

Plainville Public Schools

Art Curriculum K-3

2016



Introduction

The Plainville Art Curriculum is aligned with the Massachusetts State Curriculum Frameworks in Visual Arts. It incorporates the tenets of the National Core Arts Education Standards (Creating, Performing/Presenting, Responding and Connecting). The Plainville Art Curriculum is a sequential, organized program of study designed to meet the needs of the young child. Currently, children receive one class of art instruction per six-day cycle, equating to 30 classes per year. As in any subject, the frequency of instruction significantly impacts the level of comprehension and fluency.

The Curriculum Guide contains the following components:

- Alignment of the curriculum standards by grade level
 - What students should know (content)
 - What students should be able to do (skills)
- The curriculum is comprised of:
 - The elements and principles of design (content)
 - Methods, materials and techniques (skills)
 - Observation, abstraction, invention and expression
 - Connections to grade level curriculum
 - Drafting, revising and exhibiting
 - Critical response (assessments)

Each outlined unit will provide essential questions, learning standards, benchmark tasks, assessments and resources.

Guiding Principles

The following principles are philosophical statements that underlie every learning standard of the Massachusetts Visual Arts Curriculum Frameworks on which this curriculum document is based:

- A curriculum in which students experience the arts deeply and sequentially
- Sequential study leading to artistic literacy; the ability to communicate in non-verbal ways
- Emphasizes development of students' skills and understanding of creating, performing and responding
- Promotes knowledge and understanding of the historical and cultural contexts of the arts
- Uses a variety of assessment methods to evaluate what students know and are able to do
- Provides opportunities for students to make connections with other disciplines
- Lead students to develop aesthetic awareness and sensitivity

Benefits of the Visual Arts Program:

The arts enable personal, intellectual, social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. An arts program prepares students to be successful in the twenty-first century that demands innovative thinking and creativity.

- Develop critical thinking, creativity, and innovation
 - Develop skills of observation and engenders an appreciation of art in a society
 - Critical thinking enables students to become self-confident, self-governing and contributing members of society
- Develop focus, concentration and other forms of communication and literacy
 - Requires engagement in artistic creation processes directly through the use of a variety of appropriate materials

- Requires full participation in using creative practice to imagine, investigate, construct and reflect
- Develop artistically literate adults who have an appreciation of art history and different cultures
 - Through the study of art and artists in different cultures, students gain an understanding of themselves and others
- Create balance in education
- Important for cross-disciplinary learning and understanding
 - Artistic meta-cognitive activities are critical to student learning across the arts and other academic subjects

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Art Curriculum Grades K-3

2016



**Art Teacher:
June Miller, K-3**

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Kindergarten Unit 1: Shape

Essential Questions: Can we identify geometric and free form shapes? Can we find shapes in objects around us? Can we identify shape within works of art? How can we combine shapes into recognizable objects?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 1.1 Use a variety of materials and media 3.1 Create 2D and 3D artwork from direct observation	<ul style="list-style-type: none">• Introduction to shape• Identify, sort and classify shapes• Describe objects in their environment and in works of art in terms of shape• Create a shape collage• Combine shapes into a realistic drawing	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Colored Paper, glue, scissors• Markers, Paper• Shape Manipulatives

First Grade Unit 1: Shape

Essential Questions: Can we identify geometric and free form shapes? Can we find shapes in objects around us? Can we identify shapes within works of art? How can we combine shapes into recognizable objects? What methods can we use to abstract an object?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes in 2D and 3D works 3.1 Create 2D and 3D artwork from direct observation 3.2 Create 2D and 3D Expressive artwork that explores abstraction	<ul style="list-style-type: none">• Identify, describe, sort and classify shapes• Combine paper shapes into a realistic object• Identify shapes within an artwork (increase awareness)• Combine shapes in drawing a realistic object• Discuss methods used by artists to abstract an artwork – reduce the object into its simplest shapes• Use a method to abstract your drawing• Incorporate pattern and design• Create balance	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Paper, Pencils, Permanent Markers• Shape Templates• Colored Markers

Second Grade Unit 1: Shape/Space

Essential Questions: Can we identify geometric and free form shapes? Can we find shapes in objects around us? Can we identify shapes within works of art? Can we manipulate shape to create an illusion of depth within a landscape?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.3 Texture: Explore the use of textures in 2D and 3D works 2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. 2.1 Color: Explore and experiment with the use of color in dry and wet media	<ul style="list-style-type: none">• Identify, describe, sort and classify shapes• Combine paper shapes into a realistic landscape• Using prisms, demonstrate that light can be scattered into separate color (science integration)• Using water and milk, demonstrate that impurities in the atmosphere absorb and scatter light creating blue sky and orange sunsets (Rayleigh effect)• Identify shapes within a landscape• Combine shapes within a realistic landscape• Discuss methods used by artists to create space & depth• Use all five methods to create depth in your landscape	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Video• Experiment supplies• Colored Paper, Glue• Scissors

Third Grade Unit 1: Shape/Space/Proportion

Essential Questions: Can we identify geometric and free form shapes? Identify positive and negative shapes? Can we identify shapes within architecture? How is architecture different within different cultures and time periods? How does it tell us about the community? Can we combine shapes within a building?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.3 Texture: Explore the use of textures in 2D and 3D works 2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance.	<ul style="list-style-type: none">• Identify, describe, sort and classify shapes• Working together, combine paper shapes into a building• Identify positive and negative shapes• View various videos on buildings and styles• Using magnetic architectural boards, create a building using various architectural elements• Use multiple sources of different buildings• Draw building draft• Combine shapes to create your final building with expressed texture, space, and proportion• Refine and embellish buildings using line and color	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments<ul style="list-style-type: none">• Self-Assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Videos• Paper, Pencils, Erasers, Sharpeners• Magnetic Architecture Sets• Shape Templates• Rulers• WatercolorsPermanent Marker

Kindergarten Unit 2: Line/Pattern/Rhythm

Essential Questions: What is line? Can we make different lines? Can you identify a variety of types of lines around us? Do you know the correct words to describe line directions? Can you identify patterns?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Line: Explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.5 Pattern & Symmetry: Explore the use of patterns 2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. 3.2 Create 2D and 3D Expressive artwork that explores abstraction	<ul style="list-style-type: none">• Explore line directions and line quality• Explore expressive use of line in music and visual rhythm using line and color• Discover relationship between lines and letter formation within the classroom• Practice vocabulary related to line directions and qualities• Discover the transformation of Mondrian's art from realism to abstraction using line• Create a mixed media artwork that incorporates line and pattern	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Skill sheets	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Videos and Recordings• Markers, Colored Tape, Paper, scissors

First Grade Unit 2: Line/Pattern

Essential Questions: What is line? Can we make different lines? Can you identify a variety of types of lines around us? Do you know the correct words to describe line directions? Can you make patterns with lines?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Line: Explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. 3.2 Create 2D and 3D Expressive artwork that explores abstraction 2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes	<ul style="list-style-type: none">• Identify the meaning of line in art• Identify quality of line• Identify line direction• Identify lines in art works• Identify expressive lines• Identify line patterns• Create an artwork (may be symmetrical) that incorporates line patterns• Students will explore abstraction.	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Videos• Pencils, erasers, sharpeners• Permanent markers, colored markers or colored pencils, or watercolor

Second Grade Unit 2: Line/Pattern

Essential Questions: What is line? Can we make a variety of lines? Can you make patterns with lines? What are contour lines?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.2 Line: Explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork 1.1 Use a variety of materials and media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. 3.1 Create 2D and 3D artwork from direct observation	<ul style="list-style-type: none">• Identify the meaning of line in art• Identify lines in artwork• Identify expressive lines• Identify line patterns• Show variety and implied rhythm• Create a picture emphasizing line and pattern• Students will explore methods of abstraction.	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Videos• Pencils, erasers, sharpeners• Permanent markers, colored markers or colored pencils, watercolor, collage or printing

Third Grade Unit 2: Line/Pattern

Essential Questions: What is line? Can we make different lines? Can you identify a variety of types of lines around us? Can you identify line directions? Can you make patterns with lines? Can you create value with line?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>2.2 Line: Explore the use of line in 2D and 3D works. Identify a wide variety of types of lines in the environment and in artwork</p> <p>1.1 Use a variety of materials and media</p> <p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p> <p>1.4 Learn to take care of materials and tools and to use them safely</p> <p>2.6 Space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance.</p> <p>3.2 Create 2D and 3D Expressive artwork that explores abstraction</p> <p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy</p>	<ul style="list-style-type: none"> • Explore line in art • Identify lines in art • Identify contour lines • Identify expressive lines • Identify line patterns • Discuss visual balance and emphasis • identify and use hatching, cross-hatching and stippling in artwork • Create an artwork that uses line to show value • Create a printed art work that demonstrates line qualities 	<ul style="list-style-type: none"> • Observation and portfolio review • Teacher created assessment sheet • Participation in class discussion • Oral assessments 	<ul style="list-style-type: none"> • Teacher created practice sheets • Fine Art Posters • Books • Posted Vocabulary • Visuals • Videos • Pencils, erasers, sharpeners • Permanent markers, colored markers or colored pencils, watercolor • Foam Printing Plates, Printing ink, brayer, bench, and barron

