorite product that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples and explanation of art that incorporates typography into an images and communicates clear ideas through the use of text</li> <li>● Demonstrates skills and techniques</li> <li>● Demonstrates how to utilize Adobe programs to create artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Creating and evocative artwork that demonstrates an intentional and effective use of the principles of design, compositional concepts, and typography</li> </ul>	1, 2, 3, 4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
●	● Elements of Design	●
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Teacher will provide further in-class practice and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will take advantage of extra instruction</li> </ul>	1, 2, 3, 4



<ul style="list-style-type: none"> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Arts  <b>COURSE:</b> Creative Graphic Design	<b>UNIT TITLE:</b> Illustration  <b>UNIT DURATION:</b> 3 weeks
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Adobe Creative Suite</li> <li>Storyboarding</li> <li>Digital imaging</li> <li>Using Drawing Tablets</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able to understand how to create effective Illustrations they develop or those that currently exist.</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Use a variety of Software, materials and media to produce works of art.</li> <li>To communicate clear ideas, stories, or themes through the use of</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What is an illustration and what purpose does it serve?</li> <li>What are the principles of design and how can they be used to create an illustration?</li> </ul>

images.	<ul style="list-style-type: none"> <li>● What compositional concepts create a strong arrangement or layout in an illustration?</li> <li>● How can an artist communicate a story clearly through the use of illustrations?</li> <li>● Where do artists get their ideas or concepts?</li> <li>● How does a person fully develop these concepts?</li> </ul>
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts,	x	

	math, science, and social studies.		
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	
<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>		
<b>WHAT SHOULD STUDENTS...</b>			
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>	
<ul style="list-style-type: none"> <li>● <b>Create an advertisement that shows an accurate and evocative use of the imagery and principles of design</b></li> <li>● <b>Use the elements of art (line, color, value, and texture) to make a enhance the composition of an illustration</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> <li>● <b>Design an illustration that accompanies a story and is appropriate for the target audience</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Principles of Art</b></li> <li>● <b>Composition/Layout</b></li> <li>● <b>Concept Development</b></li> <li>● <b>Storytelling through images</b></li> </ul>	<ul style="list-style-type: none"> <li>● Design an album cover using effective layout composition and principles of design making it interesting to a given audience.</li> <li>● Design a book cover for a real or imaginary book that clearly depicts the books theme</li> <li>● Create a functional board game complete with box cover, game pieces, and rules</li> <li>● Create illustrations to accompany a short story, or graphic novel</li> <li>● Create a storyboard for a Movie or TV series then create the concept art to pitch this concept to a “producer”</li> </ul>	
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>			

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Provide examples and explanations of art that incorporates illustrations and communicates clear ideas or stories through the use of these images</li> <li>● Demonstrates skills and techniques</li> <li>● Demonstrates how to utilize Adobe programs to create artwork.</li> </ul>	<ul style="list-style-type: none"> <li>● Creating and evocative artwork that demonstrates an intentional and effective use of the principles of design, compositional concepts, and illustration</li> </ul>	1, 2, 3, 4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
●	● Elements of Design	●
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Project Assessments</li> <li>● Written Reflections</li> <li>● Class discussions</li> </ul>	Summative  Summative  Formative	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking,

		4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



<b>CONTENT AREA:</b> Visual Arts <b>COURSE:</b> Creative Graphic Design	<b>UNIT TITLE:</b> Principles of Design and Composition <b>UNIT DURATION:</b> Semester
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Newsprint</li> <li>Charcoal</li> <li>Drawing Pencils</li> <li>Cante</li> <li>Paper</li> <li>Paint (acrylic, watercolor, etc.)</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able organize and arrange the content of an artwork using a variety of the principles of design and compositional concepts.</li> </ul>
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<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Use a variety of materials and media to produce works of art.</li> <li>● Master the use of drawing or painting media to render form and give illusion of depth while displaying a strong use of line quality and mark making.</li> </ul>		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What are the principles of design?</li> <li>● What compositional concepts create a strong arrangement or layout in a work of art?</li> <li>● How do I effectively use the principles of design in an artwork to create a strong composition?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create artwork with subject matter that shows an accurate and evocative use of the principles of design</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Balance</b></li> <li>● <b>Contrast</b></li> <li>● <b>Emphasis</b></li> <li>● <b>Pattern</b></li> <li>● <b>Proportion/Scale</b></li> <li>● <b>Unity</b></li> <li>● <b>Variety</b></li> <li>● <b>Rhythm/Movement</b></li> <li>● <b>Repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create artwork that effectively uses the principles of design</li> <li>● Create artwork that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art of realistic still lifes and photorealism</b></li> <li>● <b>Demonstrate skills and techniques</b></li> </ul>	<ul style="list-style-type: none"> <li>● Creating artwork that demonstrates and intentional and effective use of the principles of design and composition</li> </ul>	2, 3, 4

