

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Visual Arts Grades K-5 Visual Arts Department

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Visual Arts Grades K-5

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

The role of the elementary visual arts teacher is to foster creative thinking in learners, enhancing their thoughts, feelings, and ideas through the use of symbolic language, form, and materials.

Each learner possesses an innate artistic sense. It is the visual arts teacher's responsibility to cultivate artistic behaviors and channel the natural artistic tendencies of the learner to develop and grow. The visual arts teacher delivers a defined, cohesive visual arts program, integrated where possible with other curricula, so that students:

- understand and apply the principles and elements of art;
- use age-appropriate materials and processes of art;
- discuss and justify aesthetic evaluations of art and nature;
- understand the importance of art in the human experience;
- understand art from a historical perspective;
- understand and appreciate art as an expression of culture;
- understand and appreciate cultural diversity;
- increase creativity and expressiveness, and appreciate creativity and expressiveness in the visual arts; and
- apply problem solving, decision making, and creative thinking to art.

Each grade level, Pre-Kindergarten through Grade 5, includes eight units of study: drawing, color, design, painting, three-dimensional structures, printmaking, textiles, and art history / aesthetics. It is expected that all eight units will be included within each school year. However, based on the nature of art study and instruction on the elementary level, these units tend to overlap, with several concepts as areas of focus in a single project. For example, a painting project might very likely begin with an examination of a master work (connected to the Art History / Aesthetics unit) and including elements of the Drawing, Color, and Design Units.

PHILOSOPHY

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art

production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as the life-long learner.

All students can participate successfully in the visual arts program. Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving.

Art is meaningful in its own right. It teaches students to make judgments, to think metaphorically, and to devise multiple solutions to a problem. Visual arts give shape to and help us understand our world. Art is the first language and the universal language. For the school-age child, art provides a positive, constructive outlet for self-expression, while permitting the child to develop and test his or her artistic abilities. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. An assured positive art experience can provide a forum for this.

In short, the Trumbull school art experience:

- nurtures creative thinking and self-confidence and the development of an individual point of view
- promises cognitive and emotional development and fine and gross motor skills
- develops natural abilities in art
- encourages a lifelong interest in art
- strengthens the connection between visual arts and daily life
- provides a sequential curriculum
- builds future artists
- supports and stimulates intellectual growth
- improves reading and math scores in students exposed to sequential music and visual arts
- supports emotional growth by allowing students to express emotions
- supports social growth by preparing for relationships by increasing the imagination through immersion in the arts, which helps in the challenges of relationships
- promotes basic cultural literacy and non-verbal expression, sharing and reflecting the historical climate visually
- develops creativity that is crucial in the development of future leaders in all fields, including science, business, politics, and more
- inspires by contributing to our efforts to foster a joy of learning

COURSE GOALS

The course goals derive from the 2014 National Core Arts Standards for Visual Arts.

I. CREATING

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

II. PRESENTING

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

III. RESPONDING

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

IV. CONNECTING

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

PRE-KINDERGARTEN, UNIT A

Drawing

The use of large muscle control and increased hand-eye coordination is the main focus of this stage of the pre-kindergarten visual arts student's development.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.PK Develop rhythm and control in manipulation of the drawing tool.
- VA:Cr.1.2.PK
- VA:Cr.2.1.PK Use controlled marks.
- VA:Cr.2.2.PK
- VA:Cr.2.3.PK Show large muscle control and increased hand-eye coordination.
- VA:Cr.3.1.PK
- VA:Cn.11.1.PK

Unit Essential Questions

- How should I hold this drawing tool?
- What marks can I make on my paper?
- What will I draw?

Scope and Sequence

Teaching and learning activities will be selected from:

- Drawing and coloring with crayons, markers, and a soft pencil
- Developing a whole paper sheet with a picture or design

Assured Assessments

- Teacher observation
- Student discussion of work:
 - “What is this?”
 - “Why do I like this?”

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT B

Color

The color theory focus for this stage of the pre-kindergarten visual arts student's development is identifying primary and secondary colors.

Unit Goals

By the completion of this unit, students will:

- | | |
|---------------|--|
| VA:Cr.1.1.PK | Know the names of the primary and secondary colors. |
| VA:Cr.1.2.PK | |
| VA:Cr.2.1.PK | Discover that new colors will be made by mixing two colors together. |
| VA:Cr.2.2.PK | |
| VA:Cr.2.3.PK | |
| VA:Cr.3.1.PK | |
| VA:Pr.4.1.PK | |
| VA:Pr.5.1.PK | |
| VA:Pr.6.1.PK | |
| VA:Re.7.1.PK | |
| VA:Re.7.2.PK | |
| VA:Re.8.1.PK | |
| VA:Re.9.1.PK | |
| VA:Cn.11.1.PK | |

Unit Essential Questions

- What colors can I name?
- What happens when I mix two colors together?

Scope and Sequence

Teaching and learning activities will be selected from:

- Using literature to introduce color concepts, for example *Mouse Paint* by Ellen Stoll Walsh or *Emmie and the Purple Paint* by Dorothy Edwards and Priscilla Lamont
- Painting with large brushes and liquid tempera
- Using crayons to color large areas
- Using markers to mix color
- Mixing clay colors to create a new color

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work
- Student verbal response to "What color is this?"

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT C

Design

The design concept of using “parts/shapes to make a whole” is introduced to the pre-kindergarten visual arts student in this unit.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.PK	Identify and draw the following types of lines: straight, wavy, zigzag.
VA:Cr.1.2.PK	
VA:Cr.2.1.PK	Identify and draw basic shapes: square, rectangle, diamond, circle, oval,
VA:Cr.2.2.PK	heart, triangle.
VA:Cr.2.3.PK	
VA:Cr.3.1.PK	Use and develop fine motor skills to combine design elements into a
VA:Cn.11.1.PK	whole.

Unit Essential Questions

- What marks can I make on paper?
- What artist tools can I use safely?
- What colors do I know?
- What shapes do I know?

Scope and Sequence

Teaching and learning activities will be selected from:

- Playing matching games
- Using pencil, crayon, and paint to draw lines and shapes
- Using fingers to create lines and shapes in the air
- Manipulating concrete shapes to construct objects
- Pinching and tearing paper
- Using scissors properly
- Manipulating glue properly
- Using literature to introduce design concepts, for example *Shapes* by Philip Yenawine, *The Very Hungry Caterpillar* by Eric Carle, or *Harold and the Purple Crayon* by Crockett Johnson

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT D

Painting

The main focus of the painting unit is to engage the pre-kindergarten visual arts student in exploration and manipulation of paints and painting tools.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.PK	Experiment with and manipulate paint.
VA:Cr.1.2.PK	
VA:Cr.2.1.PK	Develop familiarity with, and dexterity in, the handling of the paintbrush,
VA:Cr.2.2.PK	the cleaning of the brush, and care of materials.
VA:Cr.2.3.PK	
VA:Cr.3.1.PK	
VA:Pr.4.1.PK	
VA:Pr.5.1.PK	
VA:Pr.6.1.PK	
VA:Re.7.1.PK	
VA:Re.7.2.PK	
VA:Re.8.1.PK	
VA:Cn.10.1.PK	
VA:Cn.11.1.PK	

Unit Essential Questions

- How does an artist hold and use a brush?
- What kinds of paint can I use to make marks and shapes on paper?

Scope and Sequence

Teaching and learning activities will be selected from:

- Using hands, sponges, cotton swabs, brushes, and found objects in order to manipulate tempera and apply the paint to a surface
- Using liquid tempera paint (no additional water), semi-solid tempera cakes, and watercolors (for use with water):
 - painting areas of color
 - painting specific shapes of color
 - painting in lines with color

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work during and following the lesson

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT E

Three-Dimensional Structures

Three-dimensional work at this age level includes exploration of materials and simple assemblage work.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.PK Manipulate materials to discover tactile qualities.

VA:Cr.1.2.PK

VA:Cr.2.1.PK Develop an assemblage stage of construction.

VA:Cr.2.2.PK

VA:Cr.2.3.PK

VA:Cr.3.1.PK

VA:Pr.4.1.PK

VA:Pr.5.1.PK

VA:Pr.6.1.PK

VA:Re.7.1.PK

VA:Re.7.2.PK

VA:Re.8.1.PK

VA:Re.9.1.PK

VA:Cn.10.1.PK

VA:Cn.11.1.PK

Unit Essential Questions

- How can we manipulate clay (or other media) to create forms?
- What is the texture of clay like? Does it remind me of anything else?

Scope and Sequence

Teaching and learning activities will be selected from:

- Developing familiarity with clay, modeling dough, and Model Magic media, including pinching, squeezing, rolling, pressing, incising
- Using wood forms and shapes, raw clay, and various found objects in order to construct three-dimensional pieces

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work during and following the lesson

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT F

Printmaking

At this stage of the pre-kindergarten visual arts student, simple printmaking techniques are introduced.

Unit Goals

By the completion of this unit, students will:

- | | |
|---------------|---|
| VA:Cr.1.1.PK | Experiment with simple printmaking techniques. |
| VA:Cr.1.2.PK | |
| VA:Cr.2.1.PK | Experiment with printmaking by repetition of shapes on paper. |
| VA:Cr.2.2.PK | |
| VA:Cr.2.3.PK | |
| VA:Cr.3.1.PK | |
| VA:Re.7.1.PK | |
| VA:Re.7.2.PK | |
| VA:Re.8.1.PK | |
| VA:Re.9.1.PK | |
| VA:Cn.11.1.PK | |

Unit Essential Questions

- How can we make an image on a surface using our hands?
- How can we make an image on a surface using found objects?

Scope and Sequence

Teaching and learning activities will be selected from:

- Working with found object printmaking techniques
- Working with fruit and vegetable printmaking
- Creating a design using sponge printmaking (natural and pre-cut sponges)
- Using fingers and hands to create a print

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work during and following the lesson

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT G

Textiles

In this unit, pre-kindergarten visual arts students are exposed to the tactile qualities of textiles and use simple manipulative skills.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.PK Recognize the tactile qualities of various textiles.

VA:Cr.1.2.PK

VA:Cr.2.1.PK Learn to manipulate materials.

VA:Cr.2.2.PK

VA:Cr.2.3.PK

VA:Cr.3.1.PK

VA:Pr.4.1.PK

VA:Pr.5.1.PK

VA:Pr.6.1.PK

VA:Re.7.1.PK

VA:Re.7.2.PK

VA:Cn.10.1.PK

VA:Cn.11.1.PK

Unit Essential Questions

- How does this material feel?
- How should we put these materials together to make art?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating works of art using felt pieces and scraps, burlap, cloth pieces, yarn of various lengths
- Making a collage using varied pieces and scraps of fabric, cloth, burlap, yarn, ribbon, etc.
- Learning to sew yarn using one's fingers

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work during and following the lesson

Time Allotment

- Ongoing throughout the year through multiple projects

PRE-KINDERGARTEN, UNIT H

Art History / Aesthetics

Basic aesthetic awareness and art history are integrated throughout units of study in pre-kindergarten visual arts.

Unit Goals

By the completion of this unit, students will:

VA:Pr.4.1.PK Develop a basic aesthetic awareness of the world around them.
VA:Pr.5.1.PK
VA:Pr.6.1.PK
VA:Re.7.1.PK
VA:Re.8.1.PK
VA:Re.9.1.PK
VA:Cn.10.1.PK
VA:Cn.11.1.PK

Unit Essential Questions

- What do I see?
- What can I tell about this picture?

Scope and Sequence

Teaching and learning activities will be selected from:

- Viewing artworks in class for use as lesson prompts, and discussing the artists' names and the titles of the artworks
- Introduction of reproductions of famous artworks, both two- and three-dimensional

Assured Assessments

- Teacher observation
- Student discussion of artwork based on teacher prompts:
 - “Tell me about the story.”
 - “How does this make you feel?”
 - “Does this remind you of anything that you do?”

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT A

Drawing

Drawings are reflective of the kindergarten student's symbolic and representational thoughts; this unit therefore strives to develop age-appropriate concepts in drawing.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.K Develop an awareness of body structure and movement for use in art.
- VA:Cr.1.2.K
- VA:Cr.2.1.K Create artwork showing an understanding of the self in an environment.
- VA:Cr.2.2.K
- VA:Cr.2.3.K Encourage their creativity through the use of drawing.
- VA:Cr.3.1.K
- VA:Re.7.2.K
- VA:Re.8.1.K
- VA:Cn.10.1.K
- VA:Cn.11.1.K

Unit Essential Questions

- What do I look like?
- How can I draw myself?

Scope and Sequence

Teaching and learning activities will be selected from:

- Drawing with pencils, felt-tipped pens, markers, crayons, and pastels
- Using motivational prompts to spark creative responses based on pictures, literature, objects, homes, town, peers, and family members

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others:
 - “What is this?”
 - “Why do I like this?”

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT B

Color

The kindergarten visual arts student develops and applies simple color theory using primary and secondary colors.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.K Recognize, identify, and apply primary and secondary colors.
- VA:Cr.1.2.K
- VA:Cr.2.1.K Experiment by mixing colors.
- VA:Cr.2.2.K
- VA:Cr.2.3.K
- VA:Cr.3.1.K
- VA:Re.7.1.K
- VA:Re.7.2.K
- VA:Re.8.1.K
- VA:Cn.11.1.K

Unit Essential Questions

- What colors can I name?
- What happens when I mix colors together?

Scope and Sequence

Teaching and learning activities will be selected from:

- Playing color matching and sorting games
- Using literature to reinforce color concepts, for example *Mouse Paint* by Ellen Stoll Walsh or *Emmie and the Purple Paint* by Dorothy Edwards and Priscilla Lamont
- Integrating color concepts into units involving paints, collage, drawing, etc.

Assured Assessments

- Teacher observation
- Student discussion of color and color choices
- Simple color activity worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT C

Design

The kindergarten visual arts student develops and applies design concepts using preliminary art elements and principles of design.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.K	Recognize and use shapes in their artwork.
VA:Cr.1.2.K	
VA:Cr.2.1.K	Continue their fine motor development.
VA:Cr.2.3.K	
VA:Cr.3.1.K	Be introduced to simple art elements and principles of design: line, shape, color, pattern, texture, space.
VA:Re.7.1.K	
VA:Re.8.1.K	
VA:Cn.10.1.K	
VA:Cn.11.1.K	

Unit Essential Questions

- What are patterns?
- What shapes do I know?
- What artist tools can I use safely?

Scope and Sequence

Teaching and learning activities will be selected from:

- Playing shape matching and sorting games
- Using scissor skills
- Applying paper-folding techniques
- Manipulating glue
- Using design skills with various media
- Using literature to reinforce design concepts, for example *Shapes* by Philip Yenawine, *The Very Hungry Caterpillar* by Eric Carle, or *Harold and the Purple Crayon* by Crockett Johnson

Assured Assessments

- Teacher observation
- Student discussion of design concepts
- Simple shape activities and/or worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT D

Painting

The kindergarten visual arts student experiments with, develops, and applies various painting media and techniques.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|---|
| VA:Cr.1.1.K | Know the proper use and care of brushes. |
| VA:Cr.1.2.K | |
| VA:Cr.2.1.K | Experiment with different paint techniques and media. |
| VA:Cr.2.2.K | |
| VA:Cr.2.3.K | |
| VA:Cr.3.1.K | |
| VA:Pr.4.1.K | |
| VA:Re.7.1.K | |
| VA:Re.7.2.K | |
| VA:Re.8.1.K | |
| VA:Cn.10.1.K | |
| VA:Cn.11.1.K | |

Unit Essential Questions

- What is an artist's brush used for, and how does he/she take care of it?
- What can I make with paint?

Scope and Sequence

Teaching and learning activities will be selected from:

- Painting with various media: tempera, watercolors, finger paints
- Painting using various techniques: crayon resist, sponge painting, cotton swab painting, finger painting

Assured Assessments

- Teacher observation
- Student discussion of work
- Critique of artwork and its process

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT E

Three-Dimensional Structures

The kindergarten visual arts student learns preliminary age-appropriate three-dimensional techniques in different media.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.K Manipulate and experiment with various three-dimensional media.
VA:Cr.1.2.K
VA:Cr.2.1.K
VA:Cr.2.2.K
VA:Cr.2.3.K
VA:Cr.3.1.K
VA:Re.7.1.K
VA:Re.7.2.K
VA:Re.9.1.K

Unit Essential Questions

- How can we manipulate clay to make forms?
- How can we manipulate paper to make forms?

Scope and Sequence

Teaching and learning activities will be selected from:

- Manipulating clay through pinching, squeezing, rolling, pressing
- Constructing a paper sculpture by folding, bending, curling, gluing
- Creating a simple assemblage
- Experimenting with papier mâché

Assured Assessments

- Teacher observation
- Student discussion of their experiences

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT F

Printmaking

The kindergarten visual arts student experiments with, develops, and applies various age-appropriate printmaking techniques.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|---|
| VA:Cr.1.1.K | Know and understand how to repeat a pattern. |
| VA:Cr.1.2.K | |
| VA:Cr.2.1.K | Experiment with different printmaking techniques and media. |
| VA:Cr.2.2.K | |
| VA:Cr.2.3.K | |
| VA:Cr.3.1.K | |
| VA:Pr.4.1.K | |
| VA:Re.7.1.K | |
| VA:Re.7.2.K | |
| VA:Re.9.1.K | |
| VA:Cn.10.1.K | |
| VA:Cn.11.1.K | |

Unit Essential Questions

- How does an artist create repetitive patterns?
- What are the qualities of each type of printmaking technique?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a sequential pattern moving left to right
- Creating prints using various techniques: monotype, found object printing, vegetable printing, crayon rubbing

Assured Assessments

- Teacher observation
- Student discussion of various printmaking techniques
- Critique of the printmaking process

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT G

Textiles

In this unit, kindergarten visual arts students are exposed to the tactile qualities of textiles and use simple manipulative skills.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.K Recognize the tactile qualities of various textiles.
- VA:Cr.1.2.K
- VA:Cr.2.1.K Learn to manipulate materials.
- VA:Cr.2.2.K
- VA:Cr.2.3.K
- VA:Cr.3.1.K
- VA:Re.7.1.K
- VA:Re.7.2.K
- VA:Cn.11.1.K

Unit Essential Questions

- How can we combine various materials to create a piece of art?
- What are the tactile qualities of the materials we are choosing?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating works of art using felt pieces and scraps, burlap, cloth pieces, yarn of various lengths
- Making a collage using varied pieces and scraps of fabric, cloth, burlap, yarn, ribbon, etc.
- Learning to sew yarn

Assured Assessments

- Teacher observation
- Student observation, participation, and discussion of work during and following the lesson

Time Allotment

- Ongoing throughout the year through multiple projects

KINDERGARTEN, UNIT H

Art History / Aesthetics

Basic aesthetic awareness and art history are integrated throughout units of study in kindergarten visual arts.

Unit Goals

By the completion of this unit, students will:

VA:Pr.4.1.K Relate art reproductions to life experiences.
VA:Pr.5.1.K
VA:Pr.6.1.K
VA:Re.7.1.K
VA:Re.7.2.K
VA:Re.8.1.K
VA:Re.9.1.K
VA:Cn.11.1.K

Unit Essential Questions

- What do I see?
- How does what I see make me feel?
- Does what I see remind me of anything that I do?
- What shapes/lines/colors do I see?

Scope and Sequence

Teaching and learning activities will be selected from:

- Viewing artworks in class for use as lesson prompts, and discussing the artists' names and the titles of the artworks; examples include Cassatt, Chagall, Kandinsky, Klee, Matisse, Miró, Mondrian, and Tanner
- Introduction of reproductions of famous artworks, both two- and three-dimensional

Assured Assessments

- Teacher observation
- Student discussion of artwork

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT A

Drawing

The grade 1 visual arts student experiments with different age-appropriate drawing techniques and media.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.1	Experiment with drawing media to discover different line qualities: thick/ thin, bumpy, spiral.
VA:Cr.1.2.1	
VA:Cr.2.1.1	Refine hand-eye coordination and fine/gross motor control through drawing activities.
VA:Cr.2.2.1	
VA:Cr.2.3.1	
VA:Cr.3.1.1	
VA:Re.7.1.1	
VA:Re.7.2.1	
VA:Re.9.1.1	
VA:Cn.10.1.1	
VA:Cn.11.1.1	

Unit Essential Questions

- What different kinds of lines can I make?
- How do lines look when we make them with different materials?

Scope and Sequence

Teaching and learning activities will be selected from:

- Drawing with pencils, colored pencils, thick and thin line markers, crayons, and pastels
- Discussing and drawing age-appropriate subject matter:
 - This is how I walk to the bus stop.
 - This is my family.
 - This is my house.
- Teacher modeling of drawing steps as needed

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Worksheet reviewing basic concepts of drawing

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT B

Color

The grade 1 visual arts student mixes primary and secondary colors together, anticipating color changes.

Unit Goals

By the completion of this unit, students will:

- | | |
|-------------|--|
| VA:Cr.1.1.1 | Mix together primary colors to create secondary colors. |
| VA:Cr.1.2.1 | |
| VA:Cr.2.1.1 | Anticipate color changes. |
| VA:Cr.2.2.1 | |
| VA:Cr.3.1.1 | Experiment with tints and shades, adding white or black to make colors |
| VA:Pr.4.1.1 | lighter and darker. |
| VA:Pr.5.1.1 | |
| VA:Re.9.1.1 | |

Unit Essential Questions

- What happens when I mix colors together?
- What happens when I add white or black?

Scope and Sequence

Teaching and learning activities will be selected from:

- Color mixing with water crayons, tempera, finger paint, watercolors, oil pastels
- Using literature to reinforce color concepts, for example *Cat's Colors* by Jane Cabrera

Assured Assessments

- Teacher observation
- Student discussion of color
- Worksheet reviewing basic concepts of color

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT C

Design

The grade 1 visual arts student builds upon his/her knowledge of the basic art elements to produce age-appropriate design projects.

Unit Goals

By the completion of this unit, students will:

- | | |
|--|---|
| VA:Cr.1.1.1
VA:Cr.1.2.1
VA:Cr.2.1.1
VA:Cr.2.2.1
VA:Cr.2.3.1
VA:Cr.3.1.1
VA:Pr.4.1.1
VA:Re.7.1.1
VA:Re.7.2.1
VA:Re.9.1.1
VA:Cn.10.1.1 | Continue to refine motor skills necessary for cutting and folding paper.

Begin utilization of the essential art elements of line, shape, color, texture, space, pattern. |
|--|---|

Unit Essential Questions

- How can I use the elements of art to make art?
- How can I create a pattern?

Scope and Sequence

Teaching and learning activities will be selected from:

- Playing shape games
- Cutting free-hand shapes and figures
- Applying paper-folding skills to a project
- Manipulating a variety of glues properly
- Incorporating elements of design into representational and non-representational work using various media
- Using literature to reinforce design concepts, for example *Squares Are Not Bad!* by Violet Salazar

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Simple shape activity worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT D

Painting

The grade 1 visual arts student develops refined motor control and techniques through the proper use and care of tools and materials or media.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.1	Refine their motor control through the proper use of a medium.
VA:Cr.1.2.1	
VA:Cr.2.1.1	Understand the care of tools and media.
VA:Cr.2.2.1	
VA:Cr.2.3.1	Utilize various paper sizes in class projects.
VA:Cr.3.1.1	
VA:Pr.4.1.1	Utilize various shapes in class projects.
VA:Pr.5.1.1	
VA:Re.7.1.1	
VA:Re.7.2.1	
VA:Re.8.1.1	
VA:Re.9.1.1	
VA:Cn.10.1.1	
VA:Cn.11.1.1	

Unit Essential Questions

- What different effects can an artist achieve using various tools and techniques?
- How does an artist take care of his/her materials?
- Why is this important to me?

Scope and Sequence

Teaching and learning activities will be selected from:

- Painting using various tools and techniques: crayon resist, sponge painting, cotton swab painting, finger painting, brushes
- Using a variety of media to produce work: tempera (liquid and cake), watercolors, finger paints, markers dotted with tempera paint
- Using literature to reinforce design concepts, for example *Begin at the Beginning: A Little Artist Learns about Life* by Amy Schwartz, or *If You Take a Paintbrush: A Book of Colors* by Fulvio Testa

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT E

Three-Dimensional Structures

The grade 1 visual arts student develops and expands his/her knowledge of three-dimensional design.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|---|
| VA:Cr.1.1.1 | Develop, use, and improve upon the techniques of paper sculpture. |
| VA:Cr.1.2.1 | |
| VA:Cr.2.1.1 | Use papier mâché to create a project. |
| VA:Cr.2.2.1 | |
| VA:Cr.2.3.1 | Use clay to create a project. |
| VA:Cr.3.1.1 | |
| VA:Pr.4.1.1 | |
| VA:Pr.5.1.1 | |
| VA:Re.7.1.1 | |
| VA:Re.7.2.1 | |
| VA:Re.8.1.1 | |
| VA:Re.9.1.1 | |
| VA:Cn.10.1.1 | |
| VA:Cn.11.1.1 | |

Unit Essential Questions

- How can an artist change material from its original form to express a feeling or idea?
- What manipulative skills does an artist need to achieve the desired effects?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a project with clay or papier mâché utilizing a variety of techniques: pressing to create textual effects, cutting, pinching, pinch pot, squeezing, layering sheets of paper

Assured Assessments

- Teacher observation
- Student discussion of class work and critique of the process(es) involved

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT F

Printmaking

The grade 1 visual arts student experiments with, develops, and applies additional age-appropriate printmaking techniques.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|--|
| VA:Cr.1.1.1 | Develop an awareness of repetition and pattern in design using printmaking. |
| VA:Cr.1.2.1 | |
| VA:Cr.2.1.1 | Develop an awareness of printmaking as a medium which allows multiple copies of a single design. |
| VA:Cr.2.2.1 | |
| VA:Cr.2.3.1 | |
| VA:Cr.3.1.1 | Experience a variety of activities related to printmaking. |
| VA:Pr.5.1.1 | |
| VA:Re.7.1.1 | |
| VA:Re.7.2.1 | |
| VA:Re.8.1.1 | |
| VA:Re.9.1.1 | |
| VA:Cn.10.1.1 | |
| VA:Cn.11.1.1 | |

Unit Essential Questions

- How does an artist create repetitive patterns?
- What are the qualities of each type of printmaking process?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a repetitive pattern
- Experimenting with printmaking techniques:
 - Creating a simple stencil
 - Producing crayon rubbings
 - Creating relief prints of various types (found and created)
 - Creating sponge prints
 - Producing found object prints
 - Making vegetable prints
 - Creating monotypes

Assured Assessments

- Teacher observation
- Student discussion of class work and critique of the process(es) involved

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT G

Textiles

In this unit, grade 1 visual arts students are exposed to the tactile qualities of textiles, creating small looms in paper and weaving in paper strips, utilizing yarn and blunt-nosed needle to work over and under on a project.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.1	Experiment with under and over realizations in a weaving.
VA:Cr.1.2.1	
VA:Cr.2.1.1	Experiment with under and over realizations in stitchery.
VA:Cr.2.2.1	
VA:Cr.2.3.1	Use running stitches with a needle and thread.
VA:Cr.3.1.1	
VA:Pr.4.1.1	Weave properly with paper strips.
VA:Pr.5.1.1	
VA:Re.9.1.1	Recognize batik as a method of decorating cloth.
VA:Cn.10.1.1	
VA:Cn.11.1.1	

Unit Essential Questions

- What is weaving?
- How can an artist use “under and over” to create a piece of art?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating paper looms
- Weaving appropriately with cut paper strips
- Stitching on honeycomb ribbon to create a bookmark
- Stitching on Styrofoam board to create a picture or a design
- Applying dyes lightest to darkest to a cloth that has been designed with a wax crayon or white tempera as a resist

Assured Assessments

- Teacher observation
- Student participation, and discussion of work during and following the lesson
- Display and/or use of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 1, UNIT H

Art History / Aesthetics

Basic aesthetic awareness and art history are integrated throughout units of study in grade 1 visual arts, with authors and illustrators discussed as they relate to various projects.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.2.1 Relate art and art forms to book illustrations and book illustrators.
- VA:Pr.4.1.1
- VA:Pr.5.1.1
- VA:Pr.6.1.1
- VA:Re.7.1.1
- VA:Re.7.2.1
- VA:Re.8.1.1
- VA:Re.9.1.1
- VA:Cn.11.1.1

Unit Essential Questions

- What do I see in this illustration?
- How does this illustration help to tell the story?
- How do I like the illustrations?
- What would I draw differently?
- How do the colors make me feel?

Scope and Sequence

Teaching and learning activities will be selected from:

- Viewing illustrations of a story as a book is introduced to the class as background for a lesson
- Discussing artists and illustrators and their impact on a story; examples include Calder, Kandinsky, Matisse, Miró, O’Keeffe, Picasso, Pollock, Rockwell, van Gogh, and Warhol

Assured Assessments

- Teacher observation
- Student discussion of Caldecott Award winners and other pieces of literature

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT A

Drawing

The grade 2 visual arts student utilizes age-appropriate spatial concepts and details in his/her drawing.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|---|
| VA:Cr.1.1.2 | Learn spatial concepts in accordance with their artistic development. |
| VA:Cr.1.2.2 | |
| VA:Cr.2.1.2 | Develop the details in a drawing. |
| VA:Cr.2.2.2 | |
| VA:Cr.3.1.2 | Utilize the whole paper in an artwork. |
| VA:Pr.4.1.2 | |
| VA:Re.6.1.2 | |
| VA:Re.7.2.2 | |
| VA:Re.9.1.2 | |
| VA:Cn.10.1.2 | |
| VA:Cn.11.1.2 | |

Unit Essential Questions

- What is the best use of the space on the paper?
- What do details tell us about the subject and the artist?

Scope and Sequence

Teaching and learning activities will be selected from:

- Relating subject matter to size, shape, orientation of paper, surface
- Developing the figure interacting in the environment

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT B

Color

The grade 2 visual arts student learns preliminary color theory, including warm and cool colors.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Recognize and apply warm and cool colors.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Mix and apply tints and shades of color.
VA:Cr.2.2.2	
VA:Cr.3.1.2	Review color concepts.
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Re.7.1.2	
VA:Re.8.1.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	

Unit Essential Questions

- What are warm colors and cool colors?
- How does an artist use warm and cool colors in a painting?
- How do I make tints and shades?

Scope and Sequence

Teaching and learning activities will be selected from:

- Applying color in artwork with tempera, collage, oil pastels, colored pencils, watercolors
- Using literature to reinforce color concepts, for example *My Many Colored Days* by Dr. Seuss, or *Color* by Ruth Heller

Assured Assessments

- Teacher observation
- Student discussion of color in their own work and in the environment
- Color assessment worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT C

Design

The grade 2 visual arts student is introduced to the principles of design while utilizing and reviewing the elements of design.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Know the basic principles of design: balance, unity, variation, repetition.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Review the basic elements of design: line, shape, color, texture, space, pattern.
VA:Cr.2.2.2	
VA:Cr.2.3.2	
VA:Cr.3.1.2	
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Re.7.2.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	
VA:Cn.11.1.2	

Unit Essential Questions

- What principles and elements of design can I find in my own work?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating assemblages and/or collages using basic art principles
- Applying the basic elements of design throughout art projects

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Design activity worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT D

Painting

With the refinement of motor skills at this stage of development, the grade 2 visual arts student gains control of painting materials and techniques and works with more knowledge and confidence.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Gain control of brush techniques with improved hand-eye coordination.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Understand the care of tools used.
VA:Cr.2.2.2	
VA:Cr.2.3.2	Develop an awareness of the different qualities of various painting media.
VA:Cr.3.1.2	
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Re.7.1.2	
VA:Re.7.2.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	
VA:Cn.11.1.2	

Unit Essential Questions

- What are the qualities of each painting medium?
- How can an artist use brush techniques to create different effects?

Scope and Sequence

Teaching and learning activities will be selected from:

- Utilizing an awareness of color mixing with proper tools and media
- Creating projects using various media: tempera (cake or liquid), watercolors, crayon resist, water crayons

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT E

Three-Dimensional Structures

The grade 2 visual arts student is introduced to and utilizes a variety of materials and media to be used in three-dimensional work.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Develop an awareness of a variety of three-dimensional media.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Apply various techniques for handling and using materials in the
VA:Cr.2.2.2	formation and joining of 3-D forms: staples, glue, paper fasteners, tape.
VA:Cr.3.1.2	
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Pr.6.1.2	
VA:Re.7.1.2	
VA:Re.7.2.2	
VA:Re.8.1.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	
VA:Cn.11.1.2	

Unit Essential Questions

- What are the comparative qualities of the chosen media?
- What manipulative skills are needed to utilize the materials effectively?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a variety of three-dimensional projects: puppets, masks, relief sculptures, assemblages, clay, tiles, papier mâché, paper sculpture (quilling)

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT F

Printmaking

The grade 2 visual arts student reviews and continues to explore various printmaking techniques, with the reversed image concept introduced as a project.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Review and continue to explore printmaking techniques.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Discover the properties of the reversed image print and discuss it with
VA:Cr.2.2.2	knowledge and confidence.
VA:Cr.2.3.2	
VA:Cr.3.1.2	
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Re.7.2.2	
VA:Re.8.1.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	
VA:Cn.11.1.2	

Unit Essential Questions

- How are different types of prints created?
- How can an artist adjust or utilize the reversal of an image?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating reversed prints using Styrofoam, stamps, potatoes (vegetables), found objects, leaf prints, monotypes
- Creating non-reversed prints using found objects, rubbings, leaf prints, stencils

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT G

Textiles

The grade 2 visual arts student is exposed to the tactile qualities of textiles, manipulating varied materials in weaving and with stitchery, improving manipulative skills along the way.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|--|
| VA:Cr.1.1.2 | Create a weaving on a paper loom with paper strips. |
| VA:Cr.1.2.2 | |
| VA:Cr.2.1.2 | Create a weaving on a cardboard loom with precut pieces of yarn. |
| VA:Cr.2.2.2 | |
| VA:Cr.2.3.2 | Experiment with stitchery. |
| VA:Cr.3.1.2 | |
| VA:Pr.5.1.2 | Create a repeated stamped design on a piece of cloth similar in style to the Adinkra cloth of Ghana. |
| VA:Pr.6.1.2 | |
| VA:Re.7.2.2 | |
| VA:Cn.9.1.2 | |
| VA:Cn.11.1.2 | |

Unit Essential Questions

- How are textiles used as an art medium?
- What materials can be used in weaving and stitchery?

Scope and Sequence

Teaching and learning activities will be selected from:

- Wrapping a warp on a cardboard loom
- Threading a paper needle to prepare for stitchery, and tying a knot at the end
- Weaving with short precut pieces of yarn
- Experimenting with stitchery by creating a design or object on a piece of burlap
- Creating a stamp design with potato or Styrofoam, and stamping onto cloth

Assured Assessments

- Teacher observation
- Student discussion of work in relation to an assessment rubric
- Display and/or use of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 2, UNIT H

Art History / Aesthetics

Basic aesthetic awareness and art history are integrated throughout units of study in grade 2 visual arts, with authors and illustrators discussed as they relate to various projects in many areas.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.2	Relate art and art forms to book illustrations.
VA:Cr.1.2.2	
VA:Cr.2.1.2	Discuss artists and art reproductions using the elements and principles of design.
VA:Cr.2.2.2	
VA:Cr.3.1.2	
VA:Pr.4.1.2	
VA:Pr.5.1.2	
VA:Pr.6.1.2	
VA:Re.7.1.2	
VA:Re.7.2.2	
VA:Re.8.1.2	
VA:Re.9.1.2	
VA:Cn.10.1.2	
VA:Cn.11.1.2	

Unit Essential Questions

- How does the artist illustrate the area being studied?
- What elements of the master artist's work will be incorporated into our work?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating an interdisciplinary work of art based upon grade 2 curriculum, utilizing a famous artist/artwork as a basic for thought and idea
- Using various styles of artists to recreate a piece of work in a style similar to the artist; examples include Davis, Giacometti, Homer, Matisse, Mondrian, Miró, O'Keeffe, Picasso, Pollock, Rockwell, Rousseau, van Gogh, and Vivancos

Assured Assessments

- Teacher observation
- Student discussion of artists studied and the relation of each artist to the project underway
- Student discussion of work in relation to an assessment rubric

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT A

Drawing

The grade 3 visual arts student begins to learn more advanced age-appropriate drawing techniques, such as the use of depth in a drawing.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.3	Discover techniques for showing depth in a picture.
VA:Cr.1.2.3	
VA:Cr.2.1.3	Utilize techniques of foreground, middle ground, and background.
VA:Cr.2.2.3	
VA:Cr.2.3.3	Make a mural in their class.
VA:Cr.3.1.3	
VA:Pr.4.1.3	Expand on the concepts for drawing the human figure.
VA:Pr.5.1.3	
VA:Re.6.1.3	
VA:Re.7.1.3	
VA:Re.7.2.3	
VA:Re.9.1.3	
VA:Cn.10.1.3	
VA:Cn.11.1.3	

Unit Essential Questions

- How does an artist indicate depth in a landscape?
- What techniques can be used to organize the drawing space?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating depth in a picture using overlapping, size on a page, position on a page
- Creating a mural with the emphasis on organizational skills, cooperative/collaborative learning, and convergent thinking
- Using reproductions as sources for figure and portrait drawing

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Self-assessment worksheet
- Class critique

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT B

Color

The grade 3 visual arts student continues to learn and develop color theory concepts with complementary color, also utilizing primary and secondary color theory

Unit Goals

By the completion of this unit, students will:

- | | |
|-------------|--|
| VA:Cr.1.1.3 | Review color concepts. |
| VA:Cr.1.2.3 | |
| VA:Cr.2.1.3 | Recognize and apply complementary color. |
| VA:Cr.2.2.3 | |
| VA:Re.7.1.3 | Recognize and understand that color has an emotional appeal. |
| VA:Re.7.2.3 | |
| VA:Re.8.1.3 | |
| VA:Re.9.1.3 | |

Unit Essential Questions

- What are complementary colors, and how are they used by an artist?
- How do colors show emotion?

Scope and Sequence

Teaching and learning activities will be selected from:

- Using color appropriately in projects: oil pastels, soft pastels, collage, various paints, colored pencils
- Using literature to reinforce color concepts, for example *Mouse Magic* by Ellen Stoll Walsh

Assured Assessments

- Teacher observation
- Student discussion of color
- Color assessment worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT C

Design

The grade 3 visual arts student identifies the elements of design and reviews and applies the principles of design in a piece of work of his/her own creation.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.3	Recognize and review the elements of design: line, shape, color, texture, space, pattern.
VA:Cr.1.2.3	
VA:Cr.2.1.3	Review and apply the basic principles of design: balance, unity, variation, repetition.
VA:Cr.2.2.3	
VA:Cr.2.3.3	
VA:Cr.3.1.3	
VA:Pr.4.1.3	
VA:Pr.6.1.3	
VA:Re.7.1.3	
VA:Re.7.2.3	
VA:Re.8.1.3	
VA:Re.9.1.3	
VA:Cn.10.1.3	
VA:Cn.11.1.3	

Unit Essential Questions

- What are the principles and elements of design?
- Can I identify the principles and elements of design in my own work and in the work of others?

Scope and Sequence

Teaching and learning activities will be selected from:

- Identifying art elements in student's own work and the work of others
- Applying the principles of design in students' own work
- Recognizing the principles of design in master works

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Self-assessment worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT D

Painting

The grade 3 visual arts student expands upon prior knowledge of painting materials and techniques with the addition of new and more advanced media.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.3	Experiment with the watercolor medium.
VA:Cr.1.2.3	
VA:Cr.2.1.3	Recognize and use wax resist with watercolor.
VA:Cr.2.2.3	
VA:Cr.3.1.3	Recognize and apply paint media qualities in class projects.
VA:Pr.5.1.3	
VA:Re.7.2.3	Refine the control of a brush.
VA:Re.8.1.3	
VA:Re.9.1.3	Refine the development of artistic technique.
VA:Cn.10.1.3	
VA:Cn.11.1.3	

Unit Essential Questions

- What are the differences between various painting media and techniques?

Scope and Sequence

Teaching and learning activities will be selected from:

- Controlling the use of water for transparent and/or opaque qualities
- Creating projects using various media: tempera (cake and liquid), watercolors, crayon resist, water crayons, pastels

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Self-assessment worksheet

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT E

Three-Dimensional Structures

The grade 3 visual arts student experiences variety in the field of three-dimensional expression in art.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.3 Experiment with a variety of three-dimensional media.
- VA:Cr.1.2.3
- VA:Cr.2.1.3
- VA:Cr.2.2.3
- VA:Cr.2.3.3
- VA:Cr.3.1.3
- VA:Pr.4.1.3
- VA:Pr.5.1.3
- VA:Re.7.1.3
- VA:Re.7.2.3
- VA:Re.8.1.3
- VA:Re.9.1.3
- VA:Cn.10.1.3
- VA:Cn.11.1.3

Unit Essential Questions

- What are the comparative qualities of the chosen media?
- Which medium best expresses an artist's particular intent?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a variety of three-dimensional projects: relief sculptures, mobiles, free-standing pieces (e.g., pieces in the round), collaborative projects
- Applying a variety of media to three-dimensional projects: clay, wood, wire, plaster, paper, papier mâché

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT F

Printmaking

The grade 3 visual arts student expands upon prior printmaking knowledge with the addition of various stenciling and relief printmaking techniques.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.3	Review and continue to explore printmaking techniques.
VA:Cr.1.2.3	
VA:Cr.2.1.3	Discover the many uses of stencil and relief printmaking techniques.
VA:Cr.2.2.3	
VA:Cr.3.1.3	Anticipate image reversal in prints.
VA:Re.7.1.3	
VA:Re.7.2.3	Utilize tools to create the relief surface for printmaking.
VA:Re.8.1.3	
VA:Re.9.1.3	
VA:Cn.10.1.3	
VA:Cn.11.1.3	

Unit Essential Questions

- What are the comparative qualities of the various printmaking techniques?
- How does an artist create a desired effect?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a variety of prints: monoprint, collagraph, Styrofoam relief
- Creating and utilizing positive and negative stencils to create a print
- Creating a print using a brayer, ink, an inking plate, and a variety of papers

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others, demonstrating working knowledge of “successful” print concepts

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT G

Textiles

The grade 3 visual arts student will continue to grow in confidence and knowledge as he/she develops his/her abilities in textiles, understanding pattern design and formation and creating a finished piece.

Unit Goals

By the completion of this unit, students will:

- | | |
|--|---|
| VA:Cr.1.1.3
VA:Cr.1.2.3
VA:Cr.2.1.3
VA:Cr.2.2.3
VA:Pr.4.1.3
VA:Pr.5.1.3
VA:Re.7.1.3
VA:Re.9.1.3 | Create a predetermined design by weaving with individual pieces of yarn.

Identify radial symmetry and create a radial weaving. |
|--|---|

Unit Essential Questions

- How are simple looms created?
- How are different patterns achieved in a weaving?

Scope and Sequence

Teaching and learning activities will be selected from:

- Cutting a cardboard loom in preparation for wrapping the warp
- Wrapping the warp threads of the loom
- Weaving with two colors of yarn to produce lines, stripes, and checks
- Creating a finished designed piece that uses two or three colors and has a variety of lines, stripes, and checks
- Using yarn to create a round weaving on plate, using “under and over” to create a pattern

Assured Assessments

- Teacher observation
- Weaving project completed in relation to an assessment rubric
- Class discussion of the completed project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 3, UNIT H

Art History / Aesthetics

Art history and aesthetics are integrated throughout units of study in grade 3 visual arts; students will discover various illustrators' work and will create an illustration.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.3	Relate three-dimensional work to book illustrators and the design of buildings.
VA:Cr.1.2.3	
VA:Cr.2.1.3	Discuss the same and similar scenes by various artists done at different times of the day or during different seasons.
VA:Cr.2.2.3	
VA:Cr.2.3.3	
VA:Cr.3.1.3	
VA:Pr.4.1.3	
VA:Pr.6.1.3	
VA:Re.7.1.3	
VA:Re.7.2.3	
VA:Re.8.1.3	
VA:Re.9.1.3	
VA:Cn.10.1.3	
VA:Cn.11.1.3	

Unit Essential Questions

- How does the artist illustrate or construct various components of a neighborhood or community?
- What are the similarities and differences between and among selected works?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a three-dimensional scene utilizing cut and folded paper that can be connected to the grade 3 social studies curriculum
- Using pastels to creating a background and buildings for the same scene at different times of the day
- Discussing Hopper, Monet, O'Keeffe, and other artists as they relate to architectural ideas and time in art; other examples include Cézanne, Davis, Degas, Homer, Matisse, Mondrian, Rousseau, van Gogh, Volk, and Wyeth

Assured Assessments

- Teacher observation
- Student discussion of work produced in relation to larger curriculum

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT A

Drawing

The grade 4 visual arts student learns more advanced age-appropriate spatial concepts with the inclusion of observation and detail.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.4	Learn to draw a variety of settings incorporating more advanced spatial concepts.
VA:Cr.1.2.4	
VA:Cr.2.1.4	Learn to draw texture, detail, and value from observation.
VA:Cr.2.2.4	
VA:Cr.2.3.4	
VA:Cr.3.1.4	
VA:Re.7.1.4	
VA:Re.7.2.4	
VA:Re.8.1.4	
VA:Re.9.1.4	
VA:Cn.10.1.4	
VA:Cn.11.1.4	

Unit Essential Questions

- How does an artist indicate relative space in his/her work?
- How does an artist show texture and value?

Scope and Sequence

Teaching and learning activities will be selected from:

- Introducing the horizon line in seascape, landscape, cityscape
- Demonstrating all drawing skills with a variety of media
- Creating texture using various lines and marks with pencils
- Beginning to define value in students' own drawings

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT B

Color

The grade 4 visual arts student increases color theory knowledge through the use of analogous colors and the use of a monochromatic color scheme in a work of art.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.4	Recognize and apply analogous colors.
VA:Cr.1.2.4	
VA:Cr.2.1.4	Recognize and apply monochromatic colors.
VA:Cr.2.2.4	
VA:Cr.3.1.4	Review previously learned color concepts.
VA:Re.7.1.4	
VA:Re.7.2.4	
VA:Re.8.1.4	
VA:Re.9.1.4	
VA:Cn.10.1.4	

Unit Essential Questions

- What are analogous colors, and what is their visual impact on a piece of art?
- How can monochromatic colors be achieved and used?

Scope and Sequence

Teaching and learning activities will be selected from:

- Applying color theories to specific projects using tempera, oil pastels, acrylics, colored pencils

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Color assessment worksheet
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT C

Design

The grade 4 visual arts student demonstrates a working knowledge of art elements and principles of design through the application and use of a variety of media.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.4 Demonstrate a working knowledge of art elements (line, shape, color, texture, space, pattern, form) and principles of design (balance, unity, variation, repetition, contrast, emphasis, rhythm).
VA:Cr.1.2.4
VA:Cr.2.1.4
VA:Cr.2.2.4
VA:Cr.2.3.4
VA:Cr.3.1.4
VA:Re.7.1.4
VA:Re.7.2.4
VA:Re.8.1.4
VA:Re.9.1.4
VA:Cn.10.1.4
VA:Cn.11.1.4

Unit Essential Questions

- What design principles and art elements can I identify in my own work?
- What design principles and art elements can I identify in the work of others?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating with knowledge and confidence a design utilizing art elements and principles of design

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT D

Painting

The grade 4 visual arts student applies increasingly difficult skills to art projects in the understanding and application of painting techniques.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.4	Expand their knowledge of watercolor techniques.
VA:Cr.1.2.4	
VA:Cr.2.1.4	Experiment with the brush to create a variety of line qualities.
VA:Cr.2.2.4	
VA:Re.7.1.4	Experiment with different painting surfaces and recognize the differences among them.
VA:Re.7.2.4	
VA:Re.8.1.4	
VA:Re.9.1.4	
VA:Cn.10.1.4	

Unit Essential Questions

- What watercolor techniques will produce the desired effects?
- What are the comparative qualities of various painting surfaces?

Scope and Sequence

Teaching and learning activities will be selected from:

- Utilizing various watercolor techniques: even wash, wet on wet, wet on dry, dry on dry, stippling, blotting
- Applying paint on a variety of surfaces: various papers, clay, plaster, wood, burlap, papier mâché, cloth

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT E

Three-Dimensional Structures

The grade 4 visual arts student explores new clay techniques and terminology in addition to utilizing other three-dimensional media in producing art projects.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|--|
| VA:Cr.1.1.4 | Expand their knowledge of clay techniques and terminology: greenware, bisqueware, glaze, fire, kiln. |
| VA:Cr.1.2.4 | |
| VA:Cr.2.1.4 | |
| VA:Cr.2.2.4 | Demonstrate knowledge of a variety of three-dimensional media. |
| VA:Cr.2.3.4 | |
| VA:Cr.3.1.4 | |
| VA:Pr.6.1.4 | |
| VA:Re.7.1.4 | |
| VA:Re.7.2.4 | |
| VA:Re.8.1.4 | |
| VA:Re.9.1.4 | |
| VA:Cn.10.1.4 | |
| VA:Cn.11.1.4 | |

Unit Essential Questions

- How does the choice of medium affect the appearance of a finished piece?
- What are the comparative qualities of each medium?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a project in clay: coil, slab, pinch, wedging, piercing, scoring, joining, slip
- Applying a variety of media to three-dimensional projects: wood, wire, plaster, paper, papier mâché

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics
- Display of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT F

Printmaking

The grade 4 visual arts student explores relief printmaking through a variety of methods, utilizing proper printmaking presentation techniques.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.4	Demonstrate knowledge of the repetitive qualities of printing an edition.
VA:Cr.1.2.4	
VA:Cr.2.1.4	Know the correct presentation procedures of a finished selected print.
VA:Cr.2.2.4	
VA:Cr.2.3.4	Improve the manipulation of age-appropriate printmaking tools.
VA:Cr.3.1.4	
VA:Pr.4.1.4	
VA:Pr.5.1.4	
VA:Re.7.1.4	
VA:Re.7.2.4	
VA:Re.8.1.4	
VA:Re.9.1.4	
VA:Cn.10.1.4	
VA:Cn.11.1.4	

Unit Essential Questions

- How does a change in paper surface affect the quality of a print?
- What makes a print successful?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a relief printmaking edition: signing prints in pencil, number prints, using a variety of paper surfaces on which to print
- Creating prints using an appropriate application of ink and pressure for printing

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT G

Textiles

The grade 4 visual arts student will continue to be exposed to weaving and stitchery in order to create specifically pre-designed projects with rubrics for guidance, knowing how to use and warp a loom, and understanding the concept of unweaving and reweaving a design.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.4 Weave a specific design on a cardboard loom or other type of loom.
- VA:Cr.1.2.4
- VA:Cr.2.1.4 Unweave a design onto a piece of burlap, creating a wall hanging.
- VA:Cr.2.2.4
- VA:Cr.2.3.4 Recognize weaving as one of the oldest crafts, and understand its specialized vocabulary.
- VA:Cr.3.1.4
- VA:Pr.4.1.4
- VA:Pr.5.1.4
- VA:Pr.6.1.4
- VA:Re.7.1.4
- VA:Re.7.2.4
- VA:Re.8.1.4
- VA:Re.9.1.4
- VA:Cn.10.1.4
- VA:Cn.11.1.4

Unit Essential Questions

- How have artists used weaving as a medium for expressing their culture?
- What feelings or ideas are expressed in my woven piece?

Scope and Sequence

Teaching and learning activities will be selected from:

- Stringing a warp on a cardboard/wooden loom
- Creating a finished-edge piece in weaving by using two or three colors, large-eyed needles, and continuous yarn
- Changing yarn colors to create a design
- Rethreading a needle and hiding ends to create the impression of a continuous piece of yarn
- Creating an “unweaving” with found and created objects on burlap utilizing the pulled thread technique
- Retying threads to create a design on burlap

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics
- Display of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 4, UNIT H

Art History / Aesthetics

The grade 4 visual arts student will continue to study art history and aesthetics as they relate to feelings, life in general, and regional art, with a focus on American artists.

Unit Goals

By the completion of this unit, students will:

VA:Pr.4.1.4 Discuss American artists from various regions of the country.

VA:Pr.5.1.4

VA:Pr.6.1.4 Compare various artists' styles and media.

VA:Re.7.1.4

VA:Re.7.2.4

VA:Re.8.1.4

VA:Re.9.1.4

VA:Cn.10.1.4

VA:Cn.11.1.4

Unit Essential Questions

- What do I think an artist is trying to convey through a given piece?
- What other artists have a similar subject or style?

Scope and Sequence

Teaching and learning activities will be selected from:

- Relating art projects and feelings (e.g., portraits, country scenes, loneliness, architecture) to the various styles of a variety of American artists; examples include Braque, Cézanne, Chagall, Currier and Ives, Duchamp, Homer, Hopper, Lawrence, Munch, O'Keeffe, Ringgold, Rousseau, Frank Stella, Stuart, van Gogh, Wood

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others, with comparison and contrast to other artists' styles and work

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT A

Drawing

At this stage of artistic development, the grade 5 visual arts student is concerned with naturalistic and realistic proportions, refining age-appropriate skills necessary for observational drawing.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.5	Learn realistic drawing skills.
VA:Cr.1.2.5	
VA:Cr.2.1.5	Demonstrate an increased ability to represent textures.
VA:Cr.2.2.5	
VA:Cr.2.3.5	Research and illustrate a subject for drawing purposes.
VA:Cr.3.1.5	
VA:Pr.5.1.5	
VA:Re.7.1.5	
VA:Re.7.2.5	
VA:Re.8.1.5	
VA:Re.9.1.5	
VA:Cn.10.1.5	

Unit Essential Questions

- How does an artist achieve a realistic rendering of a chosen subject?
- What different effects can be achieved using various media and techniques?

Scope and Sequence

Teaching and learning activities will be selected from:

- Drawing realistically through observation of subject matter: still life, photograph, model shape and form
- Depicting texture using pen and ink, scratchboard, pencil

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT B

Color

The grade 5 visual arts student reviews and builds upon the foundation of elementary color theory with the introduction and use of tertiary colors.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.5	Recognize, mix, and apply tertiary colors.
VA:Cr.1.2.5	
VA:Cr.2.1.5	Display the ability to use prior color concepts: primary colors, secondary colors, warm and cool colors, complementary colors, analogous colors, tints and shades, and monochromatic colors.
VA:Cr.2.2.5	
VA:Cr.2.3.5	
VA:Cr.3.1.5	
VA:Pr.5.1.5	
VA:Re.7.1.5	
VA:Re.7.2.5	
VA:Re.8.1.5	
VA:Re.9.1.5	
VA:Cn.10.1.5	
VA:Cn.11.1.5	

Unit Essential Questions

- What effects can be achieved by the use of color concepts in a piece?
- How would the impact of a chosen piece be changed by the use of a different color concept?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating an accurate color wheel
- Applying color concepts based on prior knowledge

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT C

Design

The grade 5 visual arts student applies knowledge of the principles of design and art elements in an organized, logical production piece of class artwork; the student is also introduced to graphic design as an entity and a career.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|--|
| VA:Cr.1.1.5 | Refine the use of art elements and the principles of design. |
| VA:Cr.1.2.5 | |
| VA:Cr.2.1.5 | Know that art design can be accomplished on a computer. |
| VA:Cr.2.2.5 | |
| VA:Cr.2.3.5 | Recognize modern art design techniques. |
| VA:Cr.3.1.5 | |
| VA:Pr.5.1.5 | |
| VA:Re.7.1.5 | |
| VA:Re.7.2.5 | |
| VA:Re.8.1.5 | |
| VA:Re.9.1.5 | |
| VA:Cn.10.1.5 | |
| VA:Cn.11.1.5 | |

Unit Essential Questions

- How are art elements and the principles of design applied using today's technology?
- What design principles and art elements am I using to create this piece?

Scope and Sequence

Teaching and learning activities will be selected from:

- Utilizing art elements and principles of design in artwork
- Creating, or recognizing and discussing, a computer art design idea
- Applying knowledge of optical art and optical illusions in a design

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work, the work of others, and the work of famous artists
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT D

Painting

The grade 5 visual arts student shows a working knowledge of the skills necessary for understanding and applying painting techniques through the production of an individual piece of artwork.

Unit Goals

By the completion of this unit, students will:

- | | |
|--------------|---|
| VA:Cr.1.1.5 | Experience acrylic as a painting medium. |
| VA:Cr.1.2.5 | |
| VA:Cr.2.1.5 | Develop an awareness of various painting styles and techniques. |
| VA:Cr.2.2.5 | |
| VA:Cr.2.3.5 | Utilize knowledge of painting skills and media. |
| VA:Cr.3.1.5 | |
| VA:Pr.5.1.5 | |
| VA:Re.7.1.5 | |
| VA:Re.7.2.5 | |
| VA:Re.8.1.5 | |
| VA:Re.9.1.5 | |
| VA:Cn.10.1.5 | |
| VA:Cn.11.1.5 | |

Unit Essential Questions

- What factors are to be considered when selecting a painting medium and subject?
- How does an artist organize the space on the paper?

Scope and Sequence

Teaching and learning activities will be selected from:

- Expanding the use of a variety of painting surfaces
- Producing a painting by choosing the subject matter, organizing the composition, and selecting an appropriate painting medium

Assured Assessments

- Teacher observation
- Student discussion of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT E

Three-Dimensional Structures

The grade 5 visual arts student demonstrates a working knowledge of clay techniques and terminology, and continues to explore a variety of three-dimensional media in production pieces.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.5	Demonstrate working knowledge of three-dimensional media and techniques.
VA:Cr.1.2.5	
VA:Cr.2.1.5	Expand upon their knowledge of finishing techniques for clay.
VA:Cr.2.2.5	
VA:Cr.2.3.5	
VA:Cr.3.1.5	
VA:Pr.5.1.5	
VA:Re.7.1.5	
VA:Re.7.2.5	
VA:Re.8.1.5	
VA:Re.9.1.5	
VA:Cn.10.1.5	
VA:Cn.11.1.5	

Unit Essential Questions

- What handbuilding technique will give an artist a desired form?
- How can an artist create a finished surface using glaze or paint?
- What effects can I achieve using glaze or paint?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating a ceramic piece using one of three handbuilding techniques: coil, slab, or pinch
- Using appropriate finishing techniques on a ceramic piece: glaze, paint

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics
- Display of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT F

Printmaking

The grade 5 visual arts student demonstrates a working knowledge of relief printmaking, safety procedures involved in the cutting of the surface, and proper presentation of prints.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.5	Utilize appropriate form, cork, or linoleum block cutting or incising techniques: carving the surface, safety procedures, and care and cleaning of tools.
VA:Cr.1.2.5	
VA:Cr.2.1.5	Demonstrate the proper presentation of a print.
VA:Cr.2.2.5	
VA:Cr.2.3.5	
VA:Cr.3.1.5	
VA:Pr.5.1.5	
VA:Re.7.1.5	
VA:Re.7.2.5	
VA:Re.8.1.5	
VA:Re.9.1.5	
VA:Cn.10.1.5	
VA:Cn.11.1.5	

Unit Essential Questions

- What effects can be achieved by altering the printing plate and/or the ground?

Scope and Sequence

Teaching and learning activities will be selected from:

- Creating prints on a variety of surfaces
- Designing, cutting, and printing a linoleum, wood, foam, or cork block print safely and with knowledge of technique: elements and principles of design, safety procedures, printing techniques
- Signing, numbering, and mounting prints appropriately
- Exploring a variety of media and techniques to be used with prints: collage, weaving, overprinting, drawing/painting on prints

Assured Assessments

- Teacher observation
- Student discussion of class work and critique of the process(es) involved
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT G

Textiles

The grade 5 visual arts student will continue to work with the tactile qualities of textiles and stitchery, creating looms using natural tree branches and weaving with a combination of natural and purchased materials; the student will also incorporate other found objects into his/her wall hanging, working independently or in a small group.

Unit Goals

By the completion of this unit, students will:

VA:Cr.1.1.5	Complete a freeform weaving using varied art materials and natural objects.
VA:Cr.1.2.5	
VA:Cr.2.1.5	Experiment with a mixed media collage.
VA:Cr.2.2.5	
VA:Cr.2.3.5	
VA:Cr.3.1.5	Know styles of baskets, use appropriate vocabulary, and weave with age-appropriate skill.
VA:Pr.5.1.5	
VA:Re.7.1.5	
VA:Re.7.2.5	
VA:Re.8.1.5	
VA:Re.9.1.5	
VA:Cn.10.1.5	
VA:Cn.11.1.5	

Unit Essential Questions

- What effects can be achieved by varying and combining different weaving materials?
- What ideas or emotions is an artist trying to express?

Scope and Sequence

Teaching and learning activities will be selected from:

- Finding a tree branch on which to weave
- Creating the warp using the tree branch and yarn
- Weaving the weft using various types of materials and found objects
- Creating a small woven basket using appropriate materials

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics
- Display of the final project

Time Allotment

- Ongoing throughout the year through multiple projects

GRADE 5, UNIT H

Art History / Aesthetics

The grade 5 visual arts student will continue to study art history and aesthetics, focusing on artists in relation to various media and particular genres.

Unit Goals

By the completion of this unit, students will:

- VA:Cr.1.1.5 Discuss artists and their work in relation to style and media.
- VA:Cr.1.2.5
- VA:Cr.2.1.5
- VA:Cr.2.2.5
- VA:Cr.2.3.5
- VA:Cr.3.1.5
- VA:Pr.4.1.5
- VA:Pr.5.1.5
- VA:Pr.6.1.5
- VA:Re.7.1.5
- VA:Re.7.2.5
- VA:Re.8.1.5
- VA:Re.9.1.5
- VA:Cn.10.1.5
- VA:Cn.11.1.5

Unit Essential Questions

- How does an artist's use of a particular medium enhance a given piece?
- What effects can I achieve with a chosen medium?
- Why does an artist choose a particular medium?

Scope and Sequence

Teaching and learning activities will be selected from:

- Investigating the applications of various media to create a painting in a particular genre
- Imitating the style of an artist in a particular medium; examples include Bearden, da Vinci, Escher, Gauguin, Magritte, Riley, Seurat, Toulouse-Lautrec, Frank Lloyd Wright, Wyeth

Assured Assessments

- Teacher observation
- Student discussion and critique of their own work and the work of others
- Assessment worksheets and rubrics

Time Allotment

- Ongoing throughout the year through multiple projects

SAMPLE STUDENT ASSESSMENTS

- Art Assessment (attached)
- Art Design Project Assessment (attached)
- Art Assessment – 3-D (attached)
- Writing about My Artwork! (attached)

Art Assessment

Name _____ Grade _____ Room _____

Project _____

<u>Self Evaluation</u>	<u>Possible Points</u>	<u>Student</u>	<u>Teacher</u>
Effort/behavior/focus	20	_____	_____
Use of space	10	_____	_____
Overall design	20	_____	_____
Craftsmanship	20	_____	_____
Use of color and/or additional decoration enhances piece	20	_____	_____
Care of materials and cleanup	10	_____	_____
Total:	<u>100</u>	_____	_____

@@

Self Reflection

This piece shows how well I . . .

If I were to do this project again I would . . .

Art Design Project Assessment

Name _____ Grade _____ Room _____

Design Project _____

You will be evaluating your design project based upon the elements and principles of design discussed in class. Please think about your work in terms of the following list. Decide on a grade for your project, then write a reflection paragraph or two discussing your piece.

Movement Unity Variety Balance

Focal Point Use of space (positive and negative)

Use of color Craftsmanship Overall effect

Self grade _____

Teacher’s grade _____

@@

Self Reflection

Art Assessment – 3-D

Name _____ Grade _____ Room _____

Three-Dimensional Project _____

<u>Self Evaluation</u>	<u>Possible Points</u>	<u>Student</u>	<u>Teacher</u>
Effort/behavior/focus	20	_____	_____
Effective from all angles	10	_____	_____
Overall design	20	_____	_____
Craftsmanship	20	_____	_____
Use of color and/or additional decoration enhances piece	20	_____	_____
Care of materials and cleanup	10	_____	_____
Total:	<u>100</u>	_____	_____

@@

Self Reflection

This piece shows how well I . . .

If I were to do this project again I would . . .

Writing about My Artwork!

Name _____ Grade ____ Room _____

Project _____

In this lesson I learned to _____

The part I liked best was _____

My artwork is special or different because _____

My artwork makes me think of _____

RESOURCES

Resource Books for Teacher Use

- Andrews, Gavin. *500 Kids Art Ideas: Inspiring Projects for Fostering Creativity and Self-Expression*. Beverly, MA: Quarry, 2015. Print.
- Barbe-Gall, Françoise. *How to Talk to Children About Art*. Chicago: Chicago Review Press, 2018. Print.
- Birch, Helen. *Just Add Watercolor: Inspiration and Painting Techniques from Contemporary Artists*. New York: Watson-Guptill, 2015. Print.
- Brommer, Gerald F. *Illustrated Elements of Art & Principles of Design: Hands-on Activities, Full-Color Reproductions, Descriptions of Each Concept*. Carpinteria, CA: Crystal, 2011. Print.
- Brookes, Mona. *Drawing with Children: A Creative Method for Adult Beginners, Too*. New York: Tarcher, 1996. Print.
- Colston, Valerie. *200 Projects to Strengthen Your Art Skills: For Aspiring Art Students*. Hauppauge, NY: B.E.S., 2008. Print.
- Comstock, Charles W. *How To Organize & Manage Your Art Room*. Portland, ME: Walch, 1995. Print.
- Conlin, Janet. *A Work of Heart: A Year of 1st Grade Art Lessons*. Carpinteria, CA: Crystal, 2010. Print.
- Conlin, Janet. *A Work of Heart: A Year of Kindergarten Art Lessons*. Carpinteria, CA: Crystal, 2010. Print.
- Corfee, Stephanie. *Paint Lab for Kids: 52 Creative Adventures in Painting and Mixed Media for Budding Artists of All Ages*. Beverly, MA: Quarry, 2015. Print.
- Cornett, Claudia E. *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*. 5th ed. London: Pearson, 2014. Print.
- Dowdalls, Jim. *The Fundamentals of Drawing: A Comprehensive Drawing Course for the Beginning Artist*. Irvine, CA: Foster, 2014. Print.
- Finger, Brad. *Surrealism: 50 Works of Art You Should Know*. New York: Prestel, 2013. Print.
- Finger, Brad. *13 Art Movements Children Should Know*. New York: Prestel, 2014. Print.
- Heine, Florian. *13 Architects Children Should Know*. New York: Prestel, 2014. Print.
- Henkes, Robert. *300 Lessons in Art*. Portland, ME: Walch, 1982. Print.
- Holland, Deborah. *Art Integration: Multidisciplinary Lessons That Teach across the Curriculum through Art*. Carpinteria, CA: Crystal, 2012. Print.
- Hume, Helen D. *The Art Teacher's Book of Lists*. 2nd ed. San Francisco: Wiley, 2010. Print.
- Hume, Helen D. *The Art Teacher's Survival Guide for Elementary and Middle Schools*. San Francisco: Wiley, 2008. Print.
- Kidd, Chip. *Go: A Kidd's Guide to Graphic Design*. New York: Workman, 2013. Print.
- Klein, Jacky, and Suzy Klein. *What is Contemporary Art?: A Guide for Kids*. New York: The Museum of Modern Art, 2012. Print.
- Kohl, MaryAnn F. *Preschool Art: It's the Process, Not the Product!* New York: Gryphon, 1994. Print.
- Kohl, MaryAnn F., and Barbara Zaborowski. *Action Art: Hands-On Active Art Adventures*. Bellingham, WA: Bright Ring, 2015. Print.

- Koolish, Lynn, Kerry Graham, and Mary Wruck. *The Wonderful Colorful Wonder Wheel of Color: Activities, Sticker, Poster, & More*. Lafayette, CA: C&T, 2014. Print.
- Kubit, Glenna. *Art Is . . . : The Elements and Principles of Design for Children*. Carpinteria, CA: Crystal, 2013. Print.
- Lipsey, Jennifer. *My Very Favorite Art Book: I Love to Draw!* New York: Sterling, 2005. Print.
- Lipsey, Jennifer. *My Very Favorite Art Book: I Love to Paint!* New York: Sterling, 2005. Print.
- Logan, Denise. *Amazing Art Projects for Children*. n.p.: Dynamic Art Projects, 2011. Print.
- Logan, Denise M. *Dynamic Art Projects for Children: Includes Step-by-Step Instructions and Photographs*. Carpinteria, CA: Crystal, 2005. Print.
- McCully, Jennifer. *23 Ways to be a Great Artist: A Step-by-Step Guide to Creating Artwork Inspired by Famous Masterpieces*. London, QEB, 2015. Print.
- Mittler, Gene, and Rosalind Ragans. *Exploring Art*. New York, Glencoe, 1999. Print.
- The National Society for Art. *An Eye for Art: Focusing on Great Artists and Their Work*. Chicago: Chicago Review Press, 2013. Print.
- Ormiston, Rosalind. *50 Art Movements You Should Know: From Impressionism to Performance Art*. New York: Prestel, 2018. Print.
- Orr, Lynn Federle. *Art Deco: 50 Works of Art You Should Know*. New York: Prestel, 2015. Print.
- Powell, William F. *1500 Color Mixing Recipes for Oil, Acrylic & Watercolor: Achieve Precise Color When Painting Landscapes, Portraits, Still Lifes, and More*. New York: Foster, 2012. Print.
- Prince, Eileen S. *Art Is Every Day: Activities for the Home, Park, Museum, and City*. Chicago: Chicago Review Press, 2012. Print.
- Prince, Eileen S. *Art Is Fundamental: Teaching the Elements and Principles of Art in Elementary School*. Chicago: Chicago Review Press, 2008. Print.
- Reed, William. *Great Studio Projects in Art History*. Rev. ed. Portland, ME: Walch, 2000. Print.
- Rodriguez, Susan. *The Special Artist's Handbook: Engaging Art Activities for All Students*. 2nd ed. Carpinteria, CA: Crystal, 2014. Print.
- Rodriguez, Susan. *The Special Artist's Handbook: Engaging Art Activities for All Students*. 2nd ed. Carpinteria, CA: Crystal, 2014. Print.
- Romberg, Jenean. *Hooked on Art: 265 Ready-to-Use Activities in Seven Exciting Media*. Arlington, VA: Center for Applied Research and Learning, 2001. Print.
- Schwake, Susan. *Art for All Seasons - 40 Creative Adventures for Children*. La Canada Flintridge: Two Little Birds, 2014. Print.
- Siebert, Nicole. *Innovative Art Projects for Children*. Carpinteria, CA: Crystal, 2011. Print.
- Stephens, Pamela, and Nancy Walkup. *Bridging the Curriculum through Art: Interdisciplinary Connections*. Carpinteria, CA: Crystal, 2001. Print.
- Strategies for Learning Art Styles: From Prehistoric to the Present*. Carpinteria, CA: Crystal, 2016. Print.
- Tullet, Hervé. *Art Workshops for Children*. New York: Phaidon, 2015. Print.
- Tullet, Hervé. *The Giant Game of Sculpture*. New York: Phaidon, 2014. Print.
- van Wyk, Gary. *Pop Art: 50 Works of Art You Should Know*. New York: Prestel, 2013. Print.
- Vieth, Ken. *From Ordinary to Extraordinary: Art & Design Problem Solving*. Philadelphia: Davis, 2000. Print.
- Watt, Fiona. *The Usborne Book of Drawing, Doodling, and Coloring*. London: Usborne, 2010. Print.

Wenzel, Angela. *13 Art Techniques Children Should Know*. New York: Prestel, 2013. Print.

Children's Literature

Anholt, Laurence. *Camille and the Sunflowers*. London: Lincoln, 2002. Print. (watercolor)

Baker, Alan. *White Rabbit's Color Book*. Boston: Kingfisher, 1994. Print. (primary and secondary colors)

Beaumont, Karen. *I Ain't Gonna Paint No More!* New York: Harcourt, 2005. Print. (painting, self-expression)

Björk, Christina, and Lena Anderson. *Linnea in Monet's Garden*. Naperville, IL: Sourcebooks, 1985. Print. (impressionism)

Brennan-Nelson, Denise, and Rosemarie Brennan. *Willow*. Ann Arbor: Sleeping Bear, 2008. Print.

Bryant, Jen. *A Splash of Red: The Life and Art of Horace Pippin*. New York: Knopf, 2013. Print. (drawing, painting, self-expression)

Bunting, Eve. *Smoky Night*. Orlando: Harcourt, 1994. Print. (line, texture, contrasts, expressionism)

Cabrera, Jane. *Cat's Colors*. London: Puffin, 2000. Print. (illustration)

Carle, Eric. *The Mixed-Up Chameleon*. New York: HarperFestival, 1998. Print. (collage)

Daywalt, Drew. *The Day the Crayons Quit*. New York: Penguin, 2013. Print. (color, imagination)

dePaola, Tomie. *The Art Lesson*. New York: Putnam's, 1989. Print. (individuality)

dePaola, Tomie. *The Legend of the Indian Paintbrush*. London: Puffin, 1996. Print. (history, painting)

Duggleby, John. *Artist in Overalls: The Life of Grant Wood*. San Francisco: Chronicle, 1996. Print. (illustration, drawing, color)

Ehlert, Lois. *Feathers for Lunch*. Orlando: Voyager, 1990. Print. (collage)

Florian, Douglas. *Beast Feast: Poems & Paintings*. Orlando: Voyager, 1994. Print. (fantasy, color, symmetry)

Grifalconi, Ann. *The Village of Round and Square Houses*. New York: Little, 1996. Print. (3-D shape)

Heller, Ruth. *Color*. New York: Grosset, 1995. Print. (color, pattern, shape)

Johnson, Crockett. *Harold and the Purple Crayon*. New York: HarperCollins, 2015. Print. (line, color)

Johnson, D.B. *Magritte's Marvelous Hat*. New York: Houghton Mifflin, 2012. Print. (surrealism)

Keats, Ezra Jack. *The Snowy Day*. New York: Penguin, 1962. Print. (cut-paper shapes, collage, painting)

Laden, Nina. *When Pigasso Met Mootisse*. San Francisco: Chronicle, 1998. Print. (modern art, collaboration)

Lester, Julius. *John Henry*. New York: Penguin, 1994. Print. (foreground, middleground, background)

Lichtenheld, Tom. *Bridget's Beret*. New York: Holt, 2009. Print. (drawing, inspiration)

Lionni, Leo. *A Color of His Own*. Edmond, OK: Dragonfly, 1997. Print. (contour line, shape)

Lionni, Leo. *Little Blue and Little Yellow*. Edmond, OK: Dragonfly, 2017. Print. (primary and secondary colors, overlap, transparency)

Lionni, Leo. *Matthew's Dream*. New York: Knopf, 1991. Print. (color, shape, design)

- Markel, Michelle. *The Fantastic Jungles of Henri Rousseau*. Grand Rapids, Eerdmans, 2012. Print. (painting, perseverance)
- Musgrove, Margaret. *The Spider Weaver: A Legend of Kente Cloth*. New York: Blue Sky, 2001. Print. (weaving)
- Nyeu, Tao. *Wonder Bear*. New York: Dial, 2008. Print. (imagination)
- Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic, 1977. Print. (color, individuality)
- Presilla, Maricel E. *Mola: Cuna Life Stories and Art*. New York: Holt, 1996. Print. (line, color, Mexican art, contrast)
- Rathman, Peggy. *Officer Buckle and Gloria*. New York: Putnam's, 1995. Print. (action lines, body positions, cartoon style)
- Reynolds, Peter H. *The Dot*. Somerville, MA: Candlewick, 2003. Print. (abstraction, appreciation of one's artwork)
- Reynolds, Peter H. *Ish*. Somerville, MA: Candlewick, 2004. Print. (abstraction, appreciation of one's artwork)
- Reynolds, Peter H. *Sky Color*. Somerville, MA: Candlewick, 2012. Print. (sky colors, inspiration)
- Ringgold, Faith. *Tar Beach*. Edmond, OK: Dragonfly, 1996. Print. (shape, patterns, repetition, naïve style)
- Rohmann, Eric. *Time Flies*. New York: Knopf, 1997. Print. (monochromaticism)
- Rusch, Elizabeth. *A Day with No Crayons*. Flagstaff, AZ: Rising Moon, 2007. Print. (color)
- Saltzberg, Barney. *Beautiful Oops!* New York: Workman, 2010. Print. (creativity)
- Say, Allen. *Grandfather's Journey*. New York: Houghton Mifflin, 1993. Print. (horizontal, vertical, diagonal lines value, contrast, symmetry, asymmetry; realism, impressionism)
- Schmidt, Jeremy, and Laine Thom. *In the Spirit of Mother Earth*. San Francisco: Chronicle, 1994. Print. (art history)
- Scieszka, Jon. *Seen Art?* New York: Viking, 2005. Print. (MoMA, art appreciation)
- Seuss, Dr. *My Many Colored Days*. New York: Knopf, 1996. Print. (color, shape, design)
- Tejima, Keizaburo. *Woodpecker Forest*. New York: Philomel, 1989. Print. (printing)
- Van Allsburg, Chris. *Ben's Dream*. New York: Walter Lorraine, 1982. Print. (line painting)
- Walsh, Ellen Stoll. *Mouse Paint*. New York: Houghton Mifflin, 2006. Print. (color, shape)
- Wiesner, David. *Art & Max*. New York: Clarion, 2010. Print. (painting, sculpture)
- Williams, Vera B. *A Chair for My Mother*. New York: Greenwillow, 2007. Print. (warm colors, naïve style)
- Yolen, Jane. *Owl Moon*. New York: Philomel, 1987. Print. (positive and negative space, asymmetry, realism)

Digital Resources

- The Adventure of Photography: 150 Years of the Photographic Image*. West Long Branch, NJ: Rosebud Productions, 1998. DVD.
- Alexandra Nechita*. Glenview, IL: Crystal Productions, 2002. DVD.
- Amazing Watercolors: Projects Using the Wax Resist Technique*. Dirs. Tom Hubbard and Loretta Hubbard. Glenview, IL: Crystal Productions, 2007. DVD.
- Andy Goldsworthy's Rivers and Tides: Working with Time*. Dir. Thomas Riedelsheimer. Glenview, IL: Crystal Productions, 2004. DVD.

Arcimboldo: Nature and Fantasy. Dir. Carroll Moore. New York: Kino Lorber, 2017. DVD.

Art Is . . . series. Glenview, IL: Crystal Productions. DVD.

Art Smart series. Glenview, IL: Crystal Productions. DVD.

Art Talk: Conversations with Working Artists. Dir. Chris MacDonald. Glenview, IL: Crystal Productions, 2009. DVD.

Artists series. Chappaqua, NY: L&S. DVD.

Artists at Work. Glenview, IL: Crystal Productions. DVD.

Biography: Frida Kahlo. New York: A&E, 2005. DVD.

Bradley, Marilynne. *Aboriginal Art: Past, Present, and Future*. Glenview, IL: Crystal Productions, 1996. DVD.

Careers in Art. Glenview, IL: Crystal Productions, n.d. DVD.

Creating . . . series. Glenview, IL: Crystal Productions. DVD.

Daily Warm-Ups: Art History. Portland, ME: Walch Education, 2010. DVD.

Deborah Butterfield: Dialogue with the Artist. Dir. Amie C. Knox. Glenview: IL: Crystal Productions, DVD.

Drawing for All. Glenview; IL: Crystal Productions, n.d. DVD.

Dropping in On . . . series. Glenview, IL: Crystal Productions. DVD.

Flores, Peggy. *Optical Illusions: How to Create Them*. Glenview, IL: Crystal Productions, n.d. DVD.

Food for the Ancestors: The Mexican Celebration of the Days of the Dead. Dir. Jan Thompson. New York: PBS, 1999. DVD.

Frank Lloyd Wright: The Masterpieces. Glenview, IL: Crystal Productions, n.d. DVD.

Henri Matisse: Patterns & Paper. Glenview, IL: Crystal Productions, n.d. DVD.

How Art Made the World. Glenview, IL: Crystal Productions, 2006. DVD.

Learn Art Styles with Lisa series. Glenview, IL: Crystal Productions. DVD.

M.C. Escher: Master of Graphic Arts. Glenview, IL: Crystal Productions, n.d. DVD.

Mark Kistler's Imagination Station series. Glenview, IL: Crystal Productions. DVD.

Masks from Many Cultures. Glenview, IL: Crystal Productions, 1993. DVD.

Oaxacan Woodcarving: Innovation Meets Tradition. Glenview, IL: Crystal Productions, 2007. DVD.

Opt: An Illusionary Tale. New York: Reading Rainbow, 2007. DVD.

Outsider Art: Mosaic Murals: Isaiah Zagar: The Vision / The Process. Dir. Jim Barbera. Glenview, IL: Crystal Productions, 2009. DVD.

Picasso Makes Faces. Glenview, IL: Crystal Productions, 2003. DVD.

Recycled, Re-Seen. Glenview, IL: Crystal Productions, n.d. DVD.

Regina's Big Mistake. New York: Reading Rainbow, 2004. DVD.

Romare Bearden: Visual Jazz. Glenview, IL: Crystal Productions, n.d. DVD.

Venezia, Mike. *Getting to Know the World's Greatest Artists* series. Chicago: Getting to Know. DVD.

Who Is the Artist? series. Dirs. Tom Hubbard and Loretta Hubbard. Glenview, IL: Crystal Productions, 2004. DVD.

Wilton Art Appreciation Series. Glenview, IL: Crystal Productions, 1980. DVD.

Online Resources

- “A. Pintura: Art Detective.” <https://www.eduweb.com/pintura/>. Accessed March 26, 2019. Web.
- Art 21*. PBS. <http://www.pbs.org/art21/home/?scrllybrkr=ccd580b9>. Accessed March 26, 2019. Web.
- “Art & Music Videos.” Zane Education. http://www.zaneeducation.com/Videos/Art/Art_And_Music.php. Accessed March 26, 2019. Web.
- “Art Education 2.0.” Robert Sandagata. <http://arted20.ning.com/>. Accessed March 26, 2019. Web.
- “Art Express.” HMH School Publishers. http://www.harcourtschool.com/menus/art_express.html. Accessed March 26, 2019. Web.
- “Art for Kids Hub.” <https://www.youtube.com/user/ArtforKidsHub>. Accessed March 26, 2019. Web.
- “The Art Institute of Chicago.” <https://www.artic.edu/>. Accessed March 26, 2019. Web.
- “Art Resources for Your Classroom.” TeacherVision. <https://www.teachervision.com/subjects/art-music-drama/visual-arts>. Accessed March 26, 2019. Web.
- “Art School.” PBS LearningMedia. <https://cptv.pbslearningmedia.org/collection/art-school/>. Accessed March 26, 2019. Web.
- Arts & Activities*. <https://artsandactivities.com/>. Accessed March 26, 2019. Web.
- “ArtsEdge.” The Kennedy Center. <https://artsedge.kennedy-center.org/educators.aspx>. Accessed March 26, 2019. Web.
- “Artsonia.” <https://www.artsonia.com/>. Accessed March 26, 2019. Web.
- “Caldecott Medal Winners, 1938 – Present.” Association for Library Service to Children. <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal>. Accessed March 26, 2019. Web.
- “Color Matters.” <https://www.colormatters.com/>. Accessed March 26, 2019. Web.
- “Connecticut Arts and Standards.” Connecticut State Department of Education. <https://portal.ct.gov/SDE/Arts/Connecticut-Arts-and-Standards>. Accessed March 26, 2019. Web.
- “Crayola.” <https://www.crayola.com/>. Accessed March 26, 2019. Web.
- “Crystal Productions.” <http://www.crystalproductions.com/>. Accessed March 26, 2019. Web.
- “da Vinci – The Genius.” Museum of Science, Boston. <https://www.mos.org/leonardo/node/1>. Accessed March 26, 2019. Web.
- “Deep Space Sparkle.” <https://www.deepspacesparkle.com/>. Accessed March 26, 2019.
- “Destination Modern Art.” The Museum of Modern Art. <https://www.moma.org/interactives/destination/>. Accessed March 26, 2019. Web.
- “Dick Blick Art Materials.” <https://www.dickblick.com/>. Accessed March 26, 2019. Web.
- “Easy Drawing Guides.” <https://easydrawingguides.com/>. Accessed March 26, 2019. Web.
- “Enchanted Learning.” <http://www.enchantedlearning.com/Home.html>. Accessed March 26, 2019. Web.
- “Famous Paintings: Art Appreciation / Lessons for Kids.” <https://gardenofpraise.com/art.htm>. Accessed March 26, 2019. Web.
- “Florence Griswold Museum.” <https://florencegriswoldmuseum.org/>. Accessed March 26, 2019. Web.

“Free Art Lessons.” Jerry’s Artarama. <https://www.jerrysartarama.com/free-art-instruction-videos/skill-level/kids>. Accessed March 26, 2019. Web.

“Google Arts & Culture.” <https://artsandculture.google.com/>. Accessed March 26, 2019. Web.

“Harptoons.” <http://www.harptoons.com/>. Accessed March 26, 2019. Web.

“Hill-Stead Museum.” <https://www.hillstead.org/>. Accessed March 26, 2019. Web.

“Incredible Art Department.” <https://www.incredibleart.org/>. Accessed March 26, 2019. Web.

“Inside Art: An Adventure in Art History.” Educational Web Adventures. 1997. <https://www.eduweb.com/insideart/index.html>. Accessed March 26, 2019. Web.

“The J. Paul Getty Museum.” <http://www.getty.edu/education/>. Accessed March 26, 2019. Web.

“Kinder Art.” <https://kinderart.com/>. Accessed March 26, 2019. Web.

“Louvre.” <https://florencegriswoldmuseum.org/>. Accessed March 26, 2019. Web.

“The Metropolitan Museum of Art.” <https://www.metmuseum.org/>. Accessed March 26, 2019. Web.

“Mister Rogers’ Neighborhood.” PBS. <http://www.pbs.org/parents/rogers>. Accessed March 26, 2019. Web.

“Museum of Fine Arts Boston.” <https://www.mfa.org/>. Accessed March 26, 2019. Web.

“Museum of Modern Art.” <https://www.moma.org/>. Accessed March 26, 2019. Web.

“National Core Arts Standards.” <https://www.nationalartsstandards.org/>. Accessed March 26, 2019. Web.

“National Gallery of Art.” <https://www.nga.gov/>. Accessed March 26, 2019. Web.

“National Gallery of Art Kids’ Videos.” National Gallery of Art. <https://www.nga.gov/audio-video/video/kids.html>. Accessed March 26, 2019. Web.

“New Britain Museum of American Art.” <http://www.nbmaa.org/>. Accessed March 26, 2019. Web.

“Newfields: A Place for Nature & the Arts.” <https://discovernewfields.org/>. Accessed March 26, 2019. Web.

“NGAkids Art Zone.” National Gallery of Art. <https://www.nga.gov/education/kids.html>. Accessed March 26, 2019. Web.

“OK Go – Three Primary Colors.” *YouTube*, uploaded by *Sesame Street*, January 30, 2012, <https://www.youtube.com/watch?v=yu44JRTIxSQ>. Accessed March 26, 2019. Web.

“Picassohead.” <http://www.picassohead.com/>. Accessed March 26, 2019. Web.

“The Rudiments of Wisdom Encyclopaedia.” Tim Hunkin. http://www.rudimentsofwisdom.com/themes/themes_artandarchitecture.htm. Accessed March 26, 2019. Web.

“Scholastic.” <http://www.scholastic.com/home/?scribybrkr=327c749e>. Accessed March 26, 2019. Web.

SchoolArts. Davis. <https://www.davisart.com/Promotions/SchoolArts/Default.aspx>. Accessed March 26, 2019. Web.

“Smithsonian American Art Museum and Renwick Gallery.” <https://americanart.si.edu/>. Accessed March 26, 2019. Web.

“Tate Kids.” <https://www.tate.org.uk/kids>. Accessed March 26, 2019. Web.

“Tux Paint.” <http://tuxpaint.org/>. Accessed March 26, 2019. Web.

“Wadsworth Atheneum Museum of Art.” <https://www.thewadsworth.org/>. Accessed March 26, 2019. Web.

APPENDIX

The Elements and Principles of Art and Design

ELEMENTS OF ART – We use all of the **elements** when making art.

COLOR – **Hue** is the name of the color (red, yellow, etc.)

Intensity is how bright or dull the color is.

Value is how light or dark a color is.

LINE – Lines can be thick, thin, wavy, curly, etc. Lines bring feeling and energy to a design.

SHAPE – A flat, enclosed area that has length and width. Shapes are made with line or color.

FORM – 3-Dimensional and takes up space.

SPACE – 3-Dimensional artists work with real space because their work is 3-dimensional. Painters show the illusion of space. Artists pay attention to both positive (the object) and negative (the space around the object) space.

TEXTURE – Roughness, smoothness, coarseness, etc. Sculptures work in **actual** texture by working on the surface of their work, whereas painters work in **implied** texture – they make it look like texture.

VALUE – Light and dark. Paintings are made up of dark, middle, and light areas.

PRINCIPLES OF ART – These describe the ways in which artists arrange the **elements** of art in their work.

BALANCE – A way of combining elements of art.

SYMMETRICAL – Even distribution of visual weight around a center (radial symmetry) or on each side.

ASYMMERICAL – A larger mass on one side that balances with smaller, contrasting, or intense color on the other side.

CONTRAST – Using **elements** to create variety so the artwork is not monotonous or boring.

EMPHASIS – Focusing on one or more of the **elements** to create a Center of Interest.

HARMONY/UNITY – Agreeable combination of visual effects by blending **elements/principles**.

REPETITION/PATTERN – The use of repeated motifs, color, shapes, etc. to decorate the surface of the artwork.

RHYTHM – Established when the **elements** are repeated, causing the eye to move throughout the artwork.

MOVEMENT – Used by artists to direct the eye along the artwork. Can be done with line, color, shape, etc.