Kindergarten Unit 3: Color

Essential Questions: What are the Primary Colors? Can we mix Primary colors? What are Secondary Colors? Can you identify these color families within works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Color: Explore and experiment with the use of color in dry and wet media 1.2 Create artwork in a variety of two-dimensional and three dimensional media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.3 Texture: Explore the use of textures in 2D and 3D works 2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Explore and experiment with color mixing (Primary / Secondary Colors)• Identify Primary and Secondary colors in artwork• Locate Primary and Secondary Colors on the Color Wheel• Use a variety of methods to mix colors• Use paint to create a symmetrical artwork mixing secondary colors• Study the work of Monet and reflected color• Create a painting using primary and secondary colors	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Visuals• Videos• Color paint dotters• Watercolor and Pipettes• Finger paint and brushes• Wooden Beads

First Grade Unit 3: Color/Emphasis

Essential Questions: What are the color families (primary, secondary)? What is color value? How do we mix colors? Can you identify color families in works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Color: Explore and experiment with the use of color in dry and wet media	<ul style="list-style-type: none">• Explore and experiment with color mixing	<ul style="list-style-type: none">• Observation and portfolio review	Teacher created practice sheets
1.2 Create artwork in a variety of two-dimensional and three dimensional media	<ul style="list-style-type: none">• Identify Color Families in artwork	<ul style="list-style-type: none">• Teacher created assessment sheet	Color Wheel
1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques	<ul style="list-style-type: none">• Locate Color Families on Color Wheel	<ul style="list-style-type: none">• Participation in class discussion	<ul style="list-style-type: none">• Fine Art Posters
1.4 Learn to take care of materials and tools and to use them safely	<ul style="list-style-type: none">• Use a variety of methods to mix colors	<ul style="list-style-type: none">• Oral assessments	<ul style="list-style-type: none">• Books
2.3 Texture: Explore the use of textures in 2D and 3D works	<ul style="list-style-type: none">• Use color, shape and line to create a pattern	<ul style="list-style-type: none">• Self assessments	<ul style="list-style-type: none">• Posted Vocabulary
2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes in 2D and 3D works			<ul style="list-style-type: none">• Visuals• Videos
			Paint, Brushes
			Pastels

Second Grade Unit 3: Color/Emphasis/Harmony

Essential Questions: What are the color families (primary, secondary, warm and cool)? How do we mix colors? Can you identify color families in works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Color: Explore and experiment with the use of color in dry and wet media 1.2 Create artwork in a variety of two-dimensional and three dimensional media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.3 Texture: Explore the use of textures in 2D and 3D works 2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Explore and experiment with color mixing• Identify Color Families in artwork• Locate Color Families on Color Wheel• Use a variety of methods to mix colors• Use color, shape and line to create a pattern• Create a painting mixing warm and cool colors• Use color to express emotional qualities	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	Teacher created practice sheets Color Wheel • Fine Art Posters • Books • Posted Vocabulary • Visuals • Videos Paint, Brushes Pastels

Third Grade Unit 3: Color/Emphasis/Harmony

Essential Questions: What are the color families (primary, secondary, warm and cool, analogous, and complementary)? How do we mix colors? Can you identify color families in works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.1 Color: Explore and experiment with the use of color in dry and wet media 1.2 Create artwork in a variety of two-dimensional and three dimensional media 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely 2.3 Texture: Explore the use of textures in 2D and 3D works 2.5 Pattern & Symmetry: Explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Explore and experiment with color mixing• Identify Color Families in artwork• Locate Color Families on Color Wheel• Use a variety of methods to mix colors• Use color, shape and line to create a pattern• Create a painting using analogous and complementary colors	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self-assessment	Teacher created practice sheets Color Wheel • Fine Art Posters • Books • Posted Vocabulary • Visuals • Videos Paint, Brushes Pastels

Kindergarten Unit 4: Form/Texture

Essential Questions: What is Form? What is the difference between Shape and Form in Art? Can you identify forms within three-dimensional works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 2.3 Texture: Explore the use of textures in 2D and 3D works. 1.1 Use of variety of materials and media and understand how to use them to produce different visual effects 1.3 Learn and use appropriate vocabulary related to methods, materials and techniques 1.2 Create artwork in a variety of two dimensional and three dimensional media 3.1 Create 2D and 3D artwork from direct observation 2.5 Pattern & Symmetry: explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Introduction to form• Identify, describe, sort and classify forms• Create a sculpture• Combine forms• Students will use texture to describe rough, smooth, shiny in 2D and 3D works	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Markers, Paper• Form Manipulative Blocks• Modeling clay• pipe cleaners, shells, beads, found objects

First Grade Unit 4: Form/Texture

Essential Questions: What is Form? What is the difference between Shape and Form in Art? What are the key terms used in hand building with clay? Can you identify forms within three-dimensional works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 2.3 Texture: Explore the use of textures in 2D and 3D works. 1.1 Use of variety of materials and media and understand how to use them to produce different visual effects 1.3 Learn and use appropriate vocabulary related to methods, materials and techniques 1.2 Create artwork in a variety of two dimensional and three dimensional media 3.1 Create 2D and 3D artwork from direct observation 2.5 Pattern & Symmetry: explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Introduction to form• Identify, describe, sort and classify forms• Create a sculpture using forms• Combine forms• Understand hand building techniques• Students will use texture to describe rough, smooth, shiny in 2D and 3D works	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Markers, Paper• Form Manipulative Blocks• Crayola Model Magic

Second Grade Unit 4: Form/Texture

Essential Questions: What is Form? What is the difference between Shape and Form in Art? What are the key terms used in hand building with clay? Can you identify forms within three-dimensional works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 2.3 Texture: Explore the use of textures in 2D and 3D works. 1.1 Use of variety of materials and media and understand how to use them to produce different visual effects 1.3 Learn and use appropriate vocabulary related to methods, materials and techniques 1.2 Create artwork in a variety of two dimensional and three dimensional media 3.1 Create 2D and 3D artwork from direct observation 2.5 Pattern & Symmetry: explore the use of patterns and symmetrical shapes in 2D and 3D works	<ul style="list-style-type: none">• Introduction to form• Identify, describe, sort and classify forms• Create a sculpture• Combine forms• Understand hand building techniques• Students will use texture to describe rough, smooth, shiny in 2D and 3D works	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Markers, Paper• Form Manipulative Blocks• Crayola Model Magic• Clay tools

Third Grade Unit 4: Form/Texture

Essential Questions: What is Form? What is the difference between Shape and Form in Art? What are the key terms used in hand building with clay? Can you identify different forms? Can we engineer a form or sculpture that moves? Can you identify forms within three-dimensional works of art?

Standard	Benchmark Tasks (activities)	Assessments	Resources
2.4 Shape & Form: Explore the use of shapes and forms in 2D and 3D works 2.3 Texture: Explore the use of textures in 2D and 3D works. 1.1 Use of variety of materials and media and understand how to use them to produce different visual effects 1.3 Learn and use appropriate vocabulary related to methods, materials and techniques 1.2 Create artwork in a variety of two dimensional and three dimensional media 3.1 Create 2D and 3D artwork from direct observation 2.5 Pattern & Symmetry: explore the use of patterns and symmetrical shapes in 2D and 3D work	<ul style="list-style-type: none">• Introduction to form• Identify, describe, sort and classify forms• Create a sculpture• Combine forms• Understand hand building techniques <p>Students will use texture to describe rough, smooth, shiny in 2D and 3D works</p>	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created assessment sheet• Participation in class discussion• Oral assessments• Self assessments	<ul style="list-style-type: none">• Teacher created practice sheets• Fine Art Posters• Books• Posted Vocabulary• Markers, Paper• Form Manipulative Blocks• Crayola Model Magic• beads, toothpicks, glue, paint, found objects and markers

Kindergarten Unit 5: Exhibit and Portfolio Review

Essential Questions: Can you describe your artwork using learned vocabulary? Can you review the elements and principles of design through review of your mini-portfolio? Can you choose one artwork that best demonstrates your understanding?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>4. Drafting, Revising, Exhibiting: Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation</p> <p>4.1 Select a work created during the year and discuss</p> <p>4.2 Select works for exhibition and work as a group to create a display</p> <p>5. Critical Response: Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation</p>	<ul style="list-style-type: none">• Students will self-assess their work using a rubric and learned vocabulary. Artwork is selected for display throughout the year and student will choose one art piece for a school-wide exhibit in the spring.• Students will complete a small skill/portfolio that will help them find ways of discussing their artwork in terms of the design elements covered.• Students will separate their artwork into material categories and be able to explain the differences• Students will describe their own artwork and the artwork of others using appropriate vocabulary	<ul style="list-style-type: none">• Observation and portfolio review• Teacher created portfolio sheets• Participation in class discussion• Oral assessments• Self assessments• Class Critique	<ul style="list-style-type: none">• Teacher created portfolio sheets• Posted Vocabulary• Markers, Paper

First Grade Unit 5: Exhibit and Portfolio Review

Essential Questions: Can you describe your artwork using learned vocabulary? Can you demonstrate your knowledge of design elements and principles through analyzing your work? Can you choose one artwork that best demonstrates your understanding?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>4. Drafting, Revising, Exhibiting: Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation</p> <p>4.1 Select a work created during the year and discuss</p> <p>4.2 Select works for exhibition and work as a group to create a display</p> <p>5. Critical Response: Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation</p> <p>5.1 In the course of making and viewing art, learn ways of discussing it, such as making a list of all the images seen in an artwork; and identifying kinds of color, line, texture, shapes and forms in the work.</p> <p>5.2 Classify artworks into general categories such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film</p> <p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques and use of design elements in artworks</p> <p>5.4 Explain strengths and weaknesses in their own work, and share comments</p>	<ul style="list-style-type: none"> • Students will self-assess their work using a rubric and learned vocabulary. Artwork is selected for display throughout the year and student will choose one art piece for a school-wide exhibit in the spring. • Students will complete a self-assessment sheet that will help them find ways of discussing their artwork in terms of the design elements covered. • Students will separate their artwork into material categories and be able to explain the differences • Students will describe and analyze their own artwork and the artwork of others using appropriate vocabulary. 	<ul style="list-style-type: none"> • Observation and portfolio review • Teacher created assessment sheet • Participation in class discussion • Oral assessments • Self assessments • Class Critique 	<ul style="list-style-type: none"> • Teacher created portfolio sheets • Posted Vocabulary • Markers, Paper

Second Grade Unit 5: Exhibit and Portfolio Review

Essential Questions: Can you describe your artwork using learned vocabulary? Can you demonstrate your knowledge of design elements and principles through analyzing your work? Can you choose one artwork that best demonstrates your understanding?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>4. Drafting, Revising, Exhibiting: Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation</p> <p>4.1 Select a work created during the year and discuss</p> <p>4.2 Select works for exhibition and work as a group to create a display</p> <p>5. Critical Response: Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation</p> <p>5.1 In the course of making and viewing art, learn ways of discussing it, such as making a list of all the images seen in an artwork; and identifying kinds of color, line, texture, shapes and forms in the work.</p> <p>5.2 Classify artworks into general categories such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film</p> <p>5.3 Describe similarities and differences in works, and present personal responses to the subject</p> <p>5.4 Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group</p>	<ul style="list-style-type: none"> • Students will self-assess their work using a rubric and learned vocabulary. Artwork is selected for display throughout the year and student will choose one art piece for a school-wide exhibit in the spring. • Students will complete a self-assessment sheet that will help them find ways of discussing their artwork in terms of the design elements covered. • Students will separate their artwork into material categories and be able to explain the differences • Students will describe and analyze their own artwork and the artwork of others using appropriate vocabulary. 	<ul style="list-style-type: none"> • Observation and portfolio review • Teacher created assessment sheet • Participation in class discussion • Oral assessments • Self assessments • Class Critique 	<ul style="list-style-type: none"> • Teacher created portfolio sheets • Posted Vocabulary • Markers, Paper

Third Grade Unit 5: Exhibit and Portfolio Review

Essential Questions: Can you describe your artwork using learned vocabulary? Can you demonstrate your knowledge of design elements and principles through analyzing your work? Can you choose one artwork that best demonstrates your understanding?

Standard	Benchmark Tasks (activities)	Assessments	Resources
<p>4. Drafting, Revising, Exhibiting: Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation</p> <p>4.1 Select a work created during the year and discuss</p> <p>4.2 Select works for exhibition and work as a group to create a display</p> <p>5. Critical Response: Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation</p> <p>5.1 In the course of making and viewing art, learn ways of discussing it, such as making a list of all the images seen in an artwork; and identifying kinds of color, line, texture, shapes and forms in the work.</p> <p>5.2 Classify artworks into general categories such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film</p> <p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques and use of design elements in artworks</p> <p>5.4 Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group</p>	<ul style="list-style-type: none"> • Students will self-assess their work using a rubric and learned vocabulary. Artwork is selected for display throughout the year and student will choose one art piece for a school-wide exhibit in the spring. • Students will complete a self-assessment sheet that will help them find ways of discussing their artwork in terms of the design elements covered. • Students will separate their artwork into material categories and be able to explain the differences • Students will describe and analyze their own artwork and the artwork of others using appropriate vocabulary. 	<ul style="list-style-type: none"> • Observation and portfolio review • Teacher created assessment sheet • Participation in class discussion • Oral assessments • Self assessments • Class Critique 	<ul style="list-style-type: none"> • Teacher created portfolio sheets • Posted Vocabulary • Markers, Paper

Plainville Public Schools

Art Curriculum 4-6

2016



Art Teacher: Juliette Casselman, Grades 4-6

Introduction

The Plainville Art Curriculum (PAC) is first aligned with the Massachusetts State Curriculum Frameworks in Visual Arts. The guiding principles of the Framework focus on creating sequential learning, development of students' skills and understanding of creating and responding, uses a variety of assessment methods, and provides opportunities for students to make connections among the arts. Secondly, the PAC incorporates the tenets of the National Core Arts Education Standards of Creating, Performing/Presenting, Responding and Connecting. The PAC is a sequential, organized program of study designed to meet the needs of the young child grade 4-6. Currently, children receive one forty five minute class of art instruction per six-day cycle which equates to 30 classes per year. As in any subject, the frequency of instruction significantly impacts the level of comprehension and fluency of any particular art domain.

The Curriculum Guide contains the following components:

- Alignment of the curriculum standards by grade level
 - What students should know (content)
 - What students should be able to do (skills)
- The curriculum is broken down into 5 major units which incorporate:
 - The elements and principles of design (content)
 - Methods, materials and techniques (skills)
 - Observation, abstraction, invention and expression
 - Connections to grade level curriculum
 - Drafting, revising and exhibiting
 - Critical response

Each outlined unit will provide essential questions, learning standards, benchmark tasks, assessments and resources.

Guiding Principles

The following principles are philosophical statements that underlie every learning standard of the Massachusetts Visual Arts Curriculum Frameworks on which this curriculum document is based:

- A curriculum in which students experience the arts deeply and sequentially
- Sequential study leading to artistic literacy; the ability to communicate in non-verbal ways
- Emphasizes development of students' skills and understanding of creating, performing and responding
- Promotes knowledge and understanding of the historical and cultural contexts of the arts
- Uses a variety of assessment methods to evaluate what students know and are able to do
- Provides opportunities for students to make connections with other disciplines
- Lead students to develop aesthetic awareness and sensitivity

Benefits of the Visual Arts Program:

- Develop critical thinking, creativity, and innovation
- Develop focus, concentration and other forms of communication and literacy
 - Requires engagement in artistic creation processes directly through the use of appropriate materials
 - Requires full participation in using creative practice to imagine, investigate, construct and reflect
- Develop artistically literate adults
- Create balance in education
- Important for cross-disciplinary learning and understanding
 - Artistic meta-cognitive activities are critical to student learning across the arts and other academic subjects

Grade 4. Unit 1. SHAPE TRANSFORMATION/ Portfolio			
Essential Questions: What is an open/closed shape? How can I transform shapes? What is a contour line?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.3 Learn and use the appropriate vocabulary relate to methods, materials, and techniques</p> <p>2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork</p> <p>1.1 Use a variety of materials and media, for example crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.</p> <p>1.4 Learn to take care of materials and tools and to use them safely</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore closed and open shapes -explore geometric and organic shapes -create creative shape class expectations -Design a transformed shape portfolio -Color with markers, crayons, and colored pencils -Clean workspace and put all materials away 	<ul style="list-style-type: none"> -Participation in class discussion -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on color, shape transformation and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of shapes - PowerPoint slide presentation of shapes in nature and everyday (i.e. clouds, class discussion of “What do they see”)

Grade 4. Unit 2. Texture, Form and Color. Outdoor Art and Collagraph Prints			
Essential Questions: What is Nature? How can I build using only natural materials? What kinds of patterns occur in Nature?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.2 Learn and use the appropriate vocabulary relate to methods, materials, and techniques</p> <p>1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p>1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms</p> <p>2.3 For texture, explore the use of textures in 2D and 3D works Identify a wide variety of types of textures, for example, smooth, rough, and bumpy in the environment and in artwork Create representations of textures in drawings, paintings, rubbings, or relief</p> <p>2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Build using only natural materials -Explore other artists work using Natural Materials -Create a site specific natural installation at the school -Create found object collagraph printing block -Print a series 5 prints 	<ul style="list-style-type: none"> -Participation in natural building challenges -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on color, texture, creation of 5 prints, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of shapes -PowerPoint slide presentation of Site specific and nature art -School’s natural resources (i.e. school yard, rocks/sticks from surrounding land, nearby woods, etc..)

Grade 4. Unit 3. Form. Clay hand building			
Essential Questions: How can I build 3D forms using clay?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques</p> <p>1.4 Learn to take care of materials and tools and to use them safely</p> <p>2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork</p> <p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.</p> <p>10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore basic hand building techniques -build and glaze one ceramic piece 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of ceramic art

Grade 4. Unit 4. Line and Value. Self Portrait			
Essential Questions: Are faces symmetrical? What are the ratios that divide the face? How can I draw my specific features?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>2.2 For line, explore the use of line in 2D and 3D works Identify a wide variety of types of lines in the environment and in artwork For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.</p> <p>2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork</p> <p>3.1 Create 2D and 3D artwork from direct observation For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore portraiture using thirds drawing method -Use line to create form and value -Use color descriptively 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of portraits

Grade 4. Unit 5. Color and Composition			
Essential Questions: How can I tell a story using only pictures? What are symbols and how are they learned?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>2.1 For color, explore and experiment with the use of color in dry and wet media Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork Explore how color can convey mood and emotion; for example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors</p> <p>2.6 For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance Demonstrate an understanding of foreground, middle ground, and background Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis</p> <p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore narrative pictures and symbols -Use line, color, and emphasis to tell a story -Use color descriptively -Create a short picture book 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples art using color -Slideshow of artists throughout history demonstrating how they use color

Grade 4. Unit 6. 3D sculpture and Design. Monuments and Landmarks			
Essential Questions: What is a monument? Why are they important? What is important in my life? What images remind me of them?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made</p> <p>3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas</p> <p>3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore symbols -explore 3D building techniques and design -Design a creative monument -Build a model monument 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of monuments and landmarks

Grade 5. Unit 1. One point perspective/ Portfolio			
Essential Questions: How can I make a 2D drawing look 3D? What is 1pt perspective?			
<p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades Pre K–8</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment</p> <p>1.8 Maintain the workspace, materials, and tools responsibly and safely</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore 1 point perspective -Write their name and use 1pt perspective to create 3D illusion on their portfolio -Use different line type to create patterns in the letters -Color with markers, crayons, and colored pencils -Clean workspace and put all materials away 	<ul style="list-style-type: none"> -Participation in class discussion -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on color, use of 1 point perspective and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of lines -PowerPoint slide presentation of 2D drawing techniques and illusions

Grade 5. Unit 2. Emphasis and Composition. Outdoor and Environmental Art			
Essential Questions: What is Nature? How can I build using only natural materials? What affects our environment? (i.e. What is Climate Change) What are its effects? How can I use visual images to convey a message?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions For example, students create works that convey paired concepts such as conflict and cooperation, happiness and grief, or excitement and repose.</p> <p>4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Build using only natural materials -Explore other artists work using Natural Materials -Create a site specific natural installation at the school -Design 3 sketches on environmental art -Design and color composition that conveys a message about the environment 	<ul style="list-style-type: none"> -Participation in natural building challenges -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on composition and overall quality 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of shapes -PowerPoint slide presentation of Site specific and nature art -School’s natural resources (i.e. school yard, rocks/sticks from surrounding land, nearby woods, etc...) -Videos about the Environment (i.e. Climate Change)

Grade 5. Unit 3. Form. Clay hand building			
Essential Questions: How can I build 3D forms using clay?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.5 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>1.7 Learn and use appropriate vocabulary related to methods, materials, and techniques</p> <p>1.4 Learn to take care of materials and tools and to use them safely</p> <p>3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore basic hand building techniques -build and glaze one ceramic piece 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of ceramic art