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Project Assessments</li> <li>Written Reflections</li> <li>Class discussions</li> </ul>	Summative  Summative  Formative	2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide further in-class practice and examples.</li> <li>Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>Students will take advantage of extra instruction</li> <li>Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	1, 2, 3, 4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET



		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Teacher will provide extended instruction on more complex methods or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li> </ul>	3, 4



<b>UI CONTENT AREA:</b> Visual Arts <b>UI COURSE:</b> Creative Graphic Design	<b>UNIT TITLE:</b> Typography <b>UNIT DURATION:</b> Semester
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Adobe Creative Suite</li> <li>Silk Screen</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to create and use typeface to organize and arrange the content of an artwork using a variety of the principles of design and compositional concepts.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Use a variety of Software, materials and media to produce works of art.</li> <li>To communicate clear ideas or themes through the use of text.</li> </ul>		<ul style="list-style-type: none"> <li>What is the difference between a serif and sans serif?</li> <li>How can typeface (font family) be used to communicate an idea?</li> <li>What is typeface personality? How can typeface display a personality?</li> <li>What are the principles of design?</li> <li>What compositional concepts create a strong arrangement or layout in a work of art?</li> <li>How do I effectively use the principles of design in an artwork to create a strong composition?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b>	<b>STANDARDS:</b> Content specific standards that will be addressed in this unit.	<b>MAJOR</b>	<b>SUPPORTING</b>

<i>i.e. GLE/CLE/MLS/NGSS</i>		STANDARD	STANDARD
IPP1A, IPP1B, IPP1D, IPP3A, IPP3C	<b>Product and Performance:</b> Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.	x	
IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F	<b>Elements and Principles:</b> Artists communicate ideas through artworks by selecting and applying art elements (line, shape, form, color, value, texture and space) and principles (balance, unity, variety, emphasis, rhythm, movement, and pattern).	x	
IIIAP: 1A, 2A	<b>Artistic Perceptions:</b> Viewers respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the meaning of artwork through art criticism.	x	
IVIC: 1A, C2A	<b>Interdisciplinary Connections:</b> Visual art is connected to performing arts, communication arts, math, science, and social studies.	x	
VHC: 1A, 1B	<b>Historical and Cultural Context:</b> Visually literate citizens understand the role of art in an historical and cultural context, and how it reflects the human experience.	x	

<b>OBJECTIVE # 1</b>	Observational Drawing: Still Life	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>● IPP1A, IPP1B, IPP1D, IPP3A, IPP3C</li> <li>● IIEP1A, IIEP1B, IIEP1C, IIEP1D, IIEP1E, IIEP1F, IIEP1G, IIEP2A, IIEP2B, IIEP2C, IIEP2D, IIEP2E, IIEP2F</li> <li>● IIIAP: 1A, 2A</li> <li>● IVIC: 1A, C2A</li> <li>● VHC: 1A, 1B</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b>  <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b>  <i>Facts, Names, Dates, Places, Information,</i>  <i>ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b>  <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● <b>Create artwork with subject matter that shows an accurate and evocative use of the typography and principles of design</b></li> <li>● <b>Use the elements of art (line, color, value, and texture) to create an original typeface design</b></li> <li>● <b>Use compositional layout concepts such as overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Principles of Art</b></li> <li>● <b>Effect of typeface/font</b></li> <li>● <b>Leading</b></li> <li>● <b>Lines</b></li> <li>● <b>Tracking</b></li> <li>● <b>Kerning</b></li> <li>● <b>Alignment</b></li> </ul>	<ul style="list-style-type: none"> <li>● Create an original typeface using the elements and principles of design</li> <li>● Create artwork that uses and demonstrates an understanding of compositional concepts: overlapping, size variety, contrast between foreground and background (figure/ground relationships), and cropping</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● <b>Provide examples and explanation of art that incorporates typography into an</b></li> </ul>	<ul style="list-style-type: none"> <li>● Creating artwork that demonstrates an intentional and effective use of text</li> </ul>	1, 2, 3, 4

<p><b>images and communicates clear ideas through the use of text</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrates skills and techniques</b></li> <li>• <b>Demonstrates how to utilize Adobe programs to create artwork.</b></li> </ul>	<p>within a piece of art.</p> <ul style="list-style-type: none"> <li>• Creating artwork that communicates clear ideas using typeface, Leading, Lines, Tracking, Kerning, Alignment.</li> </ul>	
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>		
<p><b>ASSESSMENT DESCRIPTION</b></p>	<p><b>FORMATIVE OR SUMMATIVE?</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Project Assessments</li> <li>• Written Reflections</li> <li>• Class discussions</li> </ul>	<p>Summative  Summative  Formative</p>	<p>1, 2, 3, 4</p>
<p><b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b></p> <p><i>Possible Interventions</i></p>		
<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Teacher will provide further in-class practice and examples.</li> <li>• Teacher will provide more resources, i.e. websites or books</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take advantage of extra instruction</li> <li>• Students will take advantage of the opportunity to re-do projects or reflections</li> </ul>	<p>1, 2, 3, 4</p>

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b>  (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Teacher will provide extended instruction on more complex methods or concepts.</li></ul>	<ul style="list-style-type: none"><li>Students will demonstrate more complex methods or concepts in their artwork and their reflections.</li></ul>	3, 4

## Visual Art Grade Level Expectations

The No Child Left Behind Act of 2001 requires state assessment systems to test students in reading/language arts, mathematics, and science, but the law does not require state-level testing in fine arts. Nonetheless, fine arts remain an integral component of the public-school curricula, and we believe these Expectations provide a valuable tool for local educators.

