

READINGTON PUBLIC SCHOOL DISTRICT
Kindergarten - Grade 8 Visual Arts Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District fine arts program provides a balanced instructional approach which includes common beliefs: (1) artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communication of others, (2) artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult, (3) artistically literate citizens know and understand artwork from varied historically periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships, between the arts and other knowledge, (4) artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts, and (5) artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Readington Township's curriculum is designed to be responsive to the developmental stages of learners. The curriculum progresses across grades and levels to create a sequential, standards-based approach to arts education.

The art curriculum has been developed for the Readington Township School District as is based on the newly published National Core Arts Standards, which are defined as Dance, Media Arts, Music, Theater, and Visual Arts. The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

According to the Department of Education's Fast Response Survey System (FRSS) report, Arts Education In Public Elementary and Secondary Schools 1999-2000 and 2009-2010 Americans' reports of lifetime learning in the arts (as children or as adults) show that about one-third of our citizens have taken lessons or classes in music; about 17 percent have done so in visual arts, about 12 percent in dance, and about 6 percent in theatre. These percentages have been declining at least for the past three decades. With these statistics in mind, the curriculum is built upon the foundational belief that arts provide a means for individuals to collaborate and connect with others in an inclusive environment as they create, prepare, and share artwork that brings communities together. Research shows that "arts experiences boost critical thinking, teaching students to take the time to be more careful thorough in how they observe the world." Art provides a framework for student learning that might otherwise be unavailable to students.

The Visual Arts Curriculum for the Readington Township School District will provide assistance and support to Readington visual arts teachers and administrators in the

implementation of a comprehensive K-8 visual arts program. The material described in this guide will assist visual arts teachers in designing visual arts lesson plans that give each student the chance to meet the content and performance, or achievement, standards in visual arts. It is intended to give visual arts teachers a flexible guideline in the design and delivery of a meaningful and relevant visual arts program that is planned, ongoing, and systematic.

II. COMPONENTS OF EFFECTIVE FINE ARTS EDUCATION

The components of a successful balanced fine arts program in the K-8 school setting include:

Creating – Conceiving and developing new artistic ideas and work.

Performing/Producing/Presenting-

Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.

Presenting (visual arts): Interpreting and sharing artistic work.

Producing (media arts): Realizing and presenting artistic ideas and work.

Responding- Understanding and evaluating how the arts convey meaning.

Connecting- Relating artistic ideas and work with personal meaning and external content.

III. GOALS (Linked to Core Curriculum Content Standards, 21st Century Standards) and the National Core Arts Standards (Dance, Media Arts, Music, Theatre and Visual Arts)

National Core Arts Standards:

Creating:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting/Producing:

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

Anchor Standard 5: Develop and refine artistic work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

New Jersey Student Learning Standards 21st Century Life and Careers

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, And Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

V. ASSESSMENT

Readington Township School District utilizes a multitude of assessments to inform and fuel teaching, as well as school reforms. The assessments that are used provide teachers and the district with crucial information about what exactly is working—and not working—for our students' fine arts education. Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether a student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline of visual arts. Teachers developed Cornerstone Performance Assessments in grades 2, 5, and 8 using the National Fine Arts Curriculum as a guide. The cornerstone performance assessments:

- are curriculum embedded (as opposed to externally imposed)
- recur over the grades, becoming increasingly sophisticated over time
- establish authentic contexts for performance
- assess understanding and transfer via genuine performance
- integrate 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content
- evaluate performance with established rubrics
- engage students in meaningful learning while encouraging the best teaching
- provide content for a student's portfolio (so that they graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken)

VI. GROUPING ARRANGEMENT

The K- 8 visual arts program in the Readington Township School District is a basic visual arts program.

- **Grades K-5**
Students attend art classes in grades K-5 by regular heterogeneous classrooms.
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- **Grades 6 – 8**

Students attend art classes in grades 6 – 8 dependent upon the schedule and the student's choice of art class for their particular grade. Classes are heterogeneous.