Grade 5. Unit 4. Line and Value. Self Portrait			
Essential Questions: Are faces symmetrical? What are the ratios that divide the face? How can I draw my specific features?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium.</p> <p>2.8 For line, use and be able to identify various types of line, for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies</p> <p>3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore portraiture drawing from observation using mirrors -Use line to create form and value -Use color descriptively 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of portraits

Grade 5. Unit 5. Color and Composition			
Essential Questions: How can I tell a story using only pictures? How can color tell a story?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions; for example, students create works that convey paired concepts such as conflict and cooperation, happiness and grief, or excitement and repose.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore narrative pictures and symbols -Use line, color, and emphasis to tell a story -Use color descriptively -Create a narrative painting using color and composition 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of color and composition in art history

Grade 5. Unit 6. 2D Design/ Business logos			
Essential Questions: How is art used in advertising? What are symbols and how are they learned? How can pictures affect the way you think?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades Pre-K–8</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore narrative pictures and symbols -Use line and color to create a business logo -Use color descriptively 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of logos and advertisements -Slide show of graphic design and printmaking techniques

Grade 6. Unit 1. 2 point perspective/ Portfolio			
Essential Questions: How can I make a 2D drawing look 3D? What is 1pt perspective? What is 2pt perspective?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades Pre K–8</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment</p> <p>1.8 Maintain the workspace, materials, and tools responsibly and safely</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore 2 point perspective -Write their name and use 2pt perspective to create 3D illusion on their portfolio -Use different line type to create patterns in the letters -Color with markers, crayons, and colored pencils -Clean workspace and put all materials away 	<ul style="list-style-type: none"> -Participation in class discussion -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on color, use of 2 point perspective and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of lines -PowerPoint slide presentation of 2D drawing techniques and illusions

Grade 6. Unit 2. Emphasis and Composition. Outdoor and Environmental Art			
Essential Questions: What is Nature? How can I build using only natural materials? What affects our Environment (i.e. Climate Change) What are its effects? How can I use visual images to convey a message?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions For example, students create works that convey paired concepts such as conflict and cooperation, happiness and grief, or excitement and repose.</p> <p>4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Build using only natural materials -Explore other artists work using Natural Materials -Create a site specific natural installation at the school -Design 3 sketches on environmental art -Design and color composition that conveys a message about the environment 	<ul style="list-style-type: none"> -Participation in natural building challenges -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on composition and overall quality 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of shapes -PowerPoint slide presentation of Site specific and nature art -School's natural resources (i.e. school yard, rocks/sticks from surrounding land, nearby woods, etc...) -Videos about the Environment (i.e. Climate Change)

Grade 6. Unit 3. Form. Clay hand building			
Essential Questions: How can I build 3D forms using clay?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.5 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</p> <p>1.7 Learn and use appropriate vocabulary related to methods, materials, and techniques</p> <p>1.4 Learn to take care of materials and tools and to use them safely</p> <p>3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail</p> <p>6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore basic hand building techniques -build and glaze one ceramic piece 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of types of ceramic art

Grade 6. Unit 4. Line and Value. Self Portrait			
Essential Questions: Are faces symmetrical? What are the ratios that divide the face? How can I draw my specific features?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.7 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium.</p> <p>2.8 For line, use and be able to identify various types of line, for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies</p> <p>3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore portraiture drawing using grid method -Use line to create form and value -Use color descriptively 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, value, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of portraits

Grade 6. Unit 5. Emphasis and Color			
Essential Questions: How are emotions portrayed in art? How can color tell a story? How do you know what is going on in a story just from a picture?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color</p> <p>2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions For example, students create works that convey paired concepts such as conflict and cooperation, happiness and grief, or excitement and repose.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -explore narrative pictures and symbols -Use line, color, and emphasis to tell a story -Use color descriptively -Create a large narrative painting 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of narrative illustrations

Grade 6. Unit 6. Art of the World/Student choice final art project			
Essential Questions: Is art different in other countries? Why is this so?			
Standard	Benchmark Tasks(activities)	Assessments	Resources
<p>1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers</p> <p>4.4 Produce work that shows an understanding of the concept of craftsmanship</p> <p>4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history</p> <p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America</p>	<p>Students will:</p> <ul style="list-style-type: none"> -Explore art from other countries -Choose media to create artwork inspired by country -Work independently or in groups to create large final project 	<ul style="list-style-type: none"> -Student evaluation from posted teacher rubric -Teacher designed rubric that focuses on form, color, and overall quality of work 	<ul style="list-style-type: none"> -Class visual with Vocabulary words -Class Visual examples of World Art