Art GLEs are grade level benchmarks for the Fine Arts Content Standards in the *Show-Me Standards for Missouri Schools*. It is expected that 80% of students will demonstrate proficiency at the GLE level. As school district's build curriculum documents, it is understood that concepts and skills should be introduced at earlier grade levels, assessed at the GLE level, and continue to be reviewed/reinforced at later grade levels. At each grade level, students should be able to demonstrate the GLEs from previous years as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas.

### K-5

GLEs are based upon teaching at least 30 minutes per week of half-day Kindergarten art and at least 50 minutes per week of art in grades one through five (or six if in an elementary building).

### 6-8

GLEs are based upon teaching at least 1500 minutes per year of art in each grade. Depending upon the school's schedule, this art could be alternating periods for a year, or a full semester in each of the three grade levels.

Note: If a district offers only one art course for middle school / junior high, the teacher will follow GLEs for 6<sup>th</sup> grade.

9-12

GLEs are based upon teaching a full unit of art credit for four consecutive years. Since middle school art is not a pre-requisite to enrollment in high school art, the sequence for content and skills is built upon elementary GLEs. The GLEs are written for four sequential years of general art (2-D & 3-D). Schools may choose to offer four levels/four full years of general art, four years (eight semesters) of different media-specific courses (Drawing, Ceramics...), or a combination of the two. If a district offers media-specific courses such as Drawing or Ceramics, then the teachers select and expand GLEs that are appropriate to their specific media.

### **Applying Visual Art Grade Level Expectations to District Curricula**

When e.g. precedes a list, DESE expects that districts/teachers will select from the list or use similar content.

### **Safe Use and Responsible Care of Art Tools and Materials**

**Use tools and art materials in a safe and responsible manner.** (Show-Me Standards: FA1; National Standards for K-12: 1d)

### **Essential Understandings for Strands**

<b>Strand</b>	<b>Essential Understanding</b>
Product-Performance	Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.
Elements and Principles	Artists communicate ideas through artworks by selecting and applying art elements and principles.
Artistic Perceptions	Viewers' respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the quality of artwork through art criticism.
Interdisciplinary Connections	Visual art is connected to performing arts, communication arts, math, science, and social studies.
Historical and Cultural Context	Visually literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live.



## STRAND I: Product/Performance

### 1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Produce a line using crayon,	Fill an area with solid color/value	Change pressure to	Layer two or more colors	Create light, medium, and	Create texture or surface	Use pencil or marker to draw	Use a variety of media such as	Create even, continuous, and	Create smooth, continuous	Create a range of 7 smoothly	Create a range of 10 smoothly	Select and apply drawing media

## Drawing

pencil, or marker	using crayon, pencil, or marker	create two values using crayon or pencil	using crayon, colored pencil, or oil pastel	dark values using pencil	quality using any drawing media	a continuous line that describes an object from observation	pencil, pastels, color sticks, and/or markers to create simulated/ implied texture	graduated tones using pencil or colored pencil	value through even pressure	graduated values through varied pressure	graduated values through varied pressure	and techniques that demonstrate
									Create a range of 4 smoothly graduated values through varied pressure	Blend values/colors to create new values/colors	Create a range of 7 graduated values using hatching, crosshatching, and stippling techniques	<ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
									Define edge through variations in pressure or angle	Combine a change in value/color with texture	Use hatching, crosshatching, and stippling to create texture	
									Use media in various ways to create simulated and invented textures	Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques	Use an eraser as a tool to create a range of values	
									Use a ruler to create parallel, perpendicular, and converging lines	Use an eraser as a tool to change a value	Demonstrate proficiency using 4 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils)	
									Demonstrate proficiency using a single drawing media	Use blending tools such as stumps and tortillons to modify values		
										Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils)		

National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

## STRAND I: Product/Performance

### 1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at	Apply paint with a dragging, not	Paint lines with control of the	Apply paint in even strokes to	Apply watercolor paint	Mix a variety of hues to create	Using opaque paint, overlap	Use a variety of brush strokes to	Create a variety of colors, tints,	Mix tempera/acrylic	Mix tempera/acrylic	Select and use paint	Select and apply painting media