VII. K-5 SCOPE AND SEQUENCE

Primary Grades Units of Study in Visual Art:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Unit 1 Sept./ Oct.	<i>Elements of Art-Color (Introduce)</i>	<i>Elements of Art-Texture (Developing)</i>	<i>Principle of Design-Balance (Developing)</i>	<i>Principle of Design-Movement (Developing)</i>	<i>Ongoing Development of Mixed Media, Print-Making, 3-D Forms, and/or Paper Crafts</i>	<i>Collaborative Art</i>	<i>All the Elements of Art Mixed Media</i>	<i>One Point Perspective-Gradations AND Linoleum Self-Portraits</i>	<i>Clay Sculptures-Utilization of All Modeling Techniques</i>
Unit 2 Oct./ Nov		<i>Elements of Art- Value (Introduce)</i> <i>Elements of Art-Space (Developing)</i>	<i>Principle of Design-Proportion (Introduce)</i>	<i>Elements of Art-Space (Introduce)</i>		<i>Sketchbook and Critiquing—development of art skills and practices needed for middle school and beyond (ongoing)</i>	<i>All the Elements of Art Mixed Media</i>	<i>One Point Perspective-Gradations AND Linoleum Self-Portraits</i>	<i>Clay Sculptures-Utilization of All Modeling Techniques</i>
Unit 3 Nov./ Dec.	<i>Elements of Art-Shape (Introduce)</i>		<i>Principle of Design-Emphasis (Introduce)</i>	<i>Ongoing Development of Principles and Elements of Design</i>		<i>Mastering the use of various mediums and studying various art movements and their relevance to our society</i>	<i>3D Sculptures-Mixed Media</i>	<i>Linoleum Printmaking AND Photoshop Introduction (Advertising)</i>	<i>Self Portraits-Acrylic Paintings AND Sculpture Mixed Media</i>
Unit 4 Jan.	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>			<i>3D Sculpture Mixed Media</i>	<i>Linoleum Printmaking AND Photoshop Introduction (Advertising)</i>	<i>Self Portrait Acrylic Painting AND Sculpture Mixed Media</i>

Unit 5 Feb./ Mar.	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>	<i>Exploratory art using various mediums</i>	<i>Expanding upon Principles and Elements of Design based upon master artists and their specific technique</i>	<i>and other cultures</i>	<i>Repeat Above With next semester</i>	<i>Repeat Above With next semester</i>	<i>Repeat Above With next semester</i>
Unit 6 Mar./ Apr.	<i>Elements of Art-Line (Introduce)</i>	<i>Elements of Art-Color (Developing)</i>	<i>Principle of Design-Variety (Introduce)</i>	<i>Introduce Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts</i>					
Unit 7 May/ June	<i>Elements of Art-Texture (Introduce)</i>	<i>Principle of Design-Balance Pattern & Repetition (Introduce)</i>	<i>Principle of Design-Movement (Introduce)</i>	<i>Continue Mixed Media, Printmaking, 3-D Forms and/or Paper Crafts</i>					

VII. UNITS OF STUDY IN VISUAL ART

K-5 Elementary Visual Art :

Kindergarten Visual Arts
Desired Results
<p>Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. Investigate-Plan-Make VA: Cr1.1.Ka Engage in exploration and imaginative play with materials. VA: Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making. VA: Cr2.2.Ka Identify safe and non-toxic art materials, tools, and equipment. VA: Cr2.3.Ka Create art that represents natural and constructed environments.</p> <p>Anchor Standard #3: Refine and complete artistic work. Reflect-Refine-Continue VA: Cr3.1.Ka Explain the process of making art which creating.</p> <p>Anchor Standard #4: Analyze and interpret artistic work for presentation. Select</p>

VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.Ka Explain the purpose of a portfolio or collection.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.Ka Explain what an art museum is and distinguish how an art museum is different from other buildings.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 Ka Identify uses of art within one's personal environment.

VA: Re 7.2.Ka Describe what an image represents.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.Ka Explain reasons for selecting a preferred artwork.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.Ka Create art that tells a story about a life experience.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.Ka Identify a purpose of an artwork.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Understandings:

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

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- How does knowing the contexts histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

<ul style="list-style-type: none"> • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • 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. 	<ul style="list-style-type: none"> • Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
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	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how to we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Color-Primary and Secondary Colors • Shape-Basic Shapes • Line-Different types • Texture-Introduce students to different types of texture • Various art forms • Resources outside the classroom that are arts related • Art is showcased in museums and galleries that are open to the public • Crafts are produced in the community • Name and use patterns • Name and use primary colors • Name and use warm colors • Geometric shapes • Use art tools and materials safely • Basic Elements of Design in other works of Art <p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare various art forms • Discuss the role of the illustrator in literature • Be aware of resources outside the classroom that are arts related 	

- Demonstrate an appreciation for various art forms
- Use art tools and materials safely
- Discuss subject matter in artworks
- Become sensitive to the subject matter in art prints through storytelling and discussion
- Participate in discussing the work of classmates
- Recognize the parallels between music, literature, and the visual arts
- Develop an appreciation of multi-cultural artworks
- Demonstrate an appreciation for various art forms
- Participate in cultural arts events
- Experience galleries, both virtually and personally
- Participate in school and community based art shows
- Appreciate artwork in storybooks
- View and discuss artworks produced in different cultures
- Compare various art forms
- Discuss the role of the illustrator in literature
- Respond to the work of others in the class discussion
- Use basic art vocabulary to discuss artwork
- Examine the artistic endeavors of others through the use of art prints, art books, videos and slides
- Experience the art making process
- Talk about artwork
- Decide when artwork is complete
- Become familiar with the expressive capabilities of crayons, pencils, paint, paper, and modeling material
- Use materials appropriately
- Follow all safety instructions
- Produce works of art pertaining these elements
- Recognize these elements within other works of art
- Complete and understand art lessons based upon various art mediums
- Recognize the parallels between music, literature and the visual arts
- Develop an appreciation of multi-cultural artworks
- View and discuss artworks produced in different cultures
- Be aware of art galleries and museums
- Appreciate artwork in storybooks
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Experience galleries, plays, concerts, and other arts related activities
- Develop fine motor skills
- Experience manipulative activities such as cutting, coloring, and gluing
- Develop skill in stenciling, weaving, and bead stringing
- Gain knowledge of the elements of design
- Use the Basic Elements of Art to Create Specific Works of Art

Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Completed Artwork • Use of art tools and materials • Examine the artistic endeavors of others through the use of art prints, art books, videos and slides <ul style="list-style-type: none"> ○ Discussion of subject matter in artworks ○ Recall subjects in artwork with increasing observational skills and memory ○ Sensitivity to the subject matter in art prints through storytelling and discussion • Experience art making processes <ul style="list-style-type: none"> ○ Talk about artwork ○ Decide when artwork is complete ○ Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials • Identify the elements of design <ul style="list-style-type: none"> ○ Name and use patterns ○ Identify textures ○ Name and use primary colors ○ Name and use warm colors ○ Identify and name basic 3 dimensional geometric shapes 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Rubric • Self-Assessment • Effort
Professional Resources	
<ul style="list-style-type: none"> • Books (but not limited to)- <ul style="list-style-type: none"> - <u>Getting to Know the World Artists</u> by Mike Venezeia - <u>Artists in Time</u> by Scholastic - <u>The Noisy Paintbox</u> by Barb Rosenstock • Websites (but not limited to) <ul style="list-style-type: none"> - ngakids.com (Artzone) - youtube.com - crayola.com -pinterest.com 	

First Grade Visual Arts

Desired Results

Established Goals: What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.1a Explore uses of materials and tools to create works of art or design.

VA: Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA: Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.1a Use art vocabulary to describe choices while creating art.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.1a Explain why some objects, artifacts, and artwork are valued over others.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.1a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.1a Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 1a Select and describe works of art that illustrate daily life experiences of one's self and others.

VA: Re 7.2.1a Compare images that represent the same subject.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.1a Classify artwork based on different reasons for preferences.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.1a Identify times, places, and reasons by which students make art outside of school.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.1a Understand that people from different places and times have made art for a variety of reasons.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills..

Understandings:

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

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how to we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
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	<ul style="list-style-type: none"> • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? • How do artists work? • How do people's experiences influence the development of special artworks? • How do artists use subject matter symbols, and ideas to communicate meaning?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Developing Color-Primary and Secondary Colors • Developing Texture-Introduce students to different types of texture • Introduce Space - Negative, Positive, Foreground, Background • Introduce - Balance - visual equality between elements of art • Introduce - Pattern - how to create an effective pattern • Introduce - Repetition - how to apply patterning in a work of art to be visually recognizable and pleasing • Difference between shapes and forms • Specific works of art belong to particular cultures, times, and places • The value of artwork from other cultures and time periods • Various purposes for creating works of visual art • Different responses to specific artworks • Visual arts have both a history and specific relationships to various cultures • Identify and discuss emotions in artwork <p>Students will be able to...</p> <ul style="list-style-type: none"> • Experience color mixing • Use art tools and materials safely • Recognize and discuss distinct characteristics in the artwork of others through the introduction of prints and through classroom sharing • Participate in discussing the work of classmates • Create visual interest in artwork through a variety of methods • Refine manipulative skills • Explore and understand prospective content for works of art • Produce works of art pertaining these elements • Recognize these elements within other works of art • Complete and understand art lessons based upon various art mediums • Recognize and demonstrate using space • Fold, cut, and tear paper for use in artwork • Use art tools in drawing, painting, printmaking, modeling and sculpture • Use found objects in artwork • Use overlapping in collage work • Use environmental textures in artwork • Make simple 3-D forms • Use and bisect geometric and free-form shapes • Mix two colors of paint effectively • Follow all safety precautions 	

- Describe moods in artwork
- Produce artwork based on sensory description
- Respond to the work of others in class discussion
- Use basic art vocabulary to discuss artwork
- Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art
- Participate in discussions of multicultural and historical artworks
- Use the influence of other artists as motivation for artwork
- Experience galleries, plays, concerts, and other arts related activities
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others
- Participate in cultural arts events

Assessment Evidence

Performance Tasks:

- Completed Artwork
- Tell stories based on the observation of art with literal subject matter
- Describe similarities and differences in artwork
- Integrating interdisciplinary school wide thematic unit- creating art lessons around basic theme

Other Evidence:

