



# K – 4 Visual Arts Curriculum

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STCHARLESR6

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# **K-4 Visual Arts 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.

# **K-4 Visual Arts**

## **Course Description**

The elementary art program will build the foundation for children understanding what visual art is in our world and how they can create it. This curriculum includes many hands on activities and visuals for students to examine and explore so they can make meaningful connections between art by others and art by oneself. Inquiry, discovery, critical thinking, collaboration, technology use, and problem solving are integrated into this curriculum. The emphasis of the K-4 visual arts curriculum is learning about the elements of design and how to use those elements in their own artwork.

The K-4 Visual Arts curriculum increases aesthetic perception through skill building activities in creative production, historical and cultural research, philosophical inquiry, and making informed judgements about students' own artwork and the artwork of others. Students will learn techniques in drawing, painting, printmaking, ceramics, and functional art. Students will learn to apply the elements of line, shape, form, color, value, texture and space and the principles of balance, unity, variety, emphasis, rhythm, movement, and pattern in their artwork.

The K-4 Visual Arts curriculum was written using the Missouri Grade Level Expectations and the National Core Arts Standards. These standards develop students' ability to conceptualize artistic ideas prior to creating, learn to balance experimentation and safety, as well as freedom and responsibility while developing artwork, and then critiquing, reflecting on, revising and refining final artworks.

## **K-4 Visual Arts Rationale**

The rationale behind teaching K-4 Visual Arts is to familiarize students with the concept of “What is art?”. Students discover how to express themselves visually. Because art is creative and individualistic, students gain respect for a diversity of expression among their peers. We strive to teach students the impact that art has on themselves, our community, our culture, and other people’s communities and cultures. This knowledge builds empathy and allows students to make connections they may not otherwise have an opportunity to make. Visual Arts components can often be cross curricular and provide students with background knowledge on historical events, time periods, mathematical concepts, and much more. K-4 Visual Arts invites students to “see” and make observations, to make comparisons, and to explore communicating their ideas through art media. Students are required to demonstrate creative thinking and application of problem solving throughout the K-4 Visual Arts program.



## **K-4 Visual Arts 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.

## **K-4 Visual Arts Essential Learner Outcomes**

1. Product Performance
  - a. Students will understand and use different subjects and themes to communicate ideas in works of art.
  - b. Students will use a variety of media, techniques, and processes in the production of art.
2. Elements and Principles
  - a. Students will illustrate the elements of design in their own art.
  - b. Students will illustrate selected principles of design in their own art.
  - c. Students will recognize the elements and selected principles of design within works of art.
3. Artistic Perceptions
  - a. Students will express opinions, ideas, and responses about their own art and others' art using appropriate vocabulary
  - b. Students will discover that the process of looking at and analyzing art is important to learning about art
4. Interdisciplinary Connections
  - a. Students will explain connections between math, performing arts, social studies, and visual art
5. Historical Connections
  - a. Students will compare and contrast different artists' work from various parts of the world
  - b. Students will compare and contrast characteristics of art by different cultures
  - c. Students will compare and contrast characteristics of artworks from different historical time periods
  - d. Students will recognize specific art forms present in everyday life

## K-4 Visual Arts Scope & Sequence

I= Introduce R= Review E= Expand	K	1st	2nd	3rd	4th
<b>Problem Solving</b>					
Choose a medium to best express an idea that emphasizes skill refinement and control.					I
Demonstrate proper use, control, and maintenance of tools and media.	I	R	R	R	R
Recognize that the making of art requires thought, knowledge, and research.		I	R	R	R
Identify problems encountered while making art in a sequential order and develop possible solutions.	I	R	R	R	R
<b>Drawing</b>					
Use a variety of media and drawing techniques with control appropriate to age level.	I	R	R	R	R
Demonstrate craftsmanship in drawing through control of media and techniques.			I	R	R
<b>Painting</b>					
Use a variety of media and apply controlled painting and brush techniques.	I	I	R	R	R

Demonstrate craftsmanship in painting through control of media and techniques.				I	R
<b>Other Media</b>					
Use a printmaking process.	I	I	R	R	R
Fiber.		I	R	R	R
Mixed media.	I	R	R	R	R
<b>Sculpture, Ceramics, Other Media</b>					
Control media and sculptural techniques to construct three dimensional artworks.	I	R	R	R	R
Use additive, subtractive, modeling, and/or assemblage processes for sculpture (relief in the round).	I	R	R	R	R
<b>Subject Matter and Themes</b>					
Identify and/or create subject matter in fine art.	I	R	R	R	R
Identify and/or create functional art.		I	R	R	R
Identify and/or create themes in art.	I	R	R	R	E
<b>Line</b>					
Identify and/or create different types and varieties of lines (line direction, straight, curved, width, length, etc.).	I	R	R	R	R
<b>Shape</b>					
Identify shapes as two-		I	R	R	R

dimensional.					
Identify and/or use basic geometric, organic, and freeform shapes.	I	R	R	R	R
<b>Form</b>					
Recognize the differences between two-dimensional and three-dimensional works.	I	I	R	R	R
Identify and/or use basic geometric, organic, and free form forms.	I	I	R	R	R
Identify and/or create the illusion of form.					I
<b>Texture</b>					
Be aware of how various textures feel.		I	R	R	R
Recognize and describe differences in textures that are actual and implied.		I	R	R	R
Create and use actual and/ or implied textures.		I	R	E	R
<b>Color</b>					
Identify and/or use primary, secondary, intermediate, and neutral colors.	I	R	R	R	R

Recognize and be able to mix two colors to create a third color.			I	R	R
Recognize and or use different color schemes (ie. warm, cool, analogous, triad, complementary, etc.).				I	R
Differentiate between and/or use color value and intensity.					I
<b>Value</b>					
Identify and/or use light and dark values.		I	R		R
Identify and demonstrate color value.					I
Use a range of values to create contrast, shadows, or Illusion of form.					I
<b>Space</b>					
Identify and or use foreground, middleground, and the background to create illusion of space.			I	R	R
Recognize and use change of scale, placement on the page, and overlapping of shapes to create the illusion of depth on a picture plane.		I	R	R	R

Identify and or use positive and negative shapes, space, or form.					I
<b>Balance</b>					
Identify and/or use different types of balance in compositions (ie. radial, symmetrical, approximate, asymmetrical, etc.).		I	R	R	R
Use arrangement of elements to achieve compositional balance.		I	R	R	R
<b>Emphasis</b>					
Identify and/or use elements to create a center of interest (focal point, contrast, convergence, isolation, location).					I
<b>Contrast</b>					
Identify and/or use elements and/or principles to create contrast in works of art (color, value, balance, texture, size, line, shape).			I	R	R
<b>Rhythm/Repetition</b>					
Identify and/or use repetition to achieve patterns and/or rhythms (alternating, repeating, progressive, complex, and regular).	I	R	R		
Use a shape to develop an overall pattern.		I	R	R	R

<b>Proportion</b>					
Identify and/or use proportion in composition (scale, facial, figure).					I
<b>Aesthetics</b>					
Discuss how perceptions in art relate to aesthetics and responses to artworks.		I	R	R	R
<b>Art Criticism</b>					
Identify and/or describe the formal qualities in works of art.	I	R	R	R	E
<b>Connecting Art and Non-Art Subjects</b>					
Explain the connections between visual art and communication arts, math, science, or social studies.	I	E	E	E	E
Identify and discuss artworks from different cultures and/or locations.		I	R/I	R/I	E
Compare and contrast artworks from different time periods and/or cultures (time, place, subject matter, theme, characteristics, material, ideas, beliefs of culture, function of art and culture / society).		I	E	E	R



KINDERGARTEN				
	Product/Performance	Elements and Principles of Design	Art History, Perception, Connections	
Unit	Suggested Skills	Concepts	Art/Artists	Sample Projects
Art Exploration	<input type="checkbox"/> Other Media			<input type="checkbox"/> Classroom Safety Procedures and Rules <input type="checkbox"/> Posters and Labels
Lines	<input type="checkbox"/> Drawing <input type="checkbox"/> Fine Art	<input type="checkbox"/> Line	<input type="checkbox"/> Connecting Visual and Performing Art	<input type="checkbox"/> Line Art
Shapes	<input type="checkbox"/> Other Media <input type="checkbox"/> Fine Art	<input type="checkbox"/> Shapes		<input type="checkbox"/> Shapes Collage
Non-Objective Art	<input type="checkbox"/> Line <input type="checkbox"/> Non-Objective Art	<input type="checkbox"/> Shapes <input type="checkbox"/> Color <input type="checkbox"/> Line	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> Lines, Shapes, and Color Drawing
Printmaking	<input type="checkbox"/> Other Media	<input type="checkbox"/> Rhythm/Repetition <input type="checkbox"/> Color		<input type="checkbox"/> Stamping Patterns
Ceramics	<input type="checkbox"/> Ceramics <input type="checkbox"/> Other Media	<input type="checkbox"/> Color		<input type="checkbox"/> Pinch Pot
Themes	<input type="checkbox"/> Fine Art <input type="checkbox"/> Theme	<input type="checkbox"/> Line <input type="checkbox"/> Shapes <input type="checkbox"/> Color	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> Self Portrait <input type="checkbox"/> Classmate Portrait <input type="checkbox"/> Family Portrait <input type="checkbox"/> Landscape Drawing <input type="checkbox"/> Bedroom Drawing
Painting	<input type="checkbox"/> Painting	<input type="checkbox"/> Color		<input type="checkbox"/> Color Mixing

FIRST GRADE				
	Product/Performance	Elements and Principles of Design	Art History, Perception, Connections	
Unit	Suggested Skills	Concepts	Art/Artists	Sample Projects
Portraits	<input type="checkbox"/> Drawing <input type="checkbox"/> Painting <input type="checkbox"/> Theme	<input type="checkbox"/> Lines <input type="checkbox"/> Shapes <input type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Space		<input type="checkbox"/> Family Portrait
Value	<input type="checkbox"/> Drawing	<input type="checkbox"/> Lines <input type="checkbox"/> Shapes <input type="checkbox"/> Color <input type="checkbox"/> Value		<input type="checkbox"/> Value Art
Patterns	<input type="checkbox"/> Drawing <input type="checkbox"/> Painting	<input type="checkbox"/> Shapes <input type="checkbox"/> Rhythm/Repetition	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Connecting Art and Non-Art Subjects	<input type="checkbox"/> A-B Pattern Art
Printmaking	<input type="checkbox"/> Other Media	<input type="checkbox"/> Lines <input type="checkbox"/> Shapes		<input type="checkbox"/> Monoprint Image
Sculpture	<input type="checkbox"/> Sculpture, Ceramics, Other Media	<input type="checkbox"/> Form <input type="checkbox"/> Texture		<input type="checkbox"/> 3D Form
Wearable Art	<input type="checkbox"/> Functional Art	<input type="checkbox"/> Form <input type="checkbox"/> Texture <input type="checkbox"/> Rhythm/Repetition	<input type="checkbox"/> Connecting Visual and Performing Art	<input type="checkbox"/> Jewelry
Still Life	<input type="checkbox"/> Theme <input type="checkbox"/> Drawing <input type="checkbox"/> Painting	<input type="checkbox"/> Line <input type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Space <input type="checkbox"/> Shape	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> Artwork that includes one object, such as food
Painting	<input type="checkbox"/> Theme <input type="checkbox"/> Painting	<input type="checkbox"/> Value <input type="checkbox"/> Space <input type="checkbox"/> Line <input type="checkbox"/> Shape <input type="checkbox"/> Color	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> Painting
Art Exploration	<input type="checkbox"/> Sculpture, Ceramics, Other Media	<input type="checkbox"/> Balance		<input type="checkbox"/> 2D Artwork

		<ul style="list-style-type: none"><li><input type="checkbox"/> Rhythm/Repetition</li><li><input type="checkbox"/> Space</li><li><input type="checkbox"/> Shape</li><li><input type="checkbox"/> Value</li><li><input type="checkbox"/> Color</li><li><input type="checkbox"/> Texture</li><li><input type="checkbox"/> Form</li><li><input type="checkbox"/> Line</li></ul>		<ul style="list-style-type: none"><li><input type="checkbox"/> 3D Artwork with open media</li></ul>
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**SECOND GRADE**

	<b>Product/Performance</b>	<b>Elements and Principles of Design</b>	<b>Art History, Perception, Connections</b>	
<b>Unit</b>	<b>Suggested Skills</b>	<b>Concepts</b>	<b>Art/Artists</b>	<b>Sample Projects</b>
Painting	<input type="checkbox"/> Painting <input type="checkbox"/> Theme	<input type="checkbox"/> Color <input type="checkbox"/> Contrast		<input type="checkbox"/> Contrasting Color Critter
Weaving	<input type="checkbox"/> Other Media	<input type="checkbox"/> Contrast <input type="checkbox"/> Rhythm/Repetition		<input type="checkbox"/> Paper Weaving
Sculpture	<input type="checkbox"/> Sculpture, Ceramics, Other Media <input type="checkbox"/> Theme	<input type="checkbox"/> Form		<input type="checkbox"/> Theme Sculpture
Still Life	<input type="checkbox"/> Drawing <input type="checkbox"/> Fine Art	<input type="checkbox"/> Value		<input type="checkbox"/> Still Life Portrait
Landscape	<input type="checkbox"/> Fine Art <input type="checkbox"/> Theme	<input type="checkbox"/> Space	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> Fish Tank Reflection <input type="checkbox"/> Community Landscape
Functional Art	<input type="checkbox"/> Functional Art <input type="checkbox"/> Theme	<input type="checkbox"/> Space		<input type="checkbox"/> 3D City Sculpture

**THIRD GRADE**

	<b>Product/Performance</b>	<b>Elements and Principles of Design</b>	<b>Art History, Perception, Connections</b>	
<b>Unit</b>	<b>Suggested Skills</b>	<b>Concepts</b>	<b>Art/Artists</b>	<b>Sample Projects</b>
Non-Objective Art	<input type="checkbox"/> Painting <input type="checkbox"/> Fine Art	<input type="checkbox"/> Line <input type="checkbox"/> Shapes <input type="checkbox"/> Forms <input type="checkbox"/> Color	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Non-Objective Art
Textures	<input type="checkbox"/> Drawing	<input type="checkbox"/> Texture	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Drawing Animal Portrait <input type="checkbox"/> Impressed Animal Foil
Ceramics	<input type="checkbox"/> Ceramics <input type="checkbox"/> Functional Art	<input type="checkbox"/> Texture	<input type="checkbox"/> Historical Period <input type="checkbox"/> Characteristics of Artworks	<input type="checkbox"/> Ceramic Containers with Impressed Textures
Motion	<input type="checkbox"/> Fine Art <input type="checkbox"/> Theme	<input type="checkbox"/> Space <input type="checkbox"/> Contrast	<input type="checkbox"/> Aesthetics <input type="checkbox"/> Art Criticism	<input type="checkbox"/> Ready, Set, Go! Action Figures
Sculpture	<input type="checkbox"/> Other Media	<input type="checkbox"/> Form <input type="checkbox"/> Shapes <input type="checkbox"/> Balance	<input type="checkbox"/> Aesthetics	<input type="checkbox"/> Sculptures in the Round From Found Objects
Cityscape	<input type="checkbox"/> Fine Art <input type="checkbox"/> Theme <input type="checkbox"/> Drawing <input type="checkbox"/> Collage	<input type="checkbox"/> Space <input type="checkbox"/> Contrast	<input type="checkbox"/> Art Criticism	<input type="checkbox"/> The Big City-Community Cityscape
Balance	<input type="checkbox"/> Painting <input type="checkbox"/> Other Media	<input type="checkbox"/> Symmetrical Balance	<input type="checkbox"/> Aesthetics <input type="checkbox"/> Art Criticism <input type="checkbox"/> Connecting Visual and Performing Art <input type="checkbox"/> Connecting Art and Non Art Subjects	<input type="checkbox"/> African Art-Symmetrical Masks <input type="checkbox"/> Symmetrical Collage
Painting	<input type="checkbox"/> Drawing <input type="checkbox"/> Painting	<input type="checkbox"/> Color	<input type="checkbox"/> Aesthetics <input type="checkbox"/> Art Criticism	<input type="checkbox"/> Our Feelings-A Sad Moment