<b>Painting</b>	this level	pushing motion	brush	create a watercolor/thin ned tempera wash.	to wet areas to blend color (wet-on-wet technique)	new colors	brush strokes to create a smooth and even area of color	create various textures	and shades by mixing pigments	paints to create different hues	paints to match observed hues	expressively (hard edge, soft edge, painterly brush strokes)	and techniques that demonstrate
			Clean paint brush before changing colors  Mix two colors to create a third color	Paint lines and fill in shapes with even color using tempera	Using tempera paints, add color to white to create a tint  Using tempera paints, add black to a color create a shade	Apply layers of watercolor paint from lightest to darkest colors  Using tempera paints, produce a sharp, clear edge between areas of colors				Mix tempera/acrylic paints to create a range of 4 values and levels of intensity  Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity  Blend one color/value smoothly into another  Demonstrate proper use and cleaning of brushes and palettes  Use brushes of various sizes/types	Demonstrate the following watercolor techniques: continuous wash, graduated wash  Apply watercolor to create simulated and invented textures  Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes)	Demonstrate the following watercolor techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting  Mix watercolors to match observed hues	<ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
National Standards		<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>

Show-Me Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
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## STRAND I: Product/Performance

### 1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

C.		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Digital/Computer	Grade K	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level
		Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level
							Create different types of lines using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create different types of shapes using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create a composition of lines and shapes using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create or modify an image using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create or modify an image using art software  *Art software refers to a program such as Adobe Photoshop	Create expressive/symbolic art using art software  *Art software refers to a program such as Adobe Photoshop	Select and apply digital/computer media that demonstrate <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul> *Art software refers to a program such as Adobe Photoshop
National Standards							VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1

Show-Me Standards							FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
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## STRAND I: Product/Performance

### 1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Demonstrate a simple	Demonstrate a monoprint	Create a paper	Demonstrate an additive	Create a fiber weaving using	Demonstrate a subtractive	Demonstrate a printmaking	Demonstrate a type of relief	Demonstrate a printmaking	Demonstrate a relief block	Demonstrate one	Demonstrate one	Select and apply



<b>Other Media</b>	printmaking technique (e.g., stamping, thumb or hand prints, objects)	process	weaving using plain weave (over one, under one, alternating rows)	process (e.g., string, cardboard, glue, found objects)	a simple loom (e.g., cardboard, straws, paper plate)	printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images	process (e.g., monoprint, collagraph, string print)  Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading)	block printmaking  Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)	process using a variety of ink colors  Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)	printmaking process  Create an artwork using a fiber arts process (e.g., weaving, paper-making, book arts, quilting, appliqué, basketry, knotting, batik).	printmaking process (e.g., monoprint, collagraph, stamp, reduction relief block, lithograph, etching, serigraph)  Create an edition  Create an artwork combining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material)	printmaking process that require registering (e.g., reduction block, multiple block, serigraphy, etching)  Create a titled, numbered, signed edition  Create related fiber arts	printmaking media and techniques that demonstrate:  <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul> Select and apply fiber media and techniques that demonstrate:  <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
	National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1

Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1
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## STRAND I: Product/Performance

### 2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
		Uses scissors	Use glue with	Manipulate paper to	Manipulate paper to	Build or layer	Combine simple forms	Create a relief	Create an in-the-	Create a three-	Create a sculpture by	Create a sculpture	Create a mixed media sculpture

Sculpture, Ceramics, Other Media

<p>with control</p> <p>Modeling with clay or a similar material:</p> <p>Create a sphere</p>	<p>control</p> <p>Fold paper and identify folded edge</p> <p>Modeling with clay or a similar material:</p> <p>Pinch, pull, and roll material</p>	<p>create low relief (e.g., curling, folding, tearing, and cutting)</p> <p>Modeling with clay or a similar material:</p> <p>Roll coils: flatten material into a slab</p>	<p>create forms (in-the-round)</p> <p>Cut a symmetrical shape from a folded piece of paper</p> <p>Modeling with clay or a similar material:</p> <p>Create applied and impressed textures</p>	<p>materials to create a relief</p> <p>Apply a variety of paper folding techniques</p> <p>Modeling with clay or a similar material;</p> <p>Make organic forms</p>	<p>to create a complex object/form (in-the-round)</p> <p>Use paper joining techniques such as tabs and slits</p> <p>Modeling with clay or a similar material:</p> <p>Build a form using a coil techniques</p>	<p>artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)</p>	<p>round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plastercraft, cardboard, fibers)</p>	<p>dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks</p> <p>Modeling with clay or a similar material:</p> <p>Create a three-dimensional artwork demonstrating appropriate joining</p>	<p>layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, papier mache, assemblage)</p> <p>Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness</p>	<p>using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks)</p> <p>Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product</p> <p>Demonstrate consistent glaze application</p>	<p>using a variety of processes and techniques</p> <p>Create a functional ceramic piece on the potter's wheel</p> <p>Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)</p> <p>Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)</p>	<p>and techniques that demonstrate:</p> <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul> <p>Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate:</p> <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
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National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

## STRAND I: Product/Performance

### 3. Communicate ideas about subject matter and themes in artworks created for various purposes

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Portrait:	Portrait:	Still Life:	Figure:	Portrait:	Portrait:	Create original artwork using	Create original artwork using	Create original artwork using	Create original artworks using	Communicate ideas through	Combine subject matter	Select subject matter to

<b>Subject Matter: Fine Art</b>	Create an original picture of self or other person	Create an original artwork showing family members	Create an original still life from observation	Create an original artwork of a figure in an action pose	Create facial features in correct proportion	Create a portrait from observation	the following subjects: <ul style="list-style-type: none"><li>• realistic portrait</li><li>• abstract portrait</li></ul>	the following subjects: <ul style="list-style-type: none"><li>• human figure</li><li>• still life from observation</li></ul>	the following subject: <ul style="list-style-type: none"><li>• realistic landscape</li><li>• abstract landscape</li></ul>	the following as subject matter: <ul style="list-style-type: none"><li>• portrait</li><li>• still life</li><li>• landscape</li><li>• non-objective</li><li>• architecture</li></ul>	the creation of a: <ul style="list-style-type: none"><li>• portrait</li><li>• still life</li><li>• landscape</li><li>• non-objective</li><li>• architecture</li></ul>	in original artworks to communicate ideas (e.g., figure and/or architecture in a landscape)	communicate personal ideas through a series of original, related works	
	Landscape:  Create a picture showing outside	Still Life:  Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox)	Landscape:  Create an original landscape	Landscape:  Create an original cityscape	Exaggerate, distort, or simplify features to create an abstract portrait	Still Life:  Create a still life from observation that shows the illusion of form	Still Life:  Create an original outdoor scene to show the illusion of space							
	Non-Objective:  Create a design using lines			Non-Objective:  Create an original artwork using line, shape and color	Still Life:  Exaggerate, distort, or simplify observed objects to create an abstract still life	Landscape:  Create an original seascape								
National Standards	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	
Show-Me Standards	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	

## STRAND I: Product/Performance

### 3. Communicate ideas about subject matter and themes in artworks created for various purposes

<b>B.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
	Not assessed	Design wearable art	Design a building that	Create a container (e.g.,	Create an example of	Create an original	Illustrate text	Not assessed at this grade	Create an original	Create a functional	Create an original	Create an original	Create a series of original,

<b>Subject Matter: Functional Art</b>	at this level	(e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting)	serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material)	paper box, clay pot, fiber basket)	graphic art (e.g., poster, illustration, advertisement, greeting card)	building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)		level	functional object	artwork based upon a cultural example	functional artwork that expresses a culture	functional artwork that communicates a personal idea	related, functional artworks that communicates a personal idea
	National Standards	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>		<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>
	Show-Me Standards	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>		<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>



## STRAND I: Product/Performance

### 3. Communicate ideas about subject matter and themes in artworks created for various purposes

C.		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4	
<b>Theme</b>	<b>Grade K</b>	<p>Create original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• People (e.g., self, family, friends)</li> <li>• Indoors (e.g., classroom, kitchen, bedroom)</li> <li>• Outdoors (e.g., seasons, nature)</li> </ul>	<p>Create original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• People (e.g., self, family, friends)</li> <li>• Animals (e.g., pets, farm, zoo, wild)</li> <li>• Things (e.g., toys, tools, food)</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Nature</li> <li>• Places (e.g., school, home, stores, neighborhood, countryside)</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Group identity (e.g., family, classroom, groups, scouts, sports teams)</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Missouri</li> <li>• The Environment</li> <li>• Time (e.g., past, present, future)</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• United States</li> <li>• Patriotism</li> <li>• World</li> <li>• Time (e.g., past, present, future)</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)</li> <li>• Personal Identity</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Group Identity</li> <li>• Nature</li> </ul>	<p>Create an original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Time (e.g., past, present, future)</li> </ul>	<p>Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)</p>	<p>Create an original artwork that communicates ideas through the following themes (e.g., cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/transparency)</p>	<p>Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)</p>	<p>Develop a theme through a series of original artworks that communicates personal ideas</p> <ul style="list-style-type: none"> <li>• Addresses complex visual and/or conceptual ideas</li> <li>• Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety</li> </ul>
	National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

<b>A.</b>		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
<b>Grade K</b>	Identify and use lines	Identify and use straight, curved, thick, and thin lines	Identify and use zigzag, dotted, and wavy lines	Identify and use horizontal, vertical, and diagonal lines	Identify and use outlines	Identify and use contour lines	Identify and use converging lines	Identify and use rhythmic lines	Identify and use varied line quality	Identify and use weighted contour, parallel, and perpendicular lines	Identify and use hatching, crosshatching, stippling, and calligraphic lines	Identify and use gesture lines and implied lines	Use line expressively to communicate ideas
<b>Line</b>						Identify and use contour lines to define a complex object							
National Standards	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>
Show-Me Standards	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
<b>B.</b>	Identify and use shapes	Identify and use triangle, circle, square, rectangle and oval shapes	Identify and use geometric shapes	Differentiate between shapes and forms	Identify and use organic (freeform) shapes	Identify and use symbolic shapes	Identify and use complex shapes such as people, animals, vehicles	Identify and use rhythmic shapes	Identify and use varied shapes	Differentiate between and use geometric and organic (freeform) shapes	Identify and use complex shapes	Identify and use implied shapes	Use shapes expressively to communicate ideas
<b>Shapes</b>	Categorize shapes as large and small	Categorize shapes as small, medium, and large											
National Standards	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>
Show-Me Standards	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

<b>C.</b>		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
<b>Grade K</b>	Not assessed at this level	Identify and use form	Identify and use geometric forms: sphere, cube, cylinder, and cone	Identify and demonstrate sculpture-in-the-round	Identify and demonstrate relief sculpture	Identify and use the illusion of form: cube, sphere, cylinder, and cone	Not assessed at this grade level	Differentiate between and demonstrate high and low relief	Identify and use a range of values to create the illusion of form	Identify and use high and low relief	Identify and use form in-the-round	Identify and create complex form in-the-round	Use forms expressively to communicate ideas
<b>Form</b>					Identify and use organic form					Identify and use illusion of form: sphere, cube, cone, and cylinder	Identify and demonstrate the illusion of complex form in a two-dimensional artwork	Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork	
National Standards		<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>		<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>
Show-Me Standards		<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>		<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

<b>D.</b>		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
		<b>Grade K</b>											
<b>Texture</b>	Not assessed at this grade level	Identify and use texture	Identify and use actual texture	Identify and use invented textures	Not assessed at this grade level	Identify and use implied or simulated textures	Identify and use real/actual texture	Identify and use implied or simulated texture	Identify and use invented texture	Identify and use real, invented and simulated textures	Identify and create simulated textures from observation	Contrast textures within the same artwork	Use textures expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

E.		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Color	<b>Grade K</b>												
	Identify and use color	Identify and use primary colors	Identify and use secondary colors	Identify and use warm and cool colors	Identify and use tints and shades	Identify and use intermediate and neutral colors  Identify the arrangement of colors on a color wheel	Identify and use monochromatic colors	Identify and use analogous colors	Identify and use complementary colors	Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)	Identify and use color theory including color intensity and split-complementary color scheme  Identify and use local color	Identify and use arbitrary color and symbolic color	Use color expressively to communicate ideas
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Value	Not assessed at this grade level	Identify and use value	Identify and use light and dark values	Not assessed at this grade level	Identify and demonstrate a value scale	Not assessed at this grade level	Identify and demonstrate color value (tints and shades)  Identify and demonstrate a value scale	Not assessed at this grade level	Identify and use a range of values	Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)	Identify and use a range of values to create the illusion of complex forms	Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects
National Standards		VA 2	VA 2		VA 2		VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2		FA 2		FA 2		FA 2	FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 1. Select and use elements of art for their effect in communicating ideas through artwork

G.		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Space	<b>Grade K</b>												
	Not assessed at this grade level	Identify and demonstrate the use of space	Identify and use foreground and background to create illusion of space	Identify and use middle ground, overlapping, and change of size to create illusion of space	Identify and use placement and change in detail to create illusion of space  Identify and use positive and negative space	Identify and use converging lines to create the illusion of space  Identify and use a single horizon line	Identify and use positive and negative shapes in two-dimensional work	Identify and use positive and negative forms in three-dimensional work	Identify and use one-point linear perspective to create the illusion of space	Identify and use positive and negative space in two-dimensional work  Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)	Identify and use positive and negative space in three-dimensional work  Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value, contrast, color)	Design negative and positive space from all viewpoints in three-dimensional work  From observation, identify and use appropriate perspective techniques to create the illusion of space	Use space expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2



Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2
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## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
<b>A.</b>	<b>Grade K</b>												
	Not assessed at this level	Identify and demonstrate the concept of middle or center	Not assessed at this level	Identify and use symmetrical (formal) balance	Identify and use radial balance	Identify and use asymmetrical (informal) balance	Identify and use symmetrical (formal) balance	Identify and use radial balance	Identify and use asymmetrical (informal) balance	Differentiate among and use symmetrical (formal), asymmetrical (informal), and radial balance	Use elements to create compositional balance	Use balance to support the communication of an idea	Use balance expressively
<b>Balance</b>													
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Emphasis	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify and create center of interest (focal point)	Not assessed at this level	Not assessed at this level	Identify and use center of interest (focal point)	Not assessed at this level	Identify and create emphasis (focal point) through contrast and convergence	Identify and use emphasis (focal point) through isolation and location	Use emphasis to support the communication of an idea
National Standards					VA 2			VA 2		VA 2	VA 2	VA 2	VA 2
Show-Me Standards					FA 2			FA 2		FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
<b>C.</b>	<b>Grade K</b>												
	Not assessed at this level	Not assessed at this level	Identify and use color contrast	Identify and use size contrast	Identify and use value contrast	Identify and use texture contrast	Identify and use shape, line, and size contrast		Identify and use color and value contrast	Identify and use variation within a single element to create contrast (e.g., different values), asymmetrical (informal), and radial balance	Identify and vary elements in the same work to create contrast (e.g., different values and different textures)	Use contrast to support the communication of an idea	Use contrast expressively
<b>Contrast</b>													
National Standards			VA 2	VA 2	VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards			FA 2	FA 2	FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

<b>D.</b>		<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>HS Level 1</b>	<b>HS Level 2</b>	<b>HS Level 3</b>	<b>HS Level 4</b>
<b>Grade K</b>	<b>Identify and use a pattern by repeating a single shape, line, or color</b>	Identify and create an alternating pattern (abab)	Identify and create a complex pattern	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify and use regular rhythm	Identify and use progressive rhythm	Identify and use elements to create regular rhythm	Identify and use elements to create progressive rhythm	Use rhythm to support the communication of an idea	Use rhythm expressively
<b>Rhythm/Repetition</b>													
National Standards	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>					<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>
Show-Me Standards	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>					<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>

## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4	
	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Explain how elements and principles create unity in artworks	Identify and create unity through elements and principles	Use unity to support the communication of an idea
Unity														
National Standards											VA 2	VA 2	VA 2	VA 2
Show-Me Standards											FA 2	FA 2	FA 2	FA 2

## STRAND II: Elements and Principles (EP)

### 2. Select and use principles of art for their effect in communicating ideas through artwork

	Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
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<b>F.</b>	<b>K</b>												
	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify realistic facial proportions	Identify and use relative size (realistic scale)	Create facial features in realistic proportion	Not assessed at this level	Identify and use appropriate scale relationship	Identify and use realistic facial proportions	Identify and use realistic figure proportions	Identify and use foreshortened figure proportions	Use facial and/or figure proportions expressively
<b>Proportion</b>													
National Standards					<b>VA 2</b>	<b>VA 2</b>			<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>	<b>VA 2</b>
Show-Me Standards					<b>FA 2</b>	<b>FA 2</b>			<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>	<b>FA 2</b>

## STRAND III: Artistic Perceptions (AP)

### 1. Investigate the nature of art and discuss responses to artworks

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed	Discuss a response	Explain different	Compare different	Discuss and develop	Discuss and develop	Discuss how different	Discuss and develop	Discuss how people might	Discuss personal	Discuss how perceptions in	Discuss how people from	Discuss the evolution of



<b>Aesthetics</b>	at this level	(feeling or idea) to an artwork based upon the student's life experience	responses you have to different artworks	responses students may have to the same artwork	answers to questions about art, such as: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is beauty?</li> </ul>	answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?	cultures have different concepts of beauty  Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs	answers to questions about art: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• Should art look real?</li> <li>• Should art be beautiful?</li> <li>• Should art look real?</li> </ul> Compare and contrast responses of class members to realistic, abstract, and non-objective artworks	respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education)	beliefs about the nature of art  Define aesthetics as the branch of philosophy that deals with the nature and value of art  Discuss and develop answers to questions about art, such as: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why do responses vary?</li> <li>• Who decides what makes an artwork special, valuable or good?</li> </ul>	art reflect community and/or culture beliefs and values  Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created	different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)	personal beliefs about the nature of art  Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art
	National Standards	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3
	Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

## STRAND III: Artistic Perceptions (AP)

### 2. Analyze and evaluate art using art vocabulary

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Identify the	Identify the	Identify the following in	Identify the following in	Describe the use of the	Describe the use of the	Identify the type of artwork	Describe the artwork and	Describe artwork	With one artwork:	Compare and contrast two	Compare and contrast student artwork with	Use the following process with a body

Art Criticism

subject of artworks	following in artworks:	artworks: Geometric shapes, Lines, Shapes, Colors, Patterns	artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/variety of colors	following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/variety of values, Complex patterns, Facial proportions	following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/ simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view	(e.g., painting, drawing, print, sculpture)  Identify and explain symbolism or message communicated in an artwork  Match the artwork with an aesthetic theory:  Showing a real or idealized image of life (Imitationalism) ;  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism)	subject matter  Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks  Interpret the subject and theme, supporting them with the artist's use of elements and principles  Select an aesthetic theory and explain why it best fits the artwork:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or	in detail  Analyze the use of elements and principles used in artworks  Interpret the meaning of work  Judge the work from each aesthetic theory:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism)	describe artwork;  analyze the use of elements and principles in the work;  Interpret the meaning of the work (subject, theme, symbolism, message communicated);  Judge the work from various perspectives:  Showing a real or idealized image of life (Imitationalism);  Expressing feelings (Emotionalism/ Expressionism);  Emphasis on elements and principles (Formalism);  Serving a purpose in the society or culture (Functionalism)	artworks:  describe artwork  analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism)	professional artworks or masterpieces:  describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism)	of work (portfolio)  Describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Showing a real or idealized image of life (Imitationalism)  Expressing feelings (Emotionalism/ Expressionism)  Emphasis on elements and principles (Formalism)  Serving a purpose in the society or culture (Functionalism)

National Standards	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

## STRAND IV: Interdisciplinary Connections (IC)

### 1. Explain connections between visual art and performing arts

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Connecting Visual and Performing Arts	Use physical movement in dance to interpret line in artwork	Relate costumes in theatre to clothing design	Compare patterns in music to patterns in artworks	Compare the art and music of a particular culture	Explain how a play or skit could be inspired by a work of art (e.g., painting or statue)	Compare a work of art to a work of music	Compare and contrast music and art from the same culture	Explain how art is used in designing sets in film, television, or live theater	Compare and contrast examples of American art and music	Connect meanings of elements in art with terms in music, theatre, or dance	Connect the characteristics of art and music created in the same culture or time period (e.g., Harlem Renaissance and jazz, Native-American art and music, Asian art and music, Latino art and music)	Use theatre techniques to present information in art (e.g., voice, stage presence, props, video, script-writing, set)
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

## STRAND IV: Interdisciplinary Connections (IC)

### 2. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies

A.		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Connecting Art and Non-Art Subjects	<b>Grade K</b>												
	Explain how stories can be told in pictures and/or words	Explain how patterns in art are similar to patterns in math.	Explain the connection between American Indian culture and art	Explain how the math principle of symmetry is used in art	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri	Explain how American artists expressed the idea of patriotism	Explain how artworks reflect the cultures in which they were created	Explain the relationship between illustration and written text.	Explain how events and ideas in United States history are communicated through artworks	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how contemporary events and social ideas are reflected in student artworks
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

# STRAND V: Historical and Cultural Contexts (HC)

## Compare and contrast artworks from different historical time periods and/or cultures

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
Identify works of art from: <ul style="list-style-type: none"> <li>• United States</li> <li>• Europe (Cave)</li> <li>• Asia</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• United States</li> <li>• (Native American)</li> <li>• Egypt</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• United States</li> <li>• Europe (Realistic)</li> <li>• Africa</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• United States (Realistic: Missouri, Westward Expansion)</li> <li>• Europe (Abstract)</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• United States (Painting, Architecture)</li> <li>• Europe (Painting, Architecture)</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• Ancient Greece/Rome /Egypt Pre-Columbian Americas (e.g., Aztec, Inca, Maya)</li> <li>• Africa</li> <li>• Asia</li> </ul>	Identify works of art from: <ul style="list-style-type: none"> <li>• Europe (Real, Abstract, Non-Objective)</li> <li>• United States (Real, Abstract, Non-Objective)</li> </ul>	Identify works of art from United States (Native American, Painting, Sculpture, Architecture)	Identify artworks from the following: <ul style="list-style-type: none"> <li>• Ancient Greece/Rome</li> <li>• Renaissance</li> <li>• Impressionism</li> <li>• Post-Impressionism</li> <li>• Pop Art</li> <li>• Op Art</li> </ul>	Identify artworks from the following: <ul style="list-style-type: none"> <li>• Cubism</li> <li>• American Regionalism</li> <li>• Abstract Expressionism</li> <li>• Native-American</li> <li>• Latino</li> <li>• Asia</li> </ul>	Identify artworks from the following: <ul style="list-style-type: none"> <li>• German Expressionism</li> <li>• Surrealism</li> <li>• Photorealism</li> <li>• Post-Modern</li> </ul>	
VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4
FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

## STRAND V: Historical and Cultural Contexts (HC)

### Compare and contrast artworks from different historical time periods and/or cultures

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two	Compare and contrast two



at this grade level	contrast two artworks on:  Subject matter  Use of line, color, and shape	artworks on:  Subject matter  Media  Use of line, color, shape, and texture  Theme  Purpose of art in culture  Place	artworks on:  Subject matter  Media  Use of line, color, shape, and texture  Theme  Purpose of art in culture  Place	artworks on:  Subject matter  Media  Use value and space  Theme  Purpose of art in culture  Place	artworks on:  Time  Place  Subject matter  Media  Use of elements  Theme  Purpose of art in culture  Use of materials and technology	artworks on:  Time  Place  Subject matter  Theme  Characteristics  Cultural context	artworks on:  Time  Place  Subject matter  Theme  Characteristics  Cultural context	artworks on:  Time  Place  Subject matter  Theme  Characteristics  Material/Technology  Ideas and beliefs of culture  Function of art in culture/society	artworks on:  Time  Place  Artist  Subject matter  Theme  Characteristics  Material/Technology  Ideas and beliefs of culture  Function of art in culture/society	artworks on:  Time  Place  Artist  Subject matter  Theme  Characteristics  Material/Technology  Ideas and beliefs of culture  Function of art in culture/society	artworks on:  Time  Place  Artist  Subject matter  Theme  Characteristics  Material/Technology  Ideas and beliefs of culture  Function of art in culture/society	artworks on:  Time  Place  Artist  Subject matter  Theme  Characteristics  Material/Technology  Ideas and beliefs of culture  Function of art in culture/society
	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4

	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	F
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