**FOURTH GRADE**

	<b>Product/Performance</b>	<b>Elements and Principles of Design</b>	<b>Art History, Perception, Connections</b>	
<b>Unit</b>	<b>Suggested Skills</b>	<b>Concepts</b>	<b>Art/Artists</b>	<b>Sample Projects</b>
Weaving	<input type="checkbox"/> Other Media (fiber) <input type="checkbox"/> Weaving on a Loom	<input type="checkbox"/> Shapes <input type="checkbox"/> Balance <input type="checkbox"/> Rhythm/Repetition	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate <input type="checkbox"/> Complex Pattern	<input type="checkbox"/> Fiber Weaving <input type="checkbox"/> Circular Weave <input type="checkbox"/> Finger Weaving
Sculpture	<input type="checkbox"/> Sculpture <input type="checkbox"/> Layering Materials	<input type="checkbox"/> Shapes <input type="checkbox"/> Form <input type="checkbox"/> Texture	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Abstract Relief Sculpture <input type="checkbox"/> Folded Paper <input type="checkbox"/> Cardboard Creations <input type="checkbox"/> 3D Form
Ceramics	<input type="checkbox"/> Other Media	<input type="checkbox"/> Form <input type="checkbox"/> Abstract	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Organic Clay Sculpture <input type="checkbox"/> Ceramic Monsters <input type="checkbox"/> Abstract Pinch Pots <input type="checkbox"/> Abstract Animals
Portrait	<input type="checkbox"/> Drawing <input type="checkbox"/> Fine Art	<input type="checkbox"/> Value <input type="checkbox"/> Contrast <input type="checkbox"/> Proportion <input type="checkbox"/> Line <input type="checkbox"/> Shape	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Self portrait <input type="checkbox"/> Portrait <input type="checkbox"/> Family Portrait <input type="checkbox"/> Caricature Style Picture
Still Life Abstract	<input type="checkbox"/> Painting <input type="checkbox"/> Fine Art	<input type="checkbox"/> Line <input type="checkbox"/> Color <input type="checkbox"/> Value Scales <input type="checkbox"/> Space/Positive & Negative <input type="checkbox"/> Contrast <input type="checkbox"/> Shape	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate <input type="checkbox"/> Characteristics of Artworks	<input type="checkbox"/> Still Life with Tempera <input type="checkbox"/> One Object Drawing <input type="checkbox"/> One Object Painting
Seascape with Focal Point	<input type="checkbox"/> Painting <input type="checkbox"/> Fine Art	<input type="checkbox"/> Space <input type="checkbox"/> Emphasis <input type="checkbox"/> Themes <input type="checkbox"/> Focal Point	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Seascape with Wet on Wet Technique
Balance	<input type="checkbox"/> Drawing	<input type="checkbox"/> Balance <input type="checkbox"/> Contrast	<input type="checkbox"/> Art Criticism <input type="checkbox"/> Investigate, Plan, Make <input type="checkbox"/> Reflect, Refine, Continue <input type="checkbox"/> Relate	<input type="checkbox"/> Circle Art
Painting	<input type="checkbox"/> Wet on Wet Technique	<input type="checkbox"/> Shades and Tints		<input type="checkbox"/> Landscape <input type="checkbox"/> Seascape <input type="checkbox"/> One Object Painting

# **Kindergarten Visual Arts Curriculum**



<b>Content Area: Art</b>	<b>Unit Title: Art Exploration</b>
<b>Course: Kindergarten</b>	<b>Unit Duration: 1 – 2 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Scissors</li> <li>● Clay</li> <li>● Crayons</li> <li>● Paper</li> <li>● Glue</li> <li>● 3D objects</li> <li>● Tablets</li> </ul>	<b>BIG IDEA(S):</b> Students will be able to independently use their learning to create art safely and work respectfully with others.
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● There are safety procedures with art tools</li> <li>● The artistic process involves problem solving, and at times, collaboration</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How do you use art tools and materials safely?</li> <li>● Why is safety important in art?</li> <li>● How do you communicate to others respectfully? Why is that important?</li> <li>● How do you work with others respectfully? Why is that important?</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
GLE: PP.2.A.K	<b>Product Performance:</b> Use scissors with control	X	
NCAS-VA: Cr1.1.Ka	<b>Creating:</b> Engage in exploration and imaginative play with materials	X	
NCAS-VA: Cr1.2.Ka	<b>Creating:</b> Engage collaboratively in creative art making in response to an artistic problem	X	
NCAS-VA: Cr2.1.Ka	<b>Creating:</b> Through experimentation, build skills in various media and approaches to art making	X	
NCAS-VA: Cr2.2.Ka	<b>Creating:</b> Identify safe and non-toxic art materials, tools, and equipment	X	
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating		X



<b>OBJECTIVE # 1</b>	Use scissors with control. Engage collaboratively in creative art making in response to an artistic problem. Through experimentation, build skills in various media and approaches to art making. Explain the process of making art while creating	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● PP.2.A.K, Cr1.1.Ka, Cr1.2.Ka, Cr2.1.Ka, Cr2.2.Ka, Cr3.1.Ka</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>● How to use their art tools and materials safely</li> <li>● How to work in a group and how to problem solve in a group</li> </ul>	<ul style="list-style-type: none"> <li>● Scissors, clay, crayons, paper, glue, 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate</li> <li>● Problem solve</li> <li>● Use scissors with control</li> <li>● Experiment with art materials</li> <li>● Talk about the artistic process</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists use tools and materials safely</li> <li>● Set expectations for group work</li> <li>● Role play how to problem solve as a group</li> <li>● Demonstrate how to use scissors with control</li> <li>● Role play having conversations about the artistic process</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Practice using scissors with control</li> <li>● Experiment with given art materials; discuss ways to use art tools and materials safely</li> <li>● Discuss why safety is important in art</li> <li>● Practice communicating to others respectfully</li> <li>● Practice discussing own steps in creating art with a partner/group</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 2, 3</li>   <li>● 3</li> <li>● 2, 3</li>   <li>● 4</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>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students demonstrate cutting strips of paper with control</li> </ul>	formative formative summative	2 2, 3 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 modeling, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Allow for verbal responses in lieu of written</li> <li>• Provide one on one assistance with scissors</li> <li>• Provide sentence stems to use for group conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Vocabulary flashcards or notebook</li> <li>• Use templates to cut straight lines</li> <li>• Use visual reminders when having group conversations</li> </ul>	1,2

**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>• Provide time for students to explore tools and materials, and create safety procedures and rules posters (drawings) for the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Create safety procedures and rules posters for the classroom (drawings)</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Kindergarten</b></p>	<p><b>Unit Title: Lines</b></p> <p><b>Unit Duration: 2 – 3 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b> Students will understand lines can be seen in the real world and are used in artworks to form an idea.</p>
<p><b>ENDURING UNDERSTANDINGS:</b> Students will identify and use a variety of lines in an original artwork using various media.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How do artists use different line types to create art?</li> <li>● How is non-objective art similar and/or different from other artwork styles?</li> <li>● What is a line?</li> <li>● Where do you see lines?</li> <li>● How do artists use lines to represent an idea?</li> <li>● How do people interpret lines in artists' works?</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
GLE: PP.1.A.K	<b>Product Performance:</b> Produce a line using crayon, pencil or marker	X	
GLE: PP.3.A.K	<b>Product Performance:</b> Non-objective: Create a design using lines	X	
GLE: EP.1.A.K	<b>Elements and Principles:</b> Identify and use lines	X	
GLE: IC.1.A.K	<b>Interdisciplinary Connections:</b> Use physical movement in dance to interpret line in artwork		X
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Produce a line using crayon, pencil or marker. Identify and use lines. Create a design using lines. Explain the process of making art while creating.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.1.A.K , PP.3.A.K, EP.1.A.K, IC.1.A.K, Cr3.1.Ka</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>The definition of line</li> <li>The concept of non-objective art</li> <li>Lines can be created by physical movement</li> </ul>	<ul style="list-style-type: none"> <li>Line variations (straight, zigzag, curved, wavy)</li> <li>Line is created when a dot moves</li> </ul>	<ul style="list-style-type: none"> <li>Identify lines in art</li> <li>Give examples of lines in the real world</li> <li>Create a non-objective art work</li> <li>Explain the process of making non-objective art</li> <li>Create an artwork using a variety of drawing media</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain how artists use lines to represent an idea</li> <li>Model forming a line by moving a “dot”</li> <li>Model drawing various types of lines</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify types of lines in artworks</li> <li>Compare and contrast several artworks with different designs using lines</li> <li>Create a design using lines</li> <li>Practice drawing each kind of line across paper</li> <li>Analyze an artwork and invent/share dance movements to represent lines in the artwork</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>3</li> <li>2, 3</li> <li>3</li> <li>2</li> <li>4</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an artwork using a variety of drawing media showing all the varieties of lines to represent an idea in their work</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Provide stencils for students to trace kinds of lines</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use templates to trace kinds of lines</li> <li>● Repeat each kind of line three times in rows on paper</li> </ul>	1,2

**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>● Provide time for students to draw lines to interpret music using a variety of media</li> </ul>	<ul style="list-style-type: none"> <li>● Draw lines to interpret music using a variety of media</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Shapes</b>
<b>Course: Kindergarten</b>	<b>Unit Duration: 2 – 3 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Students will understand shapes can be seen in the real world and are used in artworks to form an idea.
<b>ENDURING UNDERSTANDINGS:</b> Students will identify and use a variety of cut out shapes in an original artwork. Students will classify shapes by size.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is a shape?</li> <li>● What are the different kinds of common shapes?</li> <li>● Where are shapes in our real world?</li> <li>● Where are shapes in artworks?</li> <li>● How can you make a shape?</li> <li>● What does shape size mean?</li> <li>● What can be made with many shapes?</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
GLE: PP.2.A.K	<b>Product Performance:</b> Use scissors with control	X	
GLE: PP.3.A.K	<b>Product Performance:</b> Create a design using lines	X	
GLE: EP.1.B.K	<b>Elements and Principles:</b> Identify and use shapes. Categorize shapes as large and small	X	
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Use scissors with control. Create a design using lines. Identify and use shapes. Categorize shapes as large and small.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.1.A.K, PP.3.A.K, EP.1.B.K</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>Shapes can be seen in the real world</li> <li>Shapes are used in artworks to form an idea</li> <li>How to classify shapes by size</li> </ul>	<ul style="list-style-type: none"> <li>Lines, shapes, large, small</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors with control</li> <li>Create a design using lines</li> <li>Identify and use shapes</li> <li>Categorize shapes as large and small</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain how artists use shapes in artworks to form an idea</li> <li>Demonstrate how a line can close to form a shape</li> <li>Demonstrate how to cut several shapes from paper by using a precut square and changing it into a smaller square, triangle, and circle</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify known shapes</li> <li>Search for examples of shapes in the art room</li> <li>Identify examples of shapes in artworks</li> <li>Practice cutting with scissors</li> <li>Practice cutting squares into smaller squares, circles, and triangles</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>1, 2</li> <li>1, 2</li> <li>1, 2</li> <li>2</li> <li>2, 3</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>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original shape collage by cutting squares, triangles, and circles and organize them into a shape plan showing size variation</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>● Provide additional modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Provide precut shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Glue precut shapes to a predrawn shape template</li> <li>● Practice cutting shapes out of squares with predrawn lines</li> </ul>	1,2

**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>● Provide time for students to create an original shape collage</li> </ul>	<ul style="list-style-type: none"> <li>● Create an original shape collage</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4





<p><b>Content Area: Art</b></p> <p><b>Course: Kindergarten</b></p>	<p><b>Unit Title: Non-objective Art</b></p> <p><b>Unit Duration: 2 – 3 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Digital projector</li> </ul>		<p><b>BIG IDEA(S):</b> Artworks that do not represent ideas or images from real life are called non-objective art.</p>	
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Artworks show different subject matter and can be created using line, shape, and color.</li> </ul>		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is the subject of an artwork?</li> <li>● What is non-objective art? What do artists use to create non-objective artworks?</li> <li>● What are other subjects found in artworks?</li> <li>● What are primary colors?</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	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP.1.A.K	<b>Product Performance:</b> Produce a line using crayon, pencil, or marker	X	
GLE: PP.3.A.K	<b>Product Performance:</b> Non-objective art: create a design using lines	X	
GLE: EP.1.A.K	<b>Elements and Principles:</b> Identify and use lines	X	
GLE: EP.1.B.K	<b>Elements and Principles:</b> Identify and use shapes; categorize shapes as large or small		X
GLE: EP.1.E.K	<b>Elements and Principles:</b> Identify and use color	X	
GLE: AP.2.A.K	<b>Artistic Perceptions:</b> Identify the subject of artworks		X
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Produce a line; Identify and use shapes; identify and use color; explain the process of making art while creating	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.1.A.K, EP.1.B.k, EP.1.E.K, Cr3.1.Ka</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>The concept of primary colors</li> <li>What subject matter of artwork means</li> <li>How artists create non-objective artworks</li> </ul>	<ul style="list-style-type: none"> <li>Line, color, shape, subject, primary colors, portrait, landscape, non-objective</li> </ul>	<ul style="list-style-type: none"> <li>Produce a line using crayon, pencil, or marker</li> <li>Identify and use types of lines</li> <li>Identify and use types of shapes</li> <li>Identify and use primary colors</li> <li>Identify lines, shapes and colors used in non-objective artworks</li> <li>Identify the subjects of artworks</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain the concept of primary colors</li> <li>Lead discussion on subject matter</li> <li>Demonstrate how artists create non-objective artworks</li> <li>Demonstrate using different lines, shapes, and colors in artworks</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify known shapes and colors</li> <li>Search for examples of lines, shapes, and primary colors in the art room</li> <li>Identify examples of lines, shapes, and colors in non-objective artworks</li> <li>Identify , compare, and contrast portrait, landscape, and non-objective artworks</li> <li>Compare and contrast works by Piet Mondrian and other non-objective European artists</li> <li>Practice drawing types of lines</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>1, 2</li> <li>2, 3</li> <li>2, 3</li> <li>2, 3</li> <li>3</li> <li>1, 2</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>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create a non-objective artwork using straight lines, shapes, and primary colors.</li> </ul>	formative formative summative	2 2, 3 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 modeling, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Allow for verbal responses in lieu of written</li> <li>• Provide precut primary colored squares and rectangles, outlined with black strips</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Vocabulary flashcards or notebook</li> <li>• Arrange precut shapes and trace a non-objective idea</li> <li>• Practice drawing lines and shapes</li> </ul>	1,2
<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 time for students to create a non-objective artwork using more line and color varieties using artist W. Kandinsky as inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Kandinsky inspired artwork</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Kindergarten</b></p>	<p><b>Unit Title: Printmaking</b></p> <p><b>Unit Duration: 2 – 3 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Digital projector</li> </ul>	<p><b>BIG IDEA(S):</b> Repeating images and shape patterns can be a form of art.</p>		
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Printmaking allows an artist to repeat an image.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is printing?</li> <li>● Why do people print?</li> <li>● When did people start printing?</li> <li>● What is a pattern?</li> <li>● How do artists create patterns?</li> <li>● What is a print?</li> <li>● What are different ways artists make prints?</li> <li>● How can you tell an artwork is a print?</li> <li>● How does an artist organize shape and color to form patterns in 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>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
GLE: PP.1.D.K	<b>Product Performance:</b> Demonstrate a simple print making technique (stamping, thumb or hand prints, objects)	X	
GLE: EP.1.E.K	<b>Elements and Principles:</b> Identify and use color.	X	
GLE: EP.2.D.K	<b>Elements and Principles:</b> Identify and use a pattern by repeating a single shape, line or color.	X	
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Demonstrate a simple print making technique; identify and use color; identify and use a pattern by repeating a single shape, line, or color	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.1.D.K, EP.1.E.K, EP.2.D.K</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>A pattern is a repeated idea that can be created with lines, colors and shapes</li> <li>Different ways artists make prints</li> <li>How artists organize shape and color to form patterns in art</li> </ul>	<ul style="list-style-type: none"> <li>Pattern, repetition, print making, stamping</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns</li> <li>Use a pattern of a single color, line or image</li> <li>Demonstrate a simple print making technique</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain ways artists make prints</li> <li>Lead discussion on patterns</li> <li>Demonstrate how artists organize shape and color to form patterns</li> <li>Demonstrate simple print making techniques</li> <li>Demonstrate making a print using the stamping process</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify patterns in artworks</li> <li>Compare and contrast art prints to drawings and paintings</li> <li>Study examples of patterns using shape and color</li> <li>Invent a sound pattern to go with a visual pattern</li> <li>Practice completing patterns on the board or practice sheet</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2</li> <li>2, 3</li> <li>2</li> <li>2, 3</li> <li>1, 2</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>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students demonstrate a pattern showing a shape and color plan by printing gadgets and objects using the stamping method</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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 modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model an A/B pattern by stamping</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Print rows of the same object in one color</li> <li>● Practice stamping an A/B pattern</li> </ul>	1,2

**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>● Provide time for students to create a stamping project demonstrating more complex patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Create stamping project with more complex patterns</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Ceramics</b>
<b>Course: Kindergarten</b>	<b>Unit Duration: 2 -4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Document camera</li> <li>● Digital projector</li> <li>● Clay</li> </ul>	<b>BIG IDEA(S):</b> Students will be able to independently use their learning to create 3D art using clay.
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Art can be created with their hands</li> <li>● Clay can be turned into art</li> <li>● They can make 3D art with clay</li> <li>● Not all artworks are flat</li> <li>● Clay is a material that can be used to create 3D forms</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is clay?</li> <li>● What can you create with clay?</li> <li>● How can we mold the clay (pinch/pull)?</li> <li>● What does 3D mean?</li> <li>● What 3D forms do you know?</li> <li>● Why did people use clay for art?</li> <li>● How can clay forms be decorated?</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>
GLE: PP.2.A.K	<b>Product Performance:</b> Modeling with clay or a similar material; create a sphere	X	
GLE: EP.1.E.K	<b>Elements and Principles:</b> Identify and use color		X
GLE: PP.1.D.K	<b>Product Performance:</b> Demonstrate a simple printmaking technique		X
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Modeling with clay or a similar material; create a sphere. Explain the process of making art while creating. Identify uses of art within one's personal environment.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.2.A.K, EP.1.E.K, Cr3.1.Ka</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>They can create art/objects/tools out of clay that they can use in their personal environment</li> <li>They can use color to enhance their clay artwork</li> </ul>	<ul style="list-style-type: none"> <li>Sphere, thumb, fingers, pinch, pull, turn, squeeze, roll, round, primary and secondary colors</li> </ul>	<ul style="list-style-type: none"> <li>Create a sphere out of clay or other similar material</li> <li>Explain how to make a sphere with clay</li> <li>Create a pinch pot out of their clay sphere</li> <li>Use color to enhance the aesthetics of their clay pinch pot</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain 3D</li> <li>Lead discussion to explain “useful art”</li> <li>Demonstrate how artists form clay into a sphere</li> <li>Demonstrate how to turn a clay sphere into a pinch pot</li> <li>Demonstrate how to decorate clay using stamping</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify examples of pottery</li> <li>Compare and contrast how pottery is decorated</li> <li>Review pattern making and predict how patterns got on a pottery example</li> <li>Practice molding clay by pinching, pulling, turning, squeezing, and rolling</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2</li> <li>2, 3</li> <li>2</li> <li>2, 3</li> <li>1, 2</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>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create a clay pinch pot using modeling techniques and decorate their pot with a texture and color pattern</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>



**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 modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model forming a clay slab</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Form a clay slab and decorate it by stamping objects in the clay</li> <li>● Practice stamping one object all around the pot for a pattern</li> </ul>	1,2

**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>● Provide time for students to create a lid for their pinch pot showing a pattern</li> </ul>	<ul style="list-style-type: none"> <li>● Create lid for pinch pot showing a pattern</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Themes</b>
<b>Course: Kindergarten</b>	<b>Unit Duration: 2 – 4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Digital projector</li> <li>● Portrait mirrors</li> </ul>	<b>BIG IDEA(S):</b> Students will be able to independently use their learning to create, identify, and explain artistic themes.
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Students will understand that they can create artwork that tells a story.</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What are art subjects?</li> <li>● What is a theme?</li> <li>● What is a portrait?</li> <li>● What is the difference between a portrait and a self portrait?</li> <li>● How do artists draw people?</li> <li>● How do artists draw themselves?</li> <li>● What is a landscape?</li> <li>● What should be included in a landscape?</li> <li>● What is a horizon line? How do artists draw or paint a landscape?</li> <li>● What is the main idea of an artwork?</li> <li>● How do artists show the main idea?</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
GLE: PP.3.A.K	<b>Product Performance:</b> Portrait: Create an original picture of self or other person Landscape: Create a picture showing outside	X	
GLE: PP.3.C.K	<b>Product Performance:</b> Create original artwork that communicates ideas about the following themes: People (self, family, friends), Indoors (classroom, kitchen, bedroom), Outdoors (seasons, nature)	X	
GLE: EP.1.A.K	<b>Elements and Principles:</b> Identify and use lines		X
GLE: EP.1.B.K	<b>Elements and Principles:</b> Identify and use shapes		X
GLE: EP.1.E.K	<b>Elements and Principles:</b> Identify and use color		X
GLE: AP.2.A.K	<b>Artistic Perceptions:</b> Identify the subject of artworks	X	
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	

<b>OBJECTIVE # 1</b>	Create an original picture of self or other person; Identify the subject of artworks; Explain the process of making art while creating	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>PP.3.A.K, AP.2.A.K, Cr3.1.Ka</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>Artists create art about different subjects</li> <li>Why artists use portrait mirrors</li> </ul>	<ul style="list-style-type: none"> <li>Subjects, themes, portrait, self portrait</li> </ul>	<ul style="list-style-type: none"> <li>Identify self portrait as an art subject</li> <li>Identify the subject of an artwork</li> <li>Discuss parts of a face artists include in a portrait</li> <li>Create a self portrait</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain art subjects</li> <li>Lead discussion to explain art themes</li> <li>Demonstrate how artists draw themselves showing placement of facial features using a portrait mirror</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify examples of portraits and self portraits</li> <li>Compare and contrast art visuals of two art subjects</li> <li>Discuss the parts of the face included in a portrait</li> <li>Practice using a portrait mirror to draw a self portrait</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2</li> <li>2, 3</li> <li>2</li> <li>1, 2</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>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students draw a portrait of themselves showing all parts of the face</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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 modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model drawing a face</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Trace a face template and add face details of self</li> <li>● Glue precut parts of a face to a template to form a portrait</li> </ul>	1,2

**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>● Provide time for students to create a portrait of a classmate</li> </ul>	<ul style="list-style-type: none"> <li>● Create a portrait of a classmate</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4

<b>OBJECTIVE # 2</b>	Create a picture showing outside; Identify the subject of artworks; Explain the process of making art while creating
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● PP.3.A.K, AP.2.A.K, Cr3.1.Ka</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Artists create art about different subjects and themes</li> <li>● What a landscape is</li> <li>● What is included in a landscape artwork</li> <li>● What a horizon line is</li> <li>● How artists draw or paint landscapes</li> </ul>	<ul style="list-style-type: none"> <li>● Subjects, themes, landscape</li> </ul>	<ul style="list-style-type: none"> <li>● Identify landscape as an art subject</li> <li>● Identify the subject of an artwork</li> <li>● Discuss parts of a landscape artists include in an artwork</li> <li>● Create art about an outdoor theme</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain art subjects</li> <li>Lead discussion to explain art themes</li> <li>Demonstrate how artists use a horizon line to plan an outdoor space and add details for a theme</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify examples of landscapes</li> <li>Compare and contrast art visuals of two art subjects: portraits and landscapes</li> <li>Classify artworks by their theme: people and outdoors</li> <li>Discuss what is found in a landscape</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2</li> <li>2, 3</li> <li>3</li> <li>1, 2</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>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students will create a drawing or painting depicting an outdoor theme using a horizon line and supporting details of outdoor components</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>
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>Provide additional modeling, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Allow for verbal responses in lieu of written</li> <li>Model drawing a landscape</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Vocabulary flashcards or notebook</li> <li>Paint the sky and grass and glue precut trees to form a landscape</li> </ul>	<ul style="list-style-type: none"> <li>1,2</li> </ul>

**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>● Provide time for students to produce original landscapes showing different seasons as a theme</li> </ul>	<ul style="list-style-type: none"> <li>● Create Original landscapes showing different seasons as a theme</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4

<b>OBJECTIVE # 3</b>	Create original artwork that communicates ideas about the following themes: People (self, family, friends), Indoors (classroom, kitchen, bedroom), Outdoors (seasons, nature)
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● PP.3.C.K, AP.2.A.K, Cr3.1.Ka</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● Artists create art that shows a main idea or theme</li> <li>● What “main idea of an artwork” means</li> <li>● How an artist shows main idea in their artwork</li> <li>● What supporting details are</li> </ul>	<ul style="list-style-type: none"> <li>● Subjects, themes, main idea, supporting details</li> </ul>	<ul style="list-style-type: none"> <li>● Identify indoor places as an art theme</li> <li>● Create art about a room in their home or school</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain main idea</li> <li>● Lead discussion to explain supporting details</li> <li>● Demonstrate how artists draw an interior room</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Compare and contrast art prints</li> <li>● Classify artworks by their theme</li> <li>● Compare and contrast three interior room art works and predict their theme</li> <li>● List supporting details found in an art work of an interior room</li> <li>● Discuss what is found in an artwork of an interior room</li> </ul>	<ul style="list-style-type: none"> <li>● 2</li> <li>● 2, 3</li> <li>● 2, 3</li> <li>● 2, 3</li> <li>● 1, 2</li> <li>● 2, 3</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>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students will create an original artwork about a room in their house or school and show six or more supporting details</li> </ul>	formative formative summative	2 2, 3 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 modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model drawing an interior room</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Glue shapes and/or magazine pictures to a predrawn floor plan/wall line to show a room with a theme</li> <li>● Practice drawing supporting details using a predrawn floor plan/wall line</li> </ul>	1,2

**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>● Provide time for students to draw a room found in the community: library, store, restaurant, etc</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a room found in the community: library, store, restaurant, etc</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Painting</b>
<b>Course: Kindergarten</b>	<b>Unit Duration: 2 – 4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Art prints</li> <li>● Document camera</li> <li>● Digital projector</li> <li>● Tempera paint</li> <li>● Paint brushes</li> </ul>		Artists use colors to enhance their artworks.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>● Students will understand artists plan colors in their works and can mix different colors to create new colors.</li> <li>● Students will learn various paint brush techniques.</li> <li>● Students will learn proper care and clean up of art tools.</li> </ul>		<ul style="list-style-type: none"> <li>● What are the primary colors?</li> <li>● What are the secondary colors?</li> <li>● How do artists mix new paint colors using the primary colors?</li> <li>● How do artists use their brushes to form lines, dots, shapes, and solid spaces in their artworks?</li> </ul> <p>How do artists care for and clean their brushes?</p>	
<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>
GLE: EP.1.E.K	<b>Elements and Principles:</b> Identify and use color	X	
NCAS-VA: Cr3.1.Ka	<b>Creating:</b> Explain the process of making art while creating	X	



<b>OBJECTIVE # 1</b>	Identify and use color.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>EP.1.E.K, Cr3.1.Ka</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>Artists plan colors in their works</li> <li>Artists can mix different colors to create new colors</li> <li>Various paintbrush techniques</li> </ul>	<ul style="list-style-type: none"> <li>Primary colors, secondary colors, mixing, lines, dots, shapes, solid, tempera</li> </ul>	<ul style="list-style-type: none"> <li>Identify primary colors</li> <li>Identify secondary colors</li> <li>Demonstrate mixing colors</li> <li>Demonstrate using a paintbrush to create dots, lines, shapes, and filling in solid spaces</li> <li>Demonstrate how to properly care for and clean paintbrushes</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion on proper care and clean up of paint and paintbrushes</li> <li>Demonstrate paintbrush techniques</li> <li>Demonstrate mixing primary colors into secondary colors</li> <li>Demonstrate how to properly hold a paintbrush</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify known colors in art visual examples</li> <li>Predict which color will be formed when mixing two primary colors</li> <li>Practice painting using different paint brush techniques and color mixing tempera</li> <li>Practice proper brush cleaning and care techniques</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2</li> <li>2, 3</li> <li>1, 2</li> <li>1, 2</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>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create an original artwork showing the primary colors and missing the secondary colors from the primaries. Students will show more than one brush technique in their artwork.</li> </ul>	formative formative summative	2 2, 3 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 modeling, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Allow for verbal responses in lieu of written</li> <li>• Model mixing colors</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Vocabulary flashcards or notebook</li> <li>• Create a rainbow using and mixing only primary colors</li> <li>• Paint non-objective lines using primary colors making colors touch to form secondary colors</li> </ul>	1,2

**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>• Provide time for students to create a painting mixing own colors, and using a small and medium sized brush to show detail and outline</li> </ul>	<ul style="list-style-type: none"> <li>• Create a painting mixing own colors, and using a small and medium sized brush to show detail and outline</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4

# **First Grade Visual Arts Curriculum**



<p><b>Content Area: Art</b></p> <p><b>Course: First Grade</b></p>	<p><b>Unit Title: Portraits</b></p> <p><b>Unit Duration: 2 – 3 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b> A portrait of a person is a main subject in artworks.</p>
<p><b>ENDURING UNDERSTANDINGS:</b> Students will understand artworks can have a main theme or subject. Students will identify portraits in artworks and create an original artwork with a theme of family.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are art subjects and themes?</li> <li>● What are portraits?</li> <li>● What is the difference between a portrait and a self portrait?</li> <li>● How do artists draw people?</li> <li>● Why do artists draw other people?</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 RD <i>i.e.</i> <i>GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP.1.A.1	<b>Product Performance:</b> Fill an area with solid color/value using crayon, pencil or marker	X	
GLE: PP.3.A.1	<b>Product Performance:</b> Create an original artwork showing family members	X	
GLE: PP.3.C.1	<b>Product Performance:</b> Create original artwork that communicates ideas about the theme of people (self, family, friends)	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Fill an area with solid color/value using crayon, pencil or marker</li> <li>2. Create an original artwork showing family members</li> <li>3. Create original artwork that communicates ideas about the theme of people (self, family, friends)</li> </ol>	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.A.1, PP.3.A.1, PP.3.C.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>● The difference between art subjects and themes</li> <li>● The difference between a portrait and a self portrait</li> <li>● How and why artists draw people</li> </ul>	Theme, main idea, portrait, self portrait	<ul style="list-style-type: none"> <li>● Fill an area with solid color/value using crayon, pencil or marker</li> <li>● Create an original artwork showing family members</li> <li>● Create original artwork that communicates ideas about the theme of people (self, family, friends)</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain the difference between art subjects and themes</li> <li>● Model how artists draw people in a portrait</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Identify artworks that are portraits</li> <li>● Compare and contrast several artworks with different subjects and themes</li> <li>● Create a themed artwork about themselves, their family or friends</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 2, 3</li> <li>● 3</li>   <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create an original themed artwork about themselves, their family or friends, coloring the portrait in with solid color</li> </ul>	<p>formative</p> <p>formative</p> <p>summative</p>	<p>2</p> <p>2, 3</p> <p>3, 4</p>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Trace a face template for students, model adding details of their person</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Vocabulary flashcards or notebook</li> <li>● Glue precut face details to a face template to form a portrait</li> </ul>	1, 2

**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>● Provide time for students to draw from observation of a posed manikin</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a portrait of a posed manikin</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: First Grade</b></p>	<p><b>Unit Title: Value</b></p> <p><b>Unit Duration: 2 – 3 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<p><b>BIG IDEA(S):</b></p> <p>Value is the range of lightness and darkness in a color.</p>	
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will understand that color has value.</p>		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is value?</li> <li>● Why do artists use value?</li> <li>● How can artists change the value of a color?</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 RD <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP.1.A.1	<b>Product Performance:</b> Fill an area with solid color/value using crayon, pencil or marker	X	
GLE: EP.1.F.1	<b>Elements and Principles:</b> Identify and use value	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	1. Fill an area with solid color/value using crayon, pencil or marker 2. Identify and use value	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.1.A.1, EP.1.F.1</li> <li>NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>What value is</li> <li>Why artists use value</li> <li>How value is created</li> </ul>	Value, lightness, darkness, color	<ul style="list-style-type: none"> <li>Identify and use value</li> <li>Create a solid color/value</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain what value is, and how it was made</li> <li>Model filling an area with solid color/value</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Identify value</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>1, 2</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original cave art image on pieces of torn brown butcher paper, filling in solid areas with color</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>Provide additional modeling, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Vocabulary flashcards or notebook</li> </ul>	1, 2



**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>● Provide time for students to use more than one value</li></ul>	<ul style="list-style-type: none"><li>● Describe, analyze and interpret their own artwork by journaling</li><li>● Teach and assist a peer</li></ul>	4



**Content Area: Art**

**Course: First Grade**

**Unit Title: Patterns**

**Unit Duration: 3 -4 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Shape art</li> <li>● Shape manipulatives</li> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		Pattern relationships can be visual or audible and are related to math in terms of counting, shapes and size.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Students will understand when art elements of line, shape, and color are repeated in a predictable way, a pattern is created. Students will create an A-B pattern in their artwork.		<ul style="list-style-type: none"> <li>● What is a pattern?</li> <li>● What do artists use in creating patterns?</li> <li>● How are patterns connected to counting? What is an A-B pattern?</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> RD <i>i.e.</i> GLE/CLE/MLS/NGSS	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
GLE: EP.1.B.1	<b>Elements and Principles:</b> Identify and use triangle, circle, square, rectangle, and oval shapes. Categorize shapes as small, medium and large	X	
GLE: EP.2.D.1	<b>Elements and Principles:</b> Identify and create an alternating pattern	X	
GLE: AP.2.A.1	<b>Artistic Perceptions:</b> Identify the following in artworks: lines, shapes, colors, patterns	X	
GLE: IC.2.A.1	<b>Interdisciplinary Connections:</b> Explain for patterns in art are similar to patterns in math		X
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Identify and use triangle, circle, square, rectangle, and oval shapes. Categorize shapes as small, medium and large</li> <li>2. Identify and create an alternating pattern</li> <li>3. Identify the following in artworks: lines, shapes, colors, patterns</li> </ol>	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: EP.1.B.1, EP.2.D.1, AP.2.A.1, IC.2.A.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>● What a pattern is</li> <li>● What artists use in creating patterns</li> <li>● How patterns are connected to counting</li> <li>● What an A-B pattern is</li> </ul>	triangle, circle, square, rectangle, oval, small, medium, large, pattern, lines, shapes, colors, repetition	<ul style="list-style-type: none"> <li>● Identify and use shapes</li> <li>● Categorize shapes</li> <li>● Identify and create an alternating pattern</li> <li>● Identify lines, shapes, colors and patterns in 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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists create patterns</li> <li>● Lead discussion to explain how patterns are connected to counting</li> <li>● Model creating an A-B pattern</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover patterns in artwork</li> <li>● Identify shapes</li> <li>● Categorize shapes</li> <li>● Create artwork using alternating pattern</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create an artwork demonstrating an A-B pattern</li> </ul>	<p>formative</p> <p>formative</p> <p>summative</p>	<p>2</p> <p>2, 3</p> <p>3, 4</p>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Provide extra practice in identifying shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use large dot markers and gadgets dipped on paint to create an A-B pattern</li> </ul>	1, 2

**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>● Model additional patterns such as AA-BB, A-B-C</li> </ul>	<ul style="list-style-type: none"> <li>● Create artwork using other patterns besides A-B</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Printmaking</b>
<b>Course: First Grade</b>	<b>Unit Duration: 1 – 2 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Monoprint examples</li> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Art can be created by transferring images.
<b>ENDURING UNDERSTANDINGS:</b> Students will understand artists can make a copy of an image through a monoprint process.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is an image?</li> <li>● What is a print?</li> <li>● How does an artist make a monoprint?</li> <li>● How is a monoprint the same and different from a drawing?</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 RD i.e. GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE: PP.1.D.1	<b>Product Performance:</b> Demonstrate a monoprint process	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	1. Demonstrate a monoprint process 2. Identify and use straight, curved, thick and thin lines	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.1.D.1, EP.1.A.1</li> <li>NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>What an image is</li> <li>What a print is</li> <li>How an artist makes a monoprint</li> <li>The difference between a monoprint and a drawing</li> </ul>	Pattern, image, print, monoprint process, stamp	<ul style="list-style-type: none"> <li>Demonstrate a monoprint process</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain how artists make a monoprint</li> <li>Lead discussion to explain the difference between a monoprint and a drawing</li> <li>Model the monoprint process</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to discover monoprint artworks</li> <li>Demonstrate a monoprint process</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>3</li> <li>2, 3</li> <li>2, 3</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original monoprint image by using a printmaking technique</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>• Use texture combs</li> </ul>	
<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 time for students to use more than one color</li> </ul>	<ul style="list-style-type: none"> <li>• Use more than one color in print</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



**Content Area: Art**

**Course: First Grade**

**Unit Title: Sculpture**

**Unit Duration: 2 – 4 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Sculpture examples</li> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<b>BIG IDEA(S):</b> Not all art is flat.	
<b>ENDURING UNDERSTANDINGS:</b> Students will understand clay is a material that can be used to create 3D forms. Students will demonstrate clay modeling techniques to create a sculpture with textures.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is a form?</li> <li>● What does 3D mean?</li> <li>● What is a sculpture?</li> <li>● What are different materials sculptures can be made out of?</li> <li>● What is texture?</li> <li>● Do sculptures have texture?</li> <li>● What is clay?</li> <li>● What are techniques artists use to form clay?</li> <li>● What does firing clay mean?</li> <li>● How do artists use clay safely?</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: PP.2.A.1	<b>Product Performance:</b> Model with clay or a similar material: roll coils, flatten material into a slab	X	
GLE: EP.1.C.1	<b>Elements and Principles:</b> Identify and use form	X	
GLE: EP.1.D.1	<b>Elements and Principles:</b> Identify and use texture	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X



<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Model with clay or a similar material: roll coils, flatten material into a slab</li> <li>2. Identify and use form</li> <li>3. Identify and use texture</li> </ol>	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.2.A.1, EP.1.C.1, EP.1.D.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>● What materials can be used to create sculptures</li> <li>● That sculptures have texture</li> <li>● Techniques artists use to form clay</li> <li>● How to use clay safely</li> <li>● Forms are 3D art</li> </ul>	Form, 3-Dimensional, sculpture, texture, clay, firing, coil, slab, pinch, pull, roll	<ul style="list-style-type: none"> <li>● Model with clay</li> <li>● Identify and use form</li> <li>● Identify and use texture</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists use materials to create 3D forms</li> <li>● Lead discussion to explain clay safety procedures</li> <li>● Model how artists roll, pinch, and pull clay to shape a sturdy sculpture form</li> <li>● Model how to paint watercolors on a fired piece</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover sculptures</li> <li>● Identify and use form and texture</li> <li>● Experiment with clay to practice techniques</li> <li>● Compare and contrast artwork from various media to discover what sculpture is and what types of texture are present</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 2, 3</li> <li>● 2, 3</li> <li>● 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create a clay sculpture that shows modeling techniques, textures, and details. Students watercolor paint finished projects.</li> </ul>	<p>formative</p> <p>formative</p> <p>summative</p>	<p>2</p> <p>2, 3</p> <p>3, 4</p>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model making spheres, coils and slabs</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use a picture chart of clay pieces needed for construction</li> </ul>	1, 2

**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>● Provide time for students to create a 3D sculpture showing action</li> </ul>	<ul style="list-style-type: none"> <li>● Create a sculpture showing action</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: First Grade</b></p>	<p><b>Unit Title: Wearable Art</b></p> <p><b>Unit Duration: 2 – 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>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b></p> <p>Art can be useful for a special purpose like a celebration.</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will understand how to make wearable art.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is functional art? What is wearable art?</li> <li>● What are some examples of special celebrations people wear art?</li> <li>● Why do people wear masks?</li> <li>● What is facial expression?</li> <li>● What are embellishments?</li> <li>● Why is wearable art important in theater?</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
GLE: PP.3.B.1	<b>Product Performance:</b> Design wearable art	X	
GLE: IC.1.A.1	<b>Interdisciplinary Connections:</b> Relate costumes in theater to clothing design	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	1. Design wearable art 2. Relate costumes in theater to clothing design	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.2.A.1, EP.1.C.1, EP.1.D.1</li> <li>NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>Why wearable art is important in theater</li> <li>Artwork can have different purposes</li> <li>Why functional and wearable art are created</li> </ul>	Functional art, wearable art, facial expressions, embellishments	<ul style="list-style-type: none"> <li>Design wearable art</li> <li>List examples of celebrations people wear art</li> <li>Discuss cultures that use masks</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain why wearable art is important in theater</li> <li>Lead discussion to describe celebrations that people wear art</li> <li>Model symmetrical folding and cutting of mask facial features</li> <li>Model 3D paper techniques (zig zag, fold, curl, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to discover examples of wearable art</li> <li>Compare and contrast examples of masks of the world for materials, design elements, and facial features</li> <li>Discuss experiences when you've seen masks in parades, plays, celebrations and cultural events</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>3</li> <li>3</li> <li>2</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original mask cut symmetrically from paper, showing designs, patterns, expression, and 3D embellishments (raffia, buttons, yarn, feathers, curled paper, etc.)</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Provide cut guidelines for a symmetrical mask shape and form</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Decorate a mask template with embellishments</li> </ul>	1, 2

**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>● Provide time for students to create a skit/play to go with their masks</li> </ul>	<ul style="list-style-type: none"> <li>● Create multiple masks and write a script for a play; perform play for class</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>  <b>Course: First Grade</b>	<b>Unit Title: Still Life</b>  <b>Unit Duration: 2 – 4 weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Still life is one type of subject matter found in artworks.
<b>ENDURING UNDERSTANDINGS:</b> Students will demonstrate drawing objects from observation to create a still life artwork that shows lines, shapes, and solid color.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is subject matter?</li> <li>● What are different kinds of subjects in art?</li> <li>● What is still life?</li> <li>● What types of lines do artists see when drawing a still life?</li> <li>● How do lines form shapes in drawings?</li> <li>● How do artists make solid colors in their 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
GLE: PP.3.A.1	<b>Product Performance:</b> Create a still life with one object	X	
GLE: PP.1.A.1	<b>Product Performance:</b> Fill an area with solid color/value using crayon, pencil or marker	X	
GLE: EP.1.A.1	<b>Elements and Principles:</b> Identify and use straight, curved, thick, and thin lines	X	
GLE: EP.1.E.1	<b>Elements and Principles:</b> Identify and use primary colors	X	
GLE: AP.2.A.1	<b>Artistic Perceptions:</b> Identify in artworks: lines, shapes, colors, patterns	X	
GLE: HC.1.B.1	<b>Historical and Cultural Contexts:</b> Compare and contrast two artworks on line, color, and shape	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create a still life with one object</li> <li>2. Fill an area with solid color/value using crayon, pencil or marker</li> <li>3. Identify and use straight, curved, thick, and thin lines</li> <li>4. Identify in artworks: lines, shapes, colors, patterns</li> </ol>	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.A.1, PP.1.A.1, EP.1.A.1, EP.1.E.1, AP.2.A.1, HC.1.B.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>● There are different subject matters in art</li> <li>● How artists draw from observation</li> <li>● The types of lines artists see when drawing a still life</li> <li>● How lines form shapes in drawings</li> <li>● How artists make solid colors in their art</li> </ul>	Still life, solid, straight, curved, thick, thin, lines, shapes, patterns, subject matter,	<ul style="list-style-type: none"> <li>● Create a still life with one object</li> <li>● Identify different kinds of subjects in art</li> <li>● Fill an area with solid color/value using crayon, pencil or marker</li> <li>● Identify and use straight, curved, thick, and thin lines</li> <li>● Identify in lines, shapes, colors, patterns</li> <li>● Draw a still life from observation using a variety of lines and solid colors</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists make solid colors in their art</li> <li>● Lead discussion to describe the types of lines artists see when drawing a still life</li> <li>● Model how artists draw from observation</li> <li>● Model how to draw a still life using lines and filling in a shape with solid color</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover examples of still life artworks</li> <li>● Analyze what lines and shapes are seen in still life subjects</li> <li>● Define subject matter in art and classify artworks as landscape, portrait, or still life</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li>   <li>● 3</li>   <li>● 2</li> </ul>

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

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create an original still life from observation using a variety of lines and solid colors</li> </ul>	formative formative summative	2 2, 3 3, 4

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Assist student in drawing a horizontal line for a table and tracing a vase shape, erasing overlap</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Trace a vase shape and add flowers using a stamp</li> </ul>	1, 2

**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>● Provide time for students to create a still life with more than one subject</li> <li>● Model overlapping</li> </ul>	<ul style="list-style-type: none"> <li>● Create a still life with more than one object, showing overlapping shapes</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4





<b>Content Area: Art</b>	<b>Unit Title: Painting</b>
<b>Course: First Grade</b>	<b>Unit Duration: 3 – 4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Artists can show themes in their work, like in a story.
<b>ENDURING UNDERSTANDINGS:</b> Students will create an original artwork that shows a theme. They will use paint to show color, value, and space in their work.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is the difference between subject and theme?</li> <li>● What are some themes of artworks? What is value?</li> <li>● How do artists create different values in art?</li> <li>● How do artists show space in artworks?</li> <li>● How do artists hold and move their paint brushes?</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>
GLE: PP.3.C.1	<b>Product Performance:</b> Create original artwork that communicates ideas about people, animals and things	X	
GLE: PP.1.B.1	<b>Product Performance:</b> Apply paint with dragging, not pushing motion	X	
GLE: EP.1.F.1	<b>Elements and Principles:</b> Identify and use value	X	
GLE: EP.1.G.1	<b>Elements and Principles:</b> Identify and demonstrate the use of space	X	
GLE: AP.2.A.1	<b>Artistic Perceptions:</b> Identify in artworks: lines, shapes, colors, patterns	X	
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art		X
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design		X
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art		X
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create original artwork that communicates ideas about people, animals and things</li> <li>2. Apply paint with dragging, not pushing motion</li> <li>3. Identify and use value</li> <li>4. Identify and demonstrate the use of space</li> <li>5. Identify in artworks: lines, shapes, colors, patterns</li> </ol>
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.C.1, PP.1.B.1, EP.1F.1, EP.1.G.1, AP.2.A.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● The difference between subject and theme</li> <li>● How artists create different values in art</li> <li>● How artists show space</li> <li>● How artists hold and care for paint brushes</li> <li>● The difference between dragging and pushing a brush</li> </ul>	Theme, dragging, value, space, lines, shapes, colors, patterns, subject	<ul style="list-style-type: none"> <li>● Create original artwork that communicates ideas about people, animals and things</li> <li>● Apply paint with dragging, not pushing motion</li> <li>● Identify and use value</li> <li>● Identify and demonstrate the use of space</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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists create different values in art</li> <li>● Lead discussion to explain how artists show space and distance</li> <li>● Model how artists hold and care for paint brushes</li> <li>● Model ways to show distance and value</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover examples of themes in artworks</li> <li>● Compare and contrast artworks for types of theme</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li>   <li>● 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create an original drawing/painting showing a theme, demonstrating space and value</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Assist student by drawing horizontal line and modeling distance</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Paint a simple background and glue animal photos in their work</li> </ul>	1, 2
<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 time for students to show more than one subject in their theme</li> </ul>	<ul style="list-style-type: none"> <li>● Include several subjects in theme</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Art Exploration</b>
<b>Course: First Grade</b>	<b>Unit Duration: 1 – 2 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Artists use symmetry in their artwork.
<b>ENDURING UNDERSTANDINGS:</b> Students will demonstrate paper folding, gluing with control, and showing balance in their artwork.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is folding?</li> <li>● How do artists fold paper to find the middle of the paper?</li> <li>● What are other ways artists fold paper?</li> <li>● What do you notice when the paper is unfolded?</li> <li>● What does balance mean in art (symmetry)?</li> <li>● How do artists use glue to get best results?</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
GLE: PP.2.A.1	<b>Product Performance:</b> Use glue with control; fold paper and identify folded edge	X	
GLE: EP.2.A.1	<b>Elements and Principles:</b> Identify and demonstrate the concept of middle or center		X
GLE: EP.1.B.1	<b>Elements and Principles:</b> Categorize shapes as small, medium, and large		X
NCAS: VA: Cr1.1.1a	<b>Creating:</b> Encourage collaboratively in exploration and imaginative play with materials		X
NCAS: VA: Cr1.2.1a	<b>Creating:</b> Use observation and investigation in preparation for making a work of art	X	
NCAS: VA: Cr2.1.1a	<b>Creating:</b> Explore uses of materials and tools to create works of art or design	X	
NCAS: VA: Cr2.2.1a	<b>Creating:</b> Demonstrate safe and proper procedures for using materials, tools, and equipment while making art	X	
NCAS: VA: Cr3.1.1a	<b>Creating:</b> Use art vocabulary to describe choices while creating art	X	

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Use glue with control; fold paper and identify folded edge</li> <li>2. Identify and demonstrate the concept of middle or center</li> <li>3. Categorize shapes as small, medium, and large</li> <li>4. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art</li> </ol>	
<b>REFERENCES/ STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.2.A.1, EP.2.A.1, EP.1.B.1</li> <li>● NCAS: VA: Cr1.1.1a, VA: Cr1.2.1a, VA: Cr2.2.1a, Cr3.1.1a</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>● What folding means</li> <li>● How artists fold paper to find the middle (center) of the paper</li> <li>● How artists use materials, tools and equipment safely</li> </ul>	Fold, edge, center, balance	<ul style="list-style-type: none"> <li>● Use glue with control</li> <li>● Fold paper and identify folded edge</li> <li>● Identify and demonstrate the concept of middle or center</li> <li>● Categorize shapes as small, medium, and large</li> <li>● Demonstrate safe and proper procedures for using materials, tools, and equipment while making 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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists fold paper to find the middle (center) of the paper</li> <li>● Lead discussion to explain how artists use materials, tools and equipment safely</li> <li>● Model how to fold, cut, and glue</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover examples of folded paper art (origami)</li> <li>● Compare and contrast shapes for size</li> <li>● Practice folding one paper in half three times, cutting out shapes, and gluing with control</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 3</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create a multi-layered symmetrical artwork that demonstrates glue control</li> </ul>	<p style="text-align: center;">formative</p> <p style="text-align: center;">formative</p> <p style="text-align: center;">summative</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2, 3</p> <p style="text-align: center;">3, 4</p>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Assist students in folding pre-lined paper to find center</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Fold paper two times, cut pre-drawn shapes and use glue to glue to a background unlayered by size</li> </ul>	1, 2

**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>● Provide time for students to add more layers</li> </ul>	<ul style="list-style-type: none"> <li>● Include more layers to artwork</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4

## **Second Grade Visual Arts Curriculum**



**Content Area: Art**

**Course: Second Grade**

**Unit Title: Painting**

**Unit Duration: 3 – 4 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Projector</li> </ul>		Artists use color, pattern, and themes in art.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Students will paint lines and demonstrate using proper brush control, color mixing and brush care techniques.		<ul style="list-style-type: none"> <li>● How do artists use line, color and shapes to create complex patterns?</li> <li>● What are secondary colors?</li> <li>● How are secondary colors related to primary colors?</li> <li>● What is contrast in art?</li> <li>● What makes some colors show contrast from other colors?</li> <li>● Why do artists wash their brushes when switching color?</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>
GLE: PP.1.B.2	<b>Product Performance:</b> Paint lines with control of the brush. Clean paint brush before changing colors. Mix two colors to create a third color	X	
GLE: PP.3.C.2	<b>Product Performance:</b> Create an original artwork that communicates ideas about nature and/or places	X	
GLE: EP.1.E.2	<b>Elements and Principles:</b> Identify and use secondary colors	X	
GLE: EP.2.C.2	<b>Elements and Principles:</b> Identify and use color contrast	X	
GLE: EP.2.D.2	<b>Elements and Principles:</b> Identify and create a complex pattern	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X



<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Paint lines with control of the brush. Clean paint brush before changing colors. Mix two colors to create a third color</li> <li>2. Create an original artwork that communicates ideas about nature and/or places</li> <li>3. Identify and use secondary colors</li> <li>4. Identify and use color contrast</li> <li>5. Identify and create a complex pattern</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.B.2, PP.3.C.2 EP.1.E.2, EP.2.C.2, EP.2.D.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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>● How artists use line, color, and shapes to create complex patterns</li> <li>● How secondary colors are related to primary colors</li> <li>● What contrast in art is</li> <li>● What makes some colors show contrast from other colors</li> </ul>	Primary colors, secondary colors, color scheme, pattern, color contrast, line, color, shape, brush control	<ul style="list-style-type: none"> <li>● Identify primary and secondary colors</li> <li>● Demonstrate proper care of paintbrushes and paint</li> <li>● Draw complex patterns</li> <li>● Paint areas with a contrasting color scheme</li> <li>● Draw an inside or outside place as a background</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists use line, color and shapes to create complex patterns</li> <li>● Lead discussion to explain the difference between primary and secondary colors</li> <li>● Lead discussion to explain what contrast in art is</li> <li>● Model using proper brush control</li> <li>● Model proper color mixing techniques</li> <li>● Model proper brush cleaning and care for paint supplies</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover how artists use line, color and shapes to create complex patterns</li> <li>● Identify secondary colors</li> <li>● Compare and contrast primary and secondary colors</li> <li>● Create a artwork demonstrating complex patterns and color mixing</li> <li>● Practice proper brush control and cleaning</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2, 3</li> <li>● 2</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>
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create an original drawing of an animal with lines that create a complex pattern on the body, with the animal’s habitat drawn in the background; students paint the areas created by the lines with a contrasting color scheme.</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching, hand over hand</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Allow for verbal responses in lieu of written</li> <li>• Review lines and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Use trays of only contrasting colors for painting</li> </ul>	1, 2
<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 time for students to reproduce well known portraits of animals using contrasting colors in pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduce well known portraits of animals using contrasting colors in pattern</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> <li>• Self assessment sheet</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Second Grade</b></p>	<p><b>Unit Title: Weaving</b></p> <p><b>Unit Duration: 2 – 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>● Art visuals</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b> Artists use color, pattern, and themes in art.</p>
<p><b>ENDURING UNDERSTANDINGS:</b> Students will explain and demonstrate how artists create pattern and color contrast in weaved art.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is weaving?</li> <li>● What are ways an artist can create a pattern? What is an A-B pattern?</li> <li>● How would you describe this weaving pattern? (under/over)</li> <li>● What is the difference between a warp, loom, and weft?</li> <li>● What is color contrast and how does it improve an artwork?</li> <li>● Where do you see woven things in the world around us?</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
GLE: PP.1.D.2	<b>Product Performance:</b> Create a paper weaving using plain weave (one over one, under one, alternating rows)	X	
GLE: EP.2.C.2	<b>Elements and Principles:</b> Identify and use color contrast	X	
GLE: EP.2.D.2	<b>Elements and Principles:</b> Identify and create a complex pattern	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create a paper weaving using plain weave (one over one, under one, alternating rows)</li> <li>2. Identify and use color contrast</li> <li>3. Identify and create a complex pattern</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.D.2, EP.2.C.2, EP.2.D.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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>● What weaving is</li> <li>● Ways artists can create patterns</li> <li>● The difference between a warp, loom, and weft</li> <li>● Color contrast and how it is used to improve artwork</li> </ul>	Patterns, color contrast, weaved art, A-B patterns, weaving pattern, warp, loom, weft, complex patterns	<ul style="list-style-type: none"> <li>● Demonstrate an A-B pattern</li> <li>● Identify and use color contrast</li> <li>● Identify and create a complex pattern</li> <li>● Demonstrate an over/under weaving pattern</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists use patterns and colors to improve artwork</li> <li>● Lead discussion to explain warp, loom, weft</li> <li>● Lead discussion to explain color contrast</li> <li>● Model loom cutting and weaving technique</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover how artists use patterns and color contrast in their artwork</li> <li>● Identify complex patterns</li> <li>● Compare and contrast patterns</li> <li>● Create a artwork demonstrating an over/under weaving pattern</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create an original weaved artwork by folding and cutting a piece of paper to create a loom and warp, and weaving in weft strips in contrasting color pattern (over/under, A-B)</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Provide pre-cut loom/warp as well as weft strips</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Re-weave where under/over pattern is disrupted</li> </ul>	1, 2

**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>● Provide time for students to create weaving with irregular weft strips</li> </ul>	<ul style="list-style-type: none"> <li>● Create a weaving with irregular weft strips</li> <li>● Create a weaving using more than two colors</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Second Grade</b></p>	<p><b>Unit Title: Sculpture</b></p> <p><b>Unit Duration: 3 – 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>● Art visuals</li> <li>● Clay</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b></p> <p>Clay is a material that artists have been using for thousands of years.</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will learn to about the medium of clay and techniques used to create art with it.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is clay made of?</li> <li>● Where does clay come from?</li> <li>● What is inside clay that makes it soft?</li> <li>● Where does the water inside the clay go as you form it?</li> <li>● How does clay help us know things about people that lived long ago?</li> <li>● How do artists combine pieces of clay to create a sculpture?</li> <li>● What are coil and slab modeling techniques?</li> <li>● What happens to the clay when it is being fired in the kiln?</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
GLE: PP.2.A.2	<b>Product Performance:</b> Model with clay or similar material: coil, slab	X	
GLE: PP.3.C.2	<b>Product Performance:</b> Create an original artwork that communicates ideas about the themes of nature or places	X	
GLE: EP.1.C.2	<b>Elements and Principles:</b> Identify and use geometric forms: sphere, cube, cylinder, and cone	X	
GLE: EP.1.D.2	<b>Elements and Principles:</b> Identify and use actual texture	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Model with clay or similar material: coil, slab</li> <li>2. Create an original artwork that communicates ideas about the themes of nature or places</li> <li>3. Identify and use geometric forms: sphere, cube, cylinder, and cone</li> <li>4. Identify and use actual texture</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.2.A.2, PP.3.C.2, EP.1.C.2, EP.1.D.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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>● What clay is made of</li> <li>● Where clay comes from</li> <li>● What is inside clay that makes it soft</li> <li>● Where water goes when clay is formed</li> </ul>	Clay, kiln, coil, slab, texture, themes, sphere, cube, cylinder, and cone	<ul style="list-style-type: none"> <li>● Explain how clay helps us know things about people that lived long ago</li> <li>● Demonstrate combining pieces of clay to create sculpture</li> <li>● Demonstrate the coil and slab modeling techniques</li> <li>● Explain what happens to clay when it is fired in the kiln</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain handling of clay, why it may dry out as it is formed, and how to keep it soft</li> <li>● Lead discussion to explain how clay helps us know things about people that lived long ago</li> <li>● Lead discussion to explain where clay comes from and what it is</li> <li>● Model constructing coil and slab techniques</li> <li>● Model construction and additive process of clay sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover historical uses for ceramics and how archaeologists learn about ancient cultures through ceramic artifacts</li> <li>● Identify forms created with clay</li> <li>● Compare and contrast non-fired clay to fired ceramics</li> <li>● Create a textured clay sculpture with slab and coils</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li>   <li>● 2, 3</li> <li>● 3</li>   <li>● 2, 3</li> </ul>

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

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students create a clay textured sculpture with slab and coils (choose item from nature or community)</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> <li>● Model going over clay with water where there is a crack or dryness</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Make a flat sculpture using slab and coil that could be hung, like an ornament</li> </ul>	1, 2

**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>● Provide time for students to create additional sculptures for their theme</li> </ul>	<ul style="list-style-type: none"> <li>● Create additional sculptures to create a scene</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4





**Content Area: Art**

**Course: Second Grade**

**Unit Title: Still Life**

**Unit Duration: 1 – 2 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Texture rubbing plates</li> <li>● Projector</li> </ul>		<b>BIG IDEA(S):</b> Artists use still life as subject matter.	
<b>ENDURING UNDERSTANDINGS:</b> Students will demonstrate how artists create a still life with value.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is subject matter in artworks?</li> <li>● What is a still life?</li> <li>● What is value and how do artists create it?</li> <li>● What types of objects do artists use in still life 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
GLE: PP.1.A.2	<b>Product Performance:</b> Change pressure to create two values using crayon or pencil	X	
GLE: PP.3.A.2	<b>Product Performance:</b> Create an original still life from observation	X	
GLE: EP.1F.2	<b>Elements and Principles:</b> Identify and use light and dark values	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Change pressure to create two values using crayon or pencil</li> <li>2. Create an original still life from observation</li> <li>3. Identify and use light and dark values</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.A.2, PP.3.A.2, EP.1.F.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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>● How artists create value</li> <li>● What still life is</li> </ul>	Still life, value	<ul style="list-style-type: none"> <li>● Identify subject matter in artworks</li> <li>● List types of objects artists use in still life artworks</li> <li>● Create value using crayon or pencil</li> <li>● Create an original still life</li> <li>● Identify and use light and dark values</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists create light and dark value</li> <li>● Lead discussion to explain what still life is</li> <li>● Model drawing from observation of still life objects and adding value to the work</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover still life in artworks</li> <li>● Identify still life in artworks</li> <li>● Identify light and dark values in artworks</li> <li>● Draw a still life with light and dark values from models</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students draw a still life with light and dark values from models</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Model erasing unnecessary lines to show overlapping shapes</li> <li>● Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Trace and cut out shapes to show overlapping arrangements of still life objects</li> </ul>	1, 2

**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>● Provide time for students to experiment with still life texture rubbing plates</li> </ul>	<ul style="list-style-type: none"> <li>● Create a still life drawing, adding light and dark values through texture rubbing plates</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Landscape</b>
<b>Course: Second Grade</b>	<b>Unit Duration: 2 – 3 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Projector</li> <li>● Texture plates</li> </ul>	<b>BIG IDEA(S):</b> Artists often choose a landscape as the subject matter of their artworks.
<b>ENDURING UNDERSTANDINGS:</b> Students will understand landscape is a subject matter of some artworks, and artists show distance and space in their work through foreground and background.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is subject matter in art?</li> <li>● What is landscape?</li> <li>● Why are most landscapes long instead of tall?</li> <li>● How do artists show far and near?</li> <li>● What is a horizon line and what two things does it make?</li> <li>● What is foreground? Background?</li> <li>● How do artists show a theme in a landscape?</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
GLE: PP.3.A.2	<b>Product Performance:</b> Create an original landscape	X	
GLE: PP.3.C.2	<b>Product Performance:</b> Create an original artwork that communicates ideas about a place	X	
GLE: EP.1.G.2	<b>Elements and Principles:</b> Identify and use foreground and background to create illusion of space	X	
GLE: AP.2.A.2	<b>Artistic Perceptions:</b> Identify the following in artworks: geometric shapes, geometric forms, foreground, and background, real texture, and contrast/variety of colors	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create an original landscape that communicates ideas about a place</li> <li>2. Identify and use foreground and background to create illusion of space</li> <li>3. Identify the following in artworks: geometric shapes, geometric forms, foreground, and background, real texture, and contrast/variety of colors</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.A.2, PP.3.C.2, EP.1.G.2, AP.2.A.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● How artists show far and near</li> <li>● Why most landscapes are long (horizontal)</li> <li>● How artist show theme in a landscape</li> </ul>	landscape, foreground, background, illusion of space, overlapping, subject matter, horizon line, subject matter	<ul style="list-style-type: none"> <li>● Identify and use foreground and background to show illusion of space</li> <li>● Create an original artwork that communicates ideas about nature, showing foreground and background</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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain how artists show illusion of space</li> <li>● Model drawing a landscape with proportion and how to overlap objects to create foreground and background spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover landscapes in works of art</li> <li>● Discuss arrangement of objects within a foreground and background and how overlapping, size and placement of objects within an artwork can show distance</li> <li>● Create an original landscape that communicates ideas about nature</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create a landscape drawing about their community or neighborhood, that shows background space and foreground</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Model overlapping skills</li> <li>• Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Trace cut tree shapes of different sizes to show distance</li> </ul>	1, 2
<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>• Model using landscape rubbing plates to add texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use landscape rubbing plates to add texture to objects in landscape</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



**Content Area: Art**

**Course: Second Grade**

**Unit Title: Functional Art**

**Unit Duration: 4 – 5 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Projector</li> </ul>		Artists create building structures with geometric forms.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Students will understand architects design buildings that serve a purpose in the community.		<ul style="list-style-type: none"> <li>● What is architecture?</li> <li>● What does an architect do?</li> <li>● What are geometric forms?</li> <li>● How do architects combine geometric forms to create interesting and useful buildings?</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>
GLE: PP.3.B.2	<b>Product Performance:</b> Design a building that serves a function in the community that includes building parts	X	
GLE: PP.3.C.2	<b>Product Performance:</b> Create an original artwork that communicates ideas about a place	X	
GLE: EP.1.C.2	<b>Elements and Principles:</b> Identify and use foreground and background to create illusion of space	X	
NCAS: VA: Cr1.1.2a	<b>Creating:</b> Brainstorm collaboratively multiple approaches to an art or design problem		X
NCAS: VA: Cr1.2.2a	<b>Creating:</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity		X
NCAS: VA: Cr2.1.2a	<b>Creating:</b> Experiment with various materials and tools to explore personal interests in a work of art or design		X
NCAS: VA: Cr2.2.2a	<b>Creating:</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space		X
NCAS: VA: Cr3.1.2a	<b>Creating:</b> Discuss and reflect with peers about choices made in creating art		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Design a building that serves a function in the community that includes building parts</li> <li>2. Create an original artwork that communicates ideas about a place</li> <li>3. Identify and use foreground and background to create illusion of space</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.B.2, PP.3.C.2, EP.1.C.2</li> <li>● NCAS: VA: Cr1.1.2a, VA: Cr1.2.2a, VA: Cr2.2.2a, Cr3.1.2a</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>● How architects combine geometric forms to create interesting and useful buildings for the community</li> <li>● An architects' job</li> </ul>	Architecture, architect, geometric forms	<ul style="list-style-type: none"> <li>● Identify geometric forms</li> <li>● List places in their community</li> <li>● Identify and use foreground and background</li> <li>● Create an original artwork that communicates ideas about a place</li> <li>● Design a building that serves a function in the community that includes building parts</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain what architecture is and what architects do as a career</li> <li>● Model creating a 3D diorama</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discover famous architecture</li> <li>● Discuss important examples of architecture in the community</li> <li>● Design a building that serves a function in the community that includes building parts</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2</li> <li>● 2, 3</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>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Students design and create a 3D building that serves a function in the community that includes building parts, using geometric forms</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>



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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Model relative proportions of interior objects</li> <li>● Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use tracing templates to create buildings</li> </ul>	1, 2

**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>● Allow time for students to combine projects to create a community</li> </ul>	<ul style="list-style-type: none"> <li>● Create a community with partners; describe the function of each structure</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4

## **Third Grade Visual Arts Curriculum**



**Content Area: Art**

**Course: Third Grade**

**Unit Title: Non-Objective Art**

**Unit Duration: 4 – 5 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<b>BIG IDEA(S):</b> Not all artwork represents an idea or image from real life.	
<b>ENDURING UNDERSTANDINGS:</b> Students will understand what non-objective art is and be able to create a piece using directional lines and shapes that are painted evenly using warm and cool colors.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is non-objective art?</li> <li>● What art elements were used in this non-objective artwork?</li> <li>● What is the difference between these lines? (horizontal, diagonal, vertical)</li> <li>● How do artists use lines to create shapes?</li> <li>● How are shapes different from forms?</li> <li>● What are warm colors? Cool colors?</li> <li>● How can you tell if something is painted evenly?</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
GLE: PP.1.B.3	<b>Product Performance:</b> Paint lines and fill in shapes with even color using tempera	X	
GLE: PP.3.A.3	<b>Product Performance:</b> Create an original artwork using line, shape and color	X	
GLE: EP.1.A.3	<b>Elements and Principles:</b> Identify and use horizontal, vertical and diagonal lines	X	
GLE: EP.1.B.3	<b>Elements and Principles:</b> Differentiate between shapes and forms	X	
GLE: EP.1.E.3	<b>Elements and Principles:</b> Identify and use warm and cool colors	X	
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> Identify the following is artworks: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast, variety of sizes		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and		X

	equipment for a variety of artistic processes		
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Paint lines and fill in shapes with even color using tempera</li> <li>2. Create an original artwork using line, shape and color</li> <li>3. Identify and use horizontal, vertical and diagonal lines</li> <li>4. Identify and use warm and cool colors</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.B.3, PP.3.A.3, EP.1.A.3, EP.1.B.3, EP.1.E.3, AP.2.A.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● The difference between shapes and forms</li> <li>● The difference between warm and cool colors</li> <li>● The different types of lines</li> <li>● How to paint evenly</li> <li>● How to identify non-objective art</li> </ul>	warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast, variety of sizes, shapes are 2D, forms are 3D	<ul style="list-style-type: none"> <li>● Paint lines and fill in shapes with even color using tempera</li> <li>● Create an original artwork using line, shape and color</li> <li>● Identify and use horizontal, vertical and diagonal lines</li> <li>● Identify and use warm and cool colors</li> <li>● Identify non-objective art</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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain the difference between shapes and form</li> <li>● Lead discussion to explain the difference between warm and cool colors</li> <li>● Lead discussion to explain the difference between the types of lines</li> <li>● Lead discuss about the color wheel</li> <li>● Model using masking tape to create directional lines and shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discovery how artists use line and shapes imaginatively in artworks</li> <li>● Identify warm and cool colors in artworks</li> <li>● Compare and contrast non-objective artworks and identify the different types of lines and shapes</li> <li>● Discuss the difference between shapes and forms with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2</li> <li>● 2</li> </ul>

<ul style="list-style-type: none"> <li>Model painting evenly</li> </ul>	<ul style="list-style-type: none"> <li>Create a color wheel with a small group</li> <li>Practice painting evenly</li> </ul>	<ul style="list-style-type: none"> <li>2</li> </ul>
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original non-objective artwork using masking tape for directional lines and shapes and tempera to create contrasting warm and cool colors that are painted evenly</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> <li>Glue paper strips over areas where paint bleeds through tape</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> </ul>
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 time for students to create additional lines and shapes</li> </ul>	<ul style="list-style-type: none"> <li>Add lines and shape patterns within shapes and "tape" lines</li> <li>Describe, analyze and interpret their own artwork by journaling</li> <li>Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>4</li> </ul>



**Content Area: Art**  
**Course: Third Grade**

**Unit Title: Textures**

**Unit Duration: 4 – 6 weeks**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b>  Artists use many techniques to create interest and texture to their artworks.</p>
<p><b>ENDURING UNDERSTANDINGS:</b>  Students will understand and demonstrate how artists use line and patterns to create the illusion of texture in a drawing. They will understand and demonstrate the difference between invented and actual texture (impressed) by embossing on foil.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is texture?</li> <li>● How did this artist show the illusion of texture in this artwork?</li> <li>● How can you tell the difference between implied and invented texture?</li> <li>● How does invented texture make an artwork look more realistic?</li> <li>● What is the difference between actual and invented texture?</li> <li>● How can you tell if something is embossed?</li> <li>● How did this artist show contrast when embossing foil?</li> <li>● What tools do you think artists need when working with foil?</li> <li>● How can putting newspaper under the foil while working be helpful?</li> <li>● What do you think the effect would be to emboss on both sides of the foil?</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
GLE: EP.1.D.3	<b>Elements and Principles:</b> Identify and use invented textures	X	
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> Identify the following in artworks: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast, variety of sizes		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	1. Identify and use invented textures through drawing	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: EP.1.D.3, AP.2.A.3</li> <li>NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>The difference between implied and invented texture</li> <li>How artists show illusion of texture in their artworks</li> </ul>	invented textures, illusion, lines, patterns of lines and shapes	<ul style="list-style-type: none"> <li>Identify and use invented textures</li> <li>Compare and contrast examples of texture used in artworks</li> <li>Draw three kinds of invented textures that could be used in an animal drawing</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain texture</li> <li>Lead discussion to explain the difference between implied and invented texture</li> <li>Model drawing invented textures using different kinds of lines and patterns in an animal theme</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to discover how artists use texture imaginatively in artworks</li> <li>Identify implied and invented textures in artworks</li> <li>Compare and contrast examples of texture used in artworks</li> <li>Practice drawing different types of textures</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>2, 3</li> <li>3</li> <li>2</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an animal (portrait or whole body) using a photo for reference and show invented textures by using lines and patterns</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Teacher will provide more resources, i.e. websites or books</li> <li>● Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>● Work in pairs or small groups</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use texture rubbing plates and crayons to fill in animal shapes with textures</li> </ul>	1, 2

**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>● Provide time for students to add invented textures to background of animal drawing</li> </ul>	<ul style="list-style-type: none"> <li>● Add additional textures to background of animal drawing</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	4



<b>OBJECTIVE 2</b>	2. Understand and demonstrate the difference between invented and actual texture (impressed) by embossing foil	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: EP.1.D.3, AP.2.A.3</li> <li>NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>The difference between invented and actual texture</li> <li>What embossing foil means</li> <li>How artists show contrast when using impressions in their artworks</li> <li>The tools require when embossing</li> </ul>	invented textures, actual textures, impression, embossing, foil, lines, pattern	<ul style="list-style-type: none"> <li>Compare and contrast pencil drawings to embossing foil</li> <li>Predict what is seen when an artist draws on foil with a pencil and what happens when both sides of the foil are drawn on</li> <li>Create an image by embossing foil on both sides with impressed textures using lines 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>
<ul style="list-style-type: none"> <li>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain embossing</li> <li>Lead discussion to explain the difference between invented and actual texture</li> <li>Model properly using tools to emboss</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to discovery how artists use texture imaginatively in artworks</li> <li>Identify invented textures and actual textures in artworks</li> <li>Compare and contrast pencil drawings to embossing foil</li> <li>Practice embossing using foil</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>2, 3</li> <li>3</li> <li>2</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students use their animal drawings from the objective 1 to recreate the same image by embossing foil on both sides with impressed textures using lines and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• formative</li> <li>• formative</li> <li>• summative</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2, 3</li> <li>• 3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Trace main outlines of pencil animal drawing onto foil to help students get started</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Trace main outlines of pencil animal drawing and fill shapes with dots and lines</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2</li> </ul>
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>• Allow students time to show contrast in the background by changing direction of lines or using different kinds of lines and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Add additional impressions to background of animal drawing</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Ceramics</b>
<b>Course: Third Grade</b>	<b>Unit Duration: 2 – 4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>• Art prints</li> <li>• Clay</li> <li>• Pottery samples (including Westward Expansion)</li> <li>• Digital media</li> <li>• Document camera</li> <li>• Projector</li> </ul>		Art can be functional as well as beautiful.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Students will understand artists make objects that can be useful (functional) as well as decorated. Students will understand textures can be applied or impressed on clay to create decoration.		<ul style="list-style-type: none"> <li>• What is a container?</li> <li>• What is pottery?</li> <li>• What steps do artists follow in the ceramic process?</li> <li>• What is the difference between applied and impressed?</li> <li>• Why are some cultures that are known for their pottery making?</li> <li>• How did this artist decorate their pottery using texture?</li> <li>• What safety issues do we need to be aware of when working with ceramics?</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: PP.2.A.3	<b>Product Performance:</b> Model with clay or similar material: create applied and impressed textures	X	
GLE: PP.3.B.3	<b>Product Performance:</b> Create a container	X	
GLE: HC.1.A.3	<b>Historical and Cultural Contexts:</b> Identify works of art from: United States (Realistic: Missouri: Westward Expansion)		X
GLE: HC.1.B.3	<b>Historical and Cultural Contexts:</b> Compare and contrast two artworks on texture		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X

NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X
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<b>OBJECTIVES</b>	1. Model with clay to create applied and impressed textures. 2. Create a container.
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.2.A.3, PP.3.B.3</li> <li>NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>What a container is</li> <li>What pottery is</li> <li>Understand applied and impressed texture</li> <li>Ways artists decorate their pottery using texture</li> <li>Safety issues of working with ceramics</li> <li>How to join pieces of clay to another</li> </ul>	Container, pottery, ceramics, applied texture, impressed texture, culture, Westward Expansion, pinch, coil, slab	<ul style="list-style-type: none"> <li>Follow the steps artists use in the ceramic process</li> <li>Identify pottery from the Westward Expansion</li> <li>Compare and contrast decorative textures on pottery samples (applied vs. impressed)</li> <li>Create an original glazed pottery container with textures that form a pattern</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>
<ul style="list-style-type: none"> <li>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain applied and impressed texture</li> <li>Lead discussion to explain safety precautions of ceramics</li> <li>Model clay into a container using the pinch, coil, and slab methods</li> <li>Model additive and impressed textures in clay for decoration</li> <li>Model proper procedure and safety when using ceramic glaze</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to discover examples of pottery created during the Westward Expansion</li> <li>Identify applied and impressed texture</li> <li>Compare and contrast decorative textures on pottery</li> <li>Practice using the pinch, coil, and slab methods with clay</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>2, 3</li> <li>3</li> <li>2</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original glazed pottery container with applied and impressed textures that form a pattern</li> </ul>	formative formative summative	2 2, 3 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> <li>Use two gadgets to impress in clay to form a pattern</li> <li>Form a simple coil pot on a round slab, decorate with stamped gadgets</li> </ul>	1, 2
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 time for students to design a lid with a knob and texture patterns to fit pottery container</li> </ul>	<ul style="list-style-type: none"> <li>Add a lid with a knob and texture patterns to fit pottery container</li> <li>Describe, analyze and interpret their own artwork by journaling</li> <li>Teach and assist a peer</li> </ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Third Grade</b></p>	<p><b>Unit Title: Motion</b></p> <p><b>Unit Duration: 4 – 6 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Manikins</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<p><b>BIG IDEA(S):</b></p> <p>Artists can show movement in their artwork.</p>			
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will understand artists can show people in action by the pose of a person’s body and by using illusion of space and distance.</p>		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What makes a person look like they’re in action in this artwork?</li> <li>● What is the difference between background, foreground, and middleground?</li> <li>● What is the rule on placement of foreground, middleground, and background space in art?</li> <li>● How does the size of an object affect the illusion of space in artwork? Can you find an example of people group theme?</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>
GLE: PP.3.A.3	<b>Product Performance:</b> Figure: Create an original artwork of a figure in an action pose			X	
GLE: PP.3.C.3	<b>Product Performance:</b> Create an original artwork that communicates ideas about group identity			X	
GLE: EP.1.G.3	<b>Elements and Principles:</b> Identify and use middleground, overlapping, and change of size to create illusion of space			X	
GLE: EP.2.C.3	<b>Elements and Principles:</b> Identify and use size contrast			X	
GLE: AP.1.A.3	<b>Artistic Perceptions:</b> Compare different responses students may have to the same artwork				X
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> identify the following in artwork: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast/variety of sizes				X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea				X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process				X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials				X

NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create an original artwork of a figure in an action pose.</li> <li>2. Create an original artwork that communicates ideas about group identity</li> <li>3. Identify and use middleground, overlapping, and change of size to create illusion of space</li> <li>4. Identify and use size contrast</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.A.3, PP.3.C.3, EP.1.G.3, EP.2.C.3, AP.1.A.3, AP.2.A.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>● What makes a person look like they are in action in an artwork</li> <li>● The difference between middleground, foreground, and background</li> <li>● The rule of placement</li> <li>● How the size of an object affects the illusion of space in artwork</li> </ul>	contrast/variety of sizes, middleground, foreground, background, action, illusion of space, group identity, theme in artworks	<ul style="list-style-type: none"> <li>● Identify examples of people group themes in artwork</li> <li>● Compare and contrast various art works for people in action, changes in object size, and middleground, foreground, and background</li> <li>● Discuss themes that show people in actions such as sports teams, working in the community, or performing a dance</li> <li>● Practice drawing people in action by sketching posed manikins</li> <li>● Create an original artwork with a group theme, showing people in action and the illusion of space through size contrast and foreground, middleground, and background</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain the difference between middleground, foreground, and background</li> <li>● Lead discussion to explain the rule of</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discovery examples of people group themes</li> <li>● Identify how the size of an object affects</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> </ul>

<p>placement</p> <ul style="list-style-type: none"> <li>Model drawing people in action</li> </ul>	<p>the illusion of space in artwork</p> <ul style="list-style-type: none"> <li>Compare and contrast various art works for people in action, changes in object size, and middleground, foreground, and background</li> <li>Practice drawing people in action by sketching posed manikins</li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>2</li> </ul>
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**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create an original artwork with a group theme, showing people in action and the illusion of space through size contrast and foreground, middleground, and background</li> </ul>	<p>formative formative summative</p>	<p>2 2, 3 3, 4</p>

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Model drawing the same object big, medium, and small to show space</li> <li>Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> <li>Cut out figure template and change arms and legs to show an action pose</li> </ul>	<p>1, 2</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>● Provide time for students to show overlapping action figures in work for greater spatial illusions</li></ul>	<ul style="list-style-type: none"><li>● Show overlapping action figures in work for greater spatial illusions</li><li>● Describe, analyze and interpret their own artwork by journaling</li><li>● Teach and assist a peer</li></ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Sculpture</b>
<b>Course: Third Grade</b>	<b>Unit Duration: 2 – 4 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>● Art prints</li> <li>● Found objects examples</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		Artists can create art with found objects.	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
Students will understand a sculpture-in-the-round can be formed by assembling and joining materials together inventively.		<ul style="list-style-type: none"> <li>● What types of artwork have form?</li> <li>● What do you think sculpture-in-the-round means?</li> <li>● What is a “found object”?</li> <li>● What is the additive process?</li> <li>● What problems could occur when combining unusual forms together?</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>
GLE: PP.1.D.3	<b>Product Performance:</b> Demonstrate an additive process (string, cardboard, glue, found objects)	X	
GLE: EP.1.C.3	<b>Elements and Principles:</b> Identify and demonstrate sculpture-in-the-round	X	
GLE: AP.1.A.3	<b>Artistic Perceptions:</b> Compare different responses students may have to the same artwork		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an additive process (string, cardboard, glue, found objects)</li> <li>2. Identify and demonstrate sculpture-in-the-round</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.D.3, EP.1.C.3, AP.1.A.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>● What sculpture-in-the-round is</li> <li>● What found objects are</li> <li>● How to use the additive process</li> <li>● Two types of sculpture</li> <li>● The problems that may occur when combining unusual forms together</li> <li>● The difference between sculpture-in-the-round vs. relief sculpture</li> <li>● The problems that may occur when creating a sturdy balanced sculpture-in-the-round</li> </ul>	Sculpture, sculpture-in-the-round, form, found objects, additive, inventive	<ul style="list-style-type: none"> <li>● Identify examples of artworks that have form</li> <li>● Compare and contrast artworks by Picasso and Calder, examining ways they combines objects inventively</li> <li>● Compare and contrast sculpture-in-the-round to relief sculpture</li> <li>● Brainstorm problems artists may encounter when building sculpture from found objects</li> <li>● Brainstorm a list of found objects that could be used in a sculpture</li> <li>● Sketch ideas for sculpture using found objects</li> <li>● Create a sturdy sculpture-in-the-round using found objects inventively</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain what sculpture-in-the-round is and what found objects are</li> <li>● Lead discussion to explain the additive process</li> <li>● Model combining found objects so a sculpture is sturdy</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to discovery examples of sculpture-in-the-round</li> <li>● Identify possible found objects</li> <li>● Compare and contrast sculpture-in-the-round to relief sculpture</li> <li>● Practice creating sturdy sculptures</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2</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>
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create a sturdy sculpture-in-the-round using found objects inventively</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Model using masking tape joints of sculpture after gluing to hold together work while drying; remove tape after glue is dry</li> <li>• Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Show how objects go together so they can be hot glued by an adult, add small embellishments using white glue</li> </ul>	1, 2
<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 time for students to create a companion piece in the same theme to go with the first sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Create a companion piece in the same theme to go with the first sculpture</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



**Content Area: Art**

**Course: Second Grade**

**Unit Title: Cityscape**

**Unit Duration: 3 – 4 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Photos of St. Charles</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<b>BIG IDEA(S):</b> Architecture is art.	
<b>ENDURING UNDERSTANDINGS:</b> Students will understand a cityscape of a community is a theme of the subject matter landscape. Students will understand artists show space and distance in landscapes through the use of foreground, middleground, and background space, and changing the size of an object for size contrast.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is the difference between subject and theme of artworks?</li> <li>● What is landscape?</li> <li>● How is a cityscape different from a landscape?</li> <li>● What are ideas that could be put into a cityscape about St. Charles?</li> <li>● Why do artists use photos to plan their work?</li> <li>● How do artists show space and distance in cityscapes?</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
GLE: PP.3.A.3	<b>Product Performance:</b> Landscape: Create an original cityscape	X	
GLE: PP.3.C.3	<b>Product Performance:</b> Create an original artwork that communicates ideas about community	X	
GLE: EP.1.G.3	<b>Elements and Principles:</b> Identify and use middleground, overlapping, and change of size to create illusion of space	X	
GLE: EP.2.C.3	<b>Elements and Principles:</b> Identify and use size contrast	X	
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> Identify the following in artwork: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast/variety of sizes		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X

NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X
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<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create an original cityscape</li> <li>2. Create an original artwork that communicates ideas about community</li> <li>3. Identify and use middleground, overlapping, and change of size to create illusion of space</li> <li>4. Identify and use size contrast</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.3.A.3, PP.3.C.3, EP.1.G.3, EP.2.C.3, AP.2.A.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>● The difference between subject and theme of artworks</li> <li>● What is a landscape</li> <li>● What is a cityscape is</li> <li>● How artists use photos to plan their work</li> <li>● How artists show space and distance in cityscapes</li> <li>● What makes certain buildings more interesting than others</li> </ul>	Subject, theme, landscape, cityscape, space, distance, middleground, overlapping, illusion of space, contrast	<ul style="list-style-type: none"> <li>● Compare and contrast landscape art to cityscapes</li> <li>● Brainstorm places in our community that make a good cityscape composition</li> <li>● Observe photos of St. Charles to plan their own cityscape</li> <li>● Show space and distance in cityscapes</li> <li>● Create a cityscape about St. Charles, showing foreground, middleground, and background space, with size contrast</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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain difference between subject and theme of artworks</li> <li>● Lead discussion to describe landscapes and cityscapes</li> <li>● Model using three kinds of space and size contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to find examples of cityscapes</li> <li>● Identify possible places to make a cityscape</li> <li>● Compare and contrast landscape to cityscape artworks</li> <li>● Practice creating cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 2, 3</li> <li>● 3</li> <li>● 2</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>
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create a cityscape about St. Charles showing foreground, middleground, and background space, with size contrast</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Model drawing the same object big, medium, and small, to show space</li> <li>• Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Trace three city building skyline templates showing the big buildings on bottom with details, medium buildings in the middle, and small buildings in the top space of the art</li> </ul>	1, 2
<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 time for students to collaborate to create a combined cityscape</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with a small group to plan and create a large cityscape.</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4



<b>Content Area: Art</b>	<b>Unit Title: Balance</b>
<b>Course: Third Grade</b>	<b>Unit Duration: 6 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Masks</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> Cultural art shows the connection between a culture’s art and its music.
<b>ENDURING UNDERSTANDINGS:</b> Students will understand masks from other cultures have symbolic meaning and characteristics unique to a particular culture. Students will demonstrate characteristics of an African culture in their art. Students will understand and demonstrate symmetry in mask making.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is cultural artwork?</li> <li>● Where in the world is Africa located?</li> <li>● What are some of Africa’s art forms?</li> <li>● What are characteristics of African music?</li> <li>● What are some characteristics of an African mask?</li> <li>● What are the purposes of African masks?</li> <li>● How can you use symmetry in mask making?</li> <li>● How is color applied evenly to masks?</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
GLE: PP.1.B.3	<b>Product Performance:</b> Paint lines and fill in shapes with even color using tempera	X	
GLE: PP.1.D.3	<b>Product Performance:</b> Demonstrate an additive process	X	
GLE: PP.2.A.3	<b>Product Performance:</b> Cut a symmetrical shape from a folded piece of paper	X	
GLE: EP.2.A.3	<b>Elements and Principles:</b> Identify and use symmetrical balance	X	
GLE: AP.1.A.3	<b>Artistic Perceptions:</b> Compare different responses students may have to the same artwork		X
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> Identify the following in artwork: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast/variety of sizes		X
GLE: IC.1.A.3	<b>Interdisciplinary Connections:</b> Compare the art and music of a particular culture		X
GLE: IC.2.A.3	<b>Interdisciplinary Connections:</b> Explain how the math principle of symmetry is used in art		X
GLE: HC.1.A.3	<b>Historical and Cultural Contexts:</b> Identify works of art from Africa	X	



GLE: HC.1.B.3	<b>Historical and Cultural Contexts:</b> Compare and contrast two artworks on purposes of art in culture		X
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Identify and use symmetrical balance</li> <li>2. Identify works of art from Africa</li> <li>3. Compare and contrast two artworks on purposes of art in culture</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: EP.2.A.3, HC.1.A.3, HC.1.B.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>● What is a cultural artwork</li> <li>● Where Africa is on a map</li> <li>● How symmetry is used in mask making</li> <li>● How artists apply color evenly</li> <li>● How cultures in Africa use masks as symbols in ceremonies</li> <li>● How African music and masks are alike and different</li> </ul>	Culture, symmetry, art forms, Africa, embellishments, symbols, patterns, African colors	<ul style="list-style-type: none"> <li>● Identify African art forms</li> <li>● Describe African music</li> <li>● Explain characteristics of an African mask</li> <li>● Explain purposes of various African masks</li> <li>● Compare and contrast cultural artworks</li> <li>● Compare and contrast African masks and list characteristics of colors, embellishments, designs and pattern</li> <li>● Create symmetrical African mask</li> </ul>

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Define, use and reinforce art vocabulary</li> <li>Lead discussion to identify African art forms, characteristics of African masks, and the purposes of various masks</li> <li>Model how to fold and cut a symmetrical mask shape with eye holes</li> <li>Model paper mache over layered materials</li> <li>Model painting evenly</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Use technology, digital media, books, and group discussion to find examples of African masks and music</li> <li>Identify where Africa is located on a map</li> <li>Compare and contrast African masks and list their characteristics</li> <li>Practice paper mache</li> <li>Practice painting evenly</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>2</li> <li>3</li> <li>2</li> </ul>
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Students create a symmetrical African mask by paper mache over layered materials and painting evenly with tempera and adding natural embellishments. Students write about a purpose their mask might be used for and explain any symbolism in the design of their mask.</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Teacher will provide more resources, i.e. websites or books</li> <li>Model cutting eye holes before putting paper mache over the mask.</li> <li>Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs or small groups</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> <li>Trace symmetrical mask template, paper mache over smooth mask surface, paint designs and patterns in tempera, glue on embellishments (feathers, raffia, shells, etc)</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> </ul>

**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>● Provide time for students to glue yarn or string in mask's design to paper mache over, for additive texture</li></ul>	<ul style="list-style-type: none"><li>● Glue yarn or string in mask's design to paper mache over, for additive texture</li><li>● Describe, analyze and interpret their own artwork by journaling</li><li>● Teach and assist a peer</li></ul>	4



<p><b>Content Area: Art</b></p> <p><b>Course: Third Grade</b></p>	<p><b>Unit Title: Painting</b></p> <p><b>Unit Duration: 3 – 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>● Art prints</li> <li>● Digital media</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b> Art can invoke a different message or response depending on one’s life experiences.</p>		
<p><b>ENDURING UNDERSTANDINGS:</b> Students will understand art can communicate ideas through images and colors that might be interpreted differently by each viewer. Students will create an artwork that illustrates a feeling through images and color, and demonstrate painting with a “wash” and layering two or more colors of drawing media.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What does “response to an artwork” mean?</li> <li>● How do we respond to artwork differently?</li> <li>● How can we effectively communicate with each other how art makes us feel?</li> <li>● What does Picasso’s Blue Period make you think/feel?</li> <li>● How did Picasso use images and color to get ideas across about feelings in his work?</li> <li>● Why did Picasso create works that became known as his “Blue Period”?</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>
GLE: PP.1.A.3	<b>Product Performance:</b> Layer two or more colors using crayon, colored pencil or oil pastel	X	
GLE: PP.1.B.3	<b>Product Performance:</b> Apply paint in even strokes to create a watercolor/thin tempera wash	X	
GLE: EP.1.E.3	<b>Elements and Principles:</b> Identify and use warm and cool colors	X	
GLE: AP.1.A.3	<b>Artistic Perceptions:</b> Compare different responses students may have to the same artwork		X
GLE: AP.2.A.3	<b>Artistic Perceptions:</b> Identify the following in artwork: warm and cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast/variety of sizes		X
GLE: HC.1.A.3	<b>Historical and Cultural Contexts:</b> Identify works of art from Europe	X	
NCAS: VA: Cr1.1.3a	<b>Creating:</b> Elaborate on an imaginative idea		X
NCAS: VA: Cr1.2.3a	<b>Creating:</b> Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art making process		X
NCAS: VA: Cr2.1.3a	<b>Creating:</b> Create personally satisfying artwork using a variety of artistic processes and materials		X
NCAS: VA: Cr2.2.3a	<b>Creating:</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes		X
NCAS: VA: Cr3.1.3a	<b>Creating:</b> Elaborate visual information by adding details in artwork to enhance emerging meaning		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Apply paint in even strokes to create a watercolor/thin tempera wash</li> <li>2. Compare different responses students may have to the same artwork</li> <li>3. Identify and use warm and cool colors</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.B.3, AP.1.A.3, EP.1.E.3</li> <li>● NCAS: VA: Cr1.1.3a, VA: Cr1.2.3a, VA: Cr2.2.3a, Cr3.1.3a</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>● What a response to an artwork means</li> <li>● How different people can have a different response to the same artwork</li> <li>● How Picasso and other artists used images and colors to get across ideas about feelings in his work</li> <li>● Why Picasso created works that became known as the “Blue Period”</li> <li>● How to layer 2 or more colors of drawing media</li> <li>● How colors can communicate feelings</li> </ul>	Wash, layering, response, Picasso, Blue Period	<ul style="list-style-type: none"> <li>● Respond to an artwork by explaining the ideas of feelings invoked</li> <li>● Create artwork that illustrates a feeling through images and colors</li> <li>● Demonstrate painting with a wash</li> <li>● Layer two or more colors</li> <li>● Compare and contrast several art works by Picasso during his “Blue/Rose Periods”</li> <li>● Brainstorm a list of ideas or feelings they could show in their art that is school appropriate</li> <li>● Create an artwork about themselves based on a life experience that communicates feeling through images and colors, using drawing and painting 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>
<ul style="list-style-type: none"> <li>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to explain Picasso’s “Blue/Rose Periods”</li> <li>● Model painting with a watercolor wash and layering two or more colors with drawing media</li> <li>● Model a response to artwork by sharing ideas and feelings about the art</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Use technology, digital media, books, and group discussion to find examples of Picasso’s work</li> <li>● Compare and contrast Picasso’s work</li> <li>● List personal experiences that communicate feelings</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 3</li> <li>● 2</li> </ul>

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

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Students create an artwork about themselves based on a life experience that communicates feeling (happiness, sadness, surprise, etc.) through images and colors, using drawing and painting techniques modeled in class. Students include a short journal entry about their life experience the artwork is based on.</li> </ul>	formative formative summative	2 2, 3 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>
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Teacher will provide more resources, i.e. websites or books</li> <li>• Chose the warm or color group students may use</li> <li>• Allow for verbal responses in lieu of written</li> </ul>	<ul style="list-style-type: none"> <li>• Work in pairs or small groups</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Draw a face showing happy or sad and paint in with warm or cool colors</li> </ul>	1, 2

**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>• Provide time for students to draw and paint more than one person in their artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Add more than one person in artwork</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	4

## **Fourth Grade Visual Arts Curriculum**



<b>Content Area: Art</b>  <b>Course: Fourth Grade</b>	<b>Unit Title: Weaving</b>  <b>Unit Duration: 5 – 6 weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Weaving artifacts/print</li> <li>● Document camera</li> <li>● Digital media</li> <li>● Videos</li> <li>● Projector</li> <li>● Tablets</li> <li>● Looms</li> </ul>	<b>BIG IDEA(S):</b> Weaved art can be unique to a culture and are recognizable by people outside that culture.
<b>ENDURING UNDERSTANDINGS:</b> We can create a weaving that shows a complex pattern using a simple loom.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What fiber arts are unique to certain cultures?</li> <li>● How do you know if something is handcrafted or machine made?</li> <li>● What shapes and patterns can you see in this art?</li> <li>● Are these shapes organic or geometric?</li> <li>● How do you know if there is balance in the weaving?</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
GLE: PP.1.D.4	<b>Product Performance:</b> Create a fiber weaving using a simple loom	X	
GLE: EP.1. B.4	<b>Elements and Principles:</b> Identify and use organic shapes	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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	X	
NCAS: VA:Cn11.1.4a	<b>Connecting:</b> Through observation, infer information about time, place, and culture in which a work of art was created		X
NCAS: VA: Cn10.1.4a	<b>Connecting:</b> Create works of art that reflect community cultural traditions	X	
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X



NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	1. Create a fiber weaving using a simple loom
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.1.D.4, EP.1. B.4, AP.2.A.4</li> <li>NCAS: Cn11.1.4a, Cn10.1.4a, Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>That some fiber arts are unique to certain cultures</li> <li>What a weaving pattern is</li> <li>How fiber artists weave complex shapes and patterns</li> <li>The types of balance found in weavings</li> </ul>	organic shapes, organic shapes, geometric shapes, complex patterns, warp, weft, fibers, balance, culture	<ul style="list-style-type: none"> <li>Describe the difference between handmade and machine made</li> <li>Practice a simple over/under weave pattern using weft</li> <li>Create a fiber weaving showing a complex pattern using a simple loom</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>
<ul style="list-style-type: none"> <li>Define, use and reinforce art vocabulary</li> <li>Provide samples of fiber art</li> <li>Model weaving a shape and weaving it around</li> <li>Lead discussion to interpret the time period, place, and culture in which a work of art was created</li> <li>Lead discussion to analyze how community cultural traditions are reflected in fiber art</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Compare and contrast color, shapes, patterns, fiber, balance and purpose of 3 or more weavings from various cultures</li> <li>Observe weaving patterns modeled by teacher/demonstration/videos and brainstorm ways to create own art</li> <li>Create a fiber weaving showing a complex pattern using a simple loom, revising and problem solving based on peer discussion</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3, 4</li> <li>2, 3</li> <li>3, 4</li> </ul>

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

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Create a weaving using a complex pattern</li> </ul>	formative formative summative	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2, 3</li> <li>• 3, 4</li> </ul>

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Show where over/under pattern is disrupted and reweave</li> <li>• Model weaving a circle weaving on a paper plate</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Weave a circle weaving on a paper plate using an over/under pattern</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2</li> </ul>

**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>• Provide time for students to invent their own shape in weaving that shows symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Invent shape in weaving that shows symmetry</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> </ul>



**Content Area: Art**

**Course: Fourth Grade**

**Unit Title: Sculpture**

**Unit Duration: 5 – 6 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Technique visuals</li> <li>● Sculpture visuals</li> <li>● Projector</li> <li>● Document camera</li> <li>● Tag board, cardboard, tissue rolls, etc.</li> <li>● Natural resources such as sticks, twigs, etc.</li> <li>● Blocks</li> </ul>		<b>BIG IDEA(S):</b> Sculptors have a great deal of freedom in what materials and techniques they can use to make 3D art.	
<b>ENDURING UNDERSTANDINGS:</b> Students will create sculptures using the relief method of layering while using organic shapes and forms.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What media was used in making this sculpture?</li> <li>● What techniques were used to build this sculpture?</li> <li>● Is this a relief sculpture?</li> <li>● What organic shapes and forms do you see in this sculpture?</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: PP.2.A.4	<b>Product Performance:</b> Build or layer materials to create a relief. Model with clay or similar material. Make organic forms.	X	
GLE: EP.1. B.4	<b>Elements and Principles:</b> Identify and use organic shapes	X	
GLE: EP.1. C.4	<b>Elements and Principles:</b> Identify and demonstrate relief sculpture. Identify and use organic form.	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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	X	
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	1. Build or layer materials to create a relief. Model with clay or similar material. Make organic forms.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.2.A.4, EP.1. B.4, EP.1. C.4, AP.2.A.4</li> <li>NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>The media required to make sculptures</li> <li>The techniques used to create sculptures</li> <li>What a relief sculpture is</li> <li>What organic shapes and forms are</li> </ul>	organic shapes, organic forms, sculpture, relief, layering, abstract, theme	<ul style="list-style-type: none"> <li>Compare and contrast different examples of sculpture by technique, materials, artist, style and theme</li> <li>Classify sculptures as relief, in the round, organic, realistic, or abstract</li> <li>Brainstorm and predict problems that might occur while constructing relief sculptures and offer multiple solutions</li> <li>Create an abstract relief sculpture showing organic shapes and form</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to explain relief sculpture</li> <li>Lead discussion to brainstorm problems and solutions that can occur when creating sculptures</li> <li>Lead discussion to explain organic forms and shapes</li> <li>Demonstrate creating an abstract relief sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Explore media used to create</li> <li>Explore techniques used to create</li> <li>Compare and contrast examples of sculpture</li> <li>Set goals for creating abstract relief sculpture</li> <li>Create an abstract relief sculpture and revise based on insights gained through peer discussion</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>2</li> <li>2</li> <li>3</li> <li>3</li> <li>3, 4</li> </ul>

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

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Plan, create and reflect on a relief sculpture construction that uses organic shape and form</li> </ul>	formative formative summative	<ul style="list-style-type: none"> <li>● 2</li> <li>● 2, 3</li> <li>● 3, 4</li> </ul>

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Model creating a relief sculpture</li> <li>● Provide more shapes to hide backing of relief sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use found objects to create a relief sculpture on cardboard</li> <li>● Use more shapes to hide backing of relief sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> </ul>

**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>● Provide time for students to experiment multiple ways to arrange parts of a relief sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● Design and create a relief sculpture that has multiple arranged parts</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>● 4</li> </ul>



**Content Area: Art**

**Course: Fourth Grade**

**Unit Title: Ceramics**

**Unit Duration: 5 – 6 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Technique visuals</li> <li>● Sculpture visuals</li> <li>● Projector</li> <li>● Document camera</li> <li>● Clay or Model Magic</li> </ul>		<b>BIG IDEA(S):</b> We can create sculptures using modeling techniques and ceramic clay.	
<b>ENDURING UNDERSTANDINGS:</b> Students will demonstrate how organic form is made.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What media was used to make this sculpture?</li> <li>● What techniques do you think were used in creating this sculpture?</li> <li>● What materials could be used to create?</li> <li>● What are organic forms?</li> <li>● How do artists model clay to make an organic forms?</li> <li>● How do artists connect clay to make it sturdy?</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: PP.2.A.4	<b>Product Performance:</b> Build or layer materials to create a relief. Model with clay or similar material. Make organic forms.	X	
GLE: EP.1. C.4	<b>Elements and Principles:</b> Identify and demonstrate relief sculpture. Identify and use organic form.	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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	X	
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	Build or layer materials to create a relief. Model with clay or similar material. Make organic forms.	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.2.A.4, EP.1. C.4, AP.2.A.4</li> <li>NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>The media required to make sculptures</li> <li>How to roll, squeeze, and pull clay</li> <li>How to score and slip addition of clay to ensure strength</li> </ul>	Media, technique, organic shapes, organic forms, sculpture, abstract, connect, theme, in the round, realistic, relief	<ul style="list-style-type: none"> <li>Create an organic sculpture from ceramic clay</li> <li>Compare and contrast different examples of sculpture by technique, materials, style and theme</li> <li>Classify sculptures as relief, in the round, organic, realistic, or abstract</li> <li>Brainstorm and predict problems that might arise while constructing clay sculptures and offer multiple solutions</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to compare and contrast examples of sculpture</li> <li>Lead discussion to classify sculptures</li> <li>Lead discussion to predict problems and solutions when constructing sculptures</li> <li>Model rolling, squeezing, and pulling clay to create a sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Compare and contrast different examples of sculpture by technique, materials, style and theme</li> <li>Classify sculptures as relief, in the round, organic, realistic, or abstract</li> <li>Create an organic sculpture from ceramic clay</li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>3</li> <li>3</li> <li>3</li> <li>3, 4</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Plan, create and reflect on a ceramic clay sculpture construction</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>Provide additional modeling, graphic organizers, re-teaching</li> <li>Provide visuals for vocabulary</li> <li>Assist in techniques</li> <li>Assist in scoring and adding clay to provide stability</li> </ul>	<ul style="list-style-type: none"> <li>Work with a partner</li> <li>Use graphic organizers</li> <li>Vocabulary flashcards or notebook</li> <li>Create a simple organic form by rolling, squeezing, or pulling clay</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> </ul>
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 time for students to create a symbolic clay structure</li> </ul>	<ul style="list-style-type: none"> <li>Create a symbolic clay structure</li> <li>Describe, analyze and interpret their own artwork by journaling</li> <li>Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>4</li> </ul>





**Content Area: Art**

**Course: Fourth Grade**

**Unit Title: Portrait**

**Unit Duration: 5 - 6 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art visuals</li> <li>● Document camera</li> <li>● Projector</li> <li>● Mirrors</li> </ul>		<b>BIG IDEA(S):</b> Artists must observe when drawing realistic faces.	
<b>ENDURING UNDERSTANDINGS:</b> Students will see that the human face has elements known as proportion and they will demonstrate value changes in drawing to give the illusion of 3D form.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What makes this a portrait?</li> <li>● What makes this a self portrait?</li> <li>● What is proportion?</li> <li>● Do you think there are rules of proportion for the human face?</li> <li>● Can you describe a value scale?</li> <li>● What do you notice about contrast?</li> <li>● How do artists use value change? Why do they use this technique?</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: PP.1.A.4	<b>Product Performance:</b> Create light, medium, and dark values using pencil	X	
GLE: PP.3.A.4	<b>Product Performance:</b> Create facial features in correct proportion	X	
GLE: EP.1. F.4	<b>Elements and Principles:</b> Identify and demonstrate a value scale	X	
GLE: EP.2. C.4	<b>Elements and Principles:</b> Identify and use value contrast	X	
GLE: EP.2. F.4	<b>Elements and Principles:</b> Identify realistic facial proportions	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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	X	
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create facial features in correct proportion</li> <li>2. Create light, medium, and dark values using pencil</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.A.4, PP.3.A.4, EP.1. F.4, EP.2. C.4, EP.2. F.4, AP.2.A.4</li> <li>● NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>● That the human face has elements related to size and placement known as proportion</li> <li>● That value changes in drawing give the illusion of 3D form</li> <li>● Guidelines utilized in drawing to establish correct proportion of facial elements</li> <li>● What causes value to change</li> </ul>	technique, value scale, value contrast, proportion, 3D, facial elements, tints and shades, values, radial balance, center of interest/focal point, contrast/variety of values, facial proportions	<ul style="list-style-type: none"> <li>● Compare and contrast self portraits of known artists</li> <li>● Analyze a classmate's face using the rules of facial proportion</li> <li>● Draw a practice portrait using a template with guidelines</li> <li>● Demonstrate value scale and value contrast</li> <li>● Identify realistic facial proportion</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion to compare and contrast self portraits of known artists</li> <li>● Lead discussion to define value</li> <li>● Lead discussion to define proportion</li> <li>● Lead discussion to analyze how artists make faces look 3D by using value</li> <li>● Model drawing a self portrait using guidelines and value shading</li> <li>● Model a value scale using five values</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Compare and contrast different examples of self portraits</li> <li>● Analyze classmate's face for facial proportion</li> <li>● Create a practice self portrait showing proportion and value change</li> <li>● Practice a value scale using five values</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 3</li> <li>● 3</li> <li>● 3, 4</li> <li>● 2</li> </ul>

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

<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b>
<ul style="list-style-type: none"> <li>● Whole group and small group discussion</li> <li>● Exit slips</li> <li>● Plan, create and reflect on a self portrait drawing showing proportion and value change with pencil</li> </ul>	formative formative summative	<ul style="list-style-type: none"> <li>● 2</li> <li>● 2, 3</li> <li>● 3, 4</li> </ul>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Assist in techniques</li> <li>● Show guidelines drawn on the portrait to create proper placement and proportion of elements of the face (eyes, ears, nose, hairline, mouth, ears, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Use a face shape template with guidelines and add eyes, nose, mouth, hair, ears, etc. in proper placement. Color with crayons.</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> </ul>

**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>● Provide time for students to create an exaggerated self portrait in a caricature style showing emphasis on a facial element</li> </ul>	<ul style="list-style-type: none"> <li>● Create a self portrait in caricature style</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>● 4</li> </ul>



**Content Area: Art**  
**Course: Fourth Grade**

**Unit Title: Still Life Abstract**

**Unit Duration: 3 – 6 weeks**

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Cubism/Picasso prints</li> <li>● Document camera</li> <li>● Projector</li> </ul>		<b>BIG IDEA(S):</b> Artists can take inspiration from the real world to create something new.	
<b>ENDURING UNDERSTANDINGS:</b> Students will learn to use line to define the edges of shapes and forms, as well as to use tints and shades of colors to create the illusion of space and form.		<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What are outlines?</li> <li>● How do the outlines in art define the idea?</li> <li>● What outlines do you see in the real world?</li> <li>● How are outlines and edges of shapes related?</li> <li>● What is “illusion of space”?</li> <li>● How does the use of value help suggest form and illusion of space?</li> <li>● What is shading in art?</li> <li>● What do you notice about the value scale?</li> <li>● What is the difference between tints and shades of colors?</li> <li>● How do you think artists decide which value to use and where to use it?</li> <li>● What does abstract mean to you?</li> <li>● How do you think this artist came up with this abstract image?</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: PP.1.B.4	<b>Product Performance:</b> Using tempera paints, add color to white to create a tint; using tempera paints, add black to a color to create a shade	X	
GLE: PP.3.A.4	<b>Product Performance:</b> Exaggerate, distort or simplify observed objects to create an abstract still life	X	
GLE: EP.1.A.4	<b>Elements and Principles:</b> Identify and use outlines	X	
GLE: EP.1.E.4	<b>Elements and Principles:</b> Identify and use tints and shades	X	
GLE: EP.1.F.4	<b>Elements and Principles:</b> Identify and demonstrate a value scale	X	
GLE: EP.1.G.4	<b>Elements and Principles:</b> Identify and use placement and change in detail to create illusion of space	X	
GLE: EP.2. C.4	<b>Elements and Principles:</b> Identify and use value contrast	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the following in artworks: outlines, organic shapes,		X

	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		
GLE: HC.1.B.4	<b>Historical and Cultural Contexts:</b> Compare and contrast two artworks on subject matter, media, value and space, theme, purpose of art in culture, place		X
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Identify and use outlines</li> <li>2. Identify and use tints and shades</li> <li>3. Identify and demonstrate a value scale</li> <li>4. Identify and use placement and change in detail to create illusion of space</li> <li>5. Exaggerate, distort or simplify observed objects to create an abstract still life</li> </ol>
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.B.4, PP.3.A.4, EP.1.A.4, EP.1.E.4, EP.1.F.4, EP.1.G.4, EP.2. C.4, AP.2.A.4, HC.1.B.4</li> <li>● NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>● That outlines define an idea</li> <li>● That artists use value to suggest form and illusion of space</li> <li>● How to show spatial relationships</li> </ul>	outlines, tints and shades, value, positive and negative space, contrast/variety of values, overlapping, complex patterns, abstract art, Picasso, Braque	<ul style="list-style-type: none"> <li>● Define and identify outlines in art</li> <li>● Discuss where lines are in the real world</li> <li>● Identify what parts of an object will represent outlines in an artwork and where overlapping shapes will show spatial relationships between objects</li> <li>● Examine and discuss what happens when light hits an object</li> <li>● Identify where an artist has shown value changes in the work to mimic light</li> <li>● Compare and contrast abstract works of art</li> </ul>

		<ul style="list-style-type: none"> <li>from European artists (Picasso/Braque)</li> <li>Create a line drawing (outlines) from observation of still life objects and simplify the image to abstraction</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion to discuss where lines are in real life</li> <li>Set up objects for a still life with lighting</li> <li>Lead discussion to identify what parts of each object represent outlines in artwork and where overlapping shapes shows spatial relationships between objects</li> <li>Lead discussion to tell what happens when light hits an object</li> <li>Model a value scale made with tempera</li> <li>Model filling in abrupt and gradual changes of value using tempera in an abstract still life line drawing</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Compare and contrast abstract works of European artists</li> <li>Discuss and identify where artists have shown value changes to mimic light</li> <li>Discuss and identify what parts of an object represent outlines</li> <li>Practice a value scale using five values</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>3</li> <li>3</li> <li>3</li> <li>2, 3</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Plan, create and reflect on a line drawing (outlines) from observation of still life objects and simplify the image to abstraction. Students will fill in line drawing with five or more different values in tempera and show overlap for illusion of space.</li> </ul>	<ul style="list-style-type: none"> <li>formative</li> <li>formative</li> <li>summative</li> </ul>	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

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

*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Assist in techniques</li> <li>● Arrange a value scale in order of darkest to lightest</li> </ul>	<ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> <li>● Create an abstract still life by tracing shapes of objects and painting three values of one color</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> </ul>

**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>● Provide time for students to create a realistic still life tempera painting showing value changes throughout</li> </ul>	<ul style="list-style-type: none"> <li>● Create a realistic still life tempera painting showing value changes throughout</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>● 4</li> </ul>



<p><b>Content Area: Art</b></p> <p><b>Course: Fourth Grade</b></p>	<p><b>Unit Title: Seascape with Focal Point</b></p> <p><b>Unit Duration: 4 – 6 weeks</b></p>
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<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b> Artists can create the illusion of real life in art by painting seascapes.</p>		
<p><b>ENDURING UNDERSTANDINGS:</b> Students will understand that seascape is one of many subject matters and themes in fine art. They will identify a focal point and understand that it shows the most important idea of the artwork.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are some popular subject matters/themes in fine art?</li> <li>● How would you describe this painting? (display a seascape)</li> <li>● What is the center of interest in this artwork?</li> <li>● How did the artist draw your eye to the focal point?</li> <li>● How did the artist use watercolor to mimic real life?</li> <li>● What is the wet on wet painting technique?</li> <li>● How did this artist show illusion of space in an outdoor 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>
GLE: PP.1.B.4	<b>Product Performance:</b> Apply water color paint to wet areas to blend color	X	
GLE: PP.3.A.4	<b>Product Performance:</b> Exaggerate, distort or simplify observed objects to create an abstract still life		X
GLE: EP.1.G.4	<b>Elements and Principles:</b> Identify and use placement and change in detail to create illusion of space		X
GLE: EP.2. B.4	<b>Elements and Principles:</b> Identify and create center of interest (focal point)	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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		X
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X



<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Apply water color paint to wet areas to blend color</li> <li>2. Identify and create center of interest (focal point)</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.B.4, PP.3.A.4, EP.1.G.4, EP.2. B.4, AP.2.A.4</li> <li>● NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>● How artists use center of interest or focal point to emphasize a main idea in their work</li> <li>● How artists show illusion of space</li> <li>● How artists use watercolor to mimic real life</li> <li>● The wet on wet technique</li> </ul>	Seascape, Winslow Homer, center of interest/focal point	<ul style="list-style-type: none"> <li>● Compare and contrast seascape artworks by Winslow Homer and others</li> <li>● Identify and discuss center of interest (focal point) in artwork and how artists show distance in their work</li> <li>● Discuss the effect the wet on wet technique shows in an artwork</li> <li>● Research from a selection of photographs or artworks of ships, seascapes, and marine life to use for inspiration in their own work</li> <li>● Create a seascape painting showing focal point while demonstrating the wet on wet technique</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion on techniques artists use to create seascapes</li> <li>● Model the wet on wet technique</li> <li>● Model creating a focal point</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Compare and contrast seascape works of art</li> <li>● Discuss and identify center of interest on artwork</li> <li>● Discuss the effect of wet on wet technique</li> <li>● Practice creating a seascape painting</li> <li>● Research seascapes for inspiration</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 2</li> <li>● 2</li> <li>● 2, 3</li> <li>● 2, 3</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Plan, create and reflect on a seascape painting showing a focal point and demonstrating the wet on wet technique of painting</li> </ul>	<ul style="list-style-type: none"> <li>• formative</li> <li>• formative</li> <li>• summative</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2, 3</li> <li>• 3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Assist in techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Paint a sky and sea showing the horizon line and collage in “seascape” details</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2</li> </ul>
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 time for students to write a story about their painting, with the main idea about the focal point</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story to go with seascape painting with the main idea about the focal point</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> </ul>



<p><b>Content Area: Art</b></p> <p><b>Course: Fourth Grade</b></p>	<p><b>Unit Title: Balance</b></p> <p><b>Unit Duration: 2 – 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>● Art prints</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<p><b>BIG IDEA(S):</b></p> <p>Artists can create works that have balance.</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will understand the different types of balance artists use in their work. Students will use tools and techniques to create their own radial balanced designs.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What does balance mean? What do you think it means in art?</li> <li>● What different types of balance do you notice in these artworks?</li> <li>● How would you describe radial balance?</li> <li>● What do you notice about this pattern?</li> <li>● What tools could we use to create this type of art?</li> <li>● What other subject areas does this incorporate?</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
GLE: PP.1.A.4	<b>Product Performance:</b> Create light, medium, and dark values using pencil	X	
GLE: EP.2.A.4	<b>Elements and Principles:</b> Identify and use radial balance	X	
GLE: EP.2. C.4	<b>Elements and Principles:</b> Identify and use value contrast	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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		X
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Create light, medium, and dark values using pencil</li> <li>2. Identify and use radial balance</li> <li>3. Identify and use value contrast</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>● GLE: PP.1.A.4, EP.2.A.4, EP.2. C.4, AP.2.A.4</li> <li>● NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>● What balance means in artwork</li> <li>● The different kinds of balance that artists use</li> <li>● How artists use radial balance in their art</li> <li>● How to use a compass to draw a circle</li> <li>● How to use a ruler to draw a straight edge</li> <li>● Math properties of a circle</li> </ul>	radial balance, contrast/variety of values, complex patterns, symmetrical, asymmetrical, radial	<ul style="list-style-type: none"> <li>● Compare and contrast art examples showing three kinds of balance found in art: symmetrical, asymmetrical, and radial</li> <li>● List difference of each type of balance</li> <li>● Experiment with compasses and rulers to work out radial balanced non-objective design</li> <li>● Create a mathematically correct radial balanced circle design using value contrast</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>● Define, use and reinforce art vocabulary</li> <li>● Lead discussion on techniques artists use to create radial balanced art</li> <li>● Model how to use a compass and ruler</li> <li>● Model how to mathematically divide a circle into equal parts</li> </ul>	<ul style="list-style-type: none"> <li>● Match vocabulary with definition</li> <li>● Compare and contrast radial balanced art</li> <li>● Discuss and identify techniques artists use to create radial balanced art</li> <li>● Practice using tools</li> <li>● Practice creating a radial balanced artwork</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> <li>● 3</li> <li>● 2</li> <li>● 2</li> <li>● 2, 3</li> </ul>

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
<ul style="list-style-type: none"> <li>• Whole group and small group discussion</li> <li>• Exit slips</li> <li>• Plan, create and reflect on a mathematically correct radial balanced circle design using value contrast to show a complex pattern</li> </ul>	<ul style="list-style-type: none"> <li>• formative</li> <li>• formative</li> <li>• summative</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2, 3</li> <li>• 3, 4</li> </ul>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
<ul style="list-style-type: none"> <li>• Provide additional modeling, graphic organizers, re-teaching</li> <li>• Provide visuals for vocabulary</li> <li>• Assist in techniques</li> <li>• Divide circles into six equal parts for students</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Use graphic organizers</li> <li>• Vocabulary flashcards or notebook</li> <li>• Use circle templates to trace other circles to create a simple radial balanced design</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2</li> </ul>
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 time for students to experiment ways to make the circle design expand outside the circle</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment ways to make the circle design expand outside the circle</li> <li>• Describe, analyze and interpret their own artwork by journaling</li> <li>• Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> </ul>



<b>Content Area: Art</b> <b>Course: Second Grade</b>	<b>Unit Title: Painting</b>  <b>Unit Duration: 2 – 4 weeks</b>
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<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Art prints</li> <li>● Document camera</li> <li>● Projector</li> </ul>	<b>BIG IDEA(S):</b> The wet on wet technique can be used in creating a landscape.		
<b>ENDURING UNDERSTANDINGS:</b> Students will understand how to add color to create tints and shades.	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is a tint?</li> <li>● What is a shade?</li> <li>● How can you use colors to create tints and shades? Why do artists use tints and shades in their artworks?</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: PP.1.B.4	<b>Product Performance:</b> Using tempera paints, add color to white to create a tint; using tempera paints, add black to a color to create a shade	X	
GLE: PP.1.B.4	<b>Product Performance:</b> Apply water color paint to wet areas to blend color (wet on wet technique)	X	
GLE: EP.1.E.4	<b>Elements and Principles:</b> Identify and use tints and shades	X	
GLE: AP.2.A.4	<b>Artistic Perceptions:</b> Describe the use of the 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		X
NCAS: VA: Cr1.1.4a	<b>Creating:</b> Brainstorm multiple approaches to a creative art or design problem		X
NCAS: VA: Cr1.2.4a	<b>Creating:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	X	
NCAS: VA: Cr2.1.4a	<b>Creating:</b> Explore and invent art making techniques and approaches		X
NCAS: VA: Cr2.2.4a	<b>Creating:</b> When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others		X
NCAS: VA: Cr3.1.4a	<b>Creating:</b> Revise artwork in progress on the basis of insights gained through peer discussion		X

<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>Using tempera paints, add color to white to create a tint; using tempera paints, add black to a color to create a shade</li> <li>Apply water color paint to wet areas to blend color (wet on wet technique)</li> <li>Identify and use tints and shades</li> </ol>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>GLE: PP.1.B.4, EP.1.E.4, AP.2.A.4</li> <li>NCAS: Cr1.1.4a, Cr1.2.4a, Cr2.1.4a, Cr2.2.4a, Cr3.1.4a</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>How to add color to white to create a tint</li> <li>How to add black to create a shade</li> </ul>	Tints, shades, wet on wet	<ul style="list-style-type: none"> <li>Identify and use tints and shades</li> <li>Use tempera paints to create tints and shades</li> <li>Demonstrate the wet on wet technique</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>Define, use and reinforce art vocabulary</li> <li>Lead discussion on techniques artists use to create tints and shades</li> <li>Model the wet on wet technique</li> </ul>	<ul style="list-style-type: none"> <li>Match vocabulary with definition</li> <li>Compare and contrast tints and shades</li> <li>Practice creating tints and shades</li> <li>Practice the wet on wet technique</li> </ul>	<ul style="list-style-type: none"> <li>1, 2</li> <li>3</li> <li>2</li> <li>2</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>
<ul style="list-style-type: none"> <li>Whole group and small group discussion</li> <li>Exit slips</li> <li>Plan, create and reflect on an original landscape, seascape or one object painting demonstrating the wet on wet technique, that includes tints and shades</li> </ul>	formative formative summative	<ul style="list-style-type: none"> <li>2</li> <li>2, 3</li> <li>3, 4</li> </ul>

**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>
<ul style="list-style-type: none"> <li>● Provide additional modeling, graphic organizers, re-teaching</li> <li>● Provide visuals for vocabulary</li> <li>● Assist in techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Use graphic organizers</li> <li>● Vocabulary flashcards or notebook</li> </ul>	<ul style="list-style-type: none"> <li>● 1, 2</li> </ul>

**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>● Provide time for students to create more than one project</li> </ul>	<ul style="list-style-type: none"> <li>● Create a landscape and seascape painting</li> <li>● Describe, analyze and interpret their own artwork by journaling</li> <li>● Teach and assist a peer</li> </ul>	<ul style="list-style-type: none"> <li>● 4</li> </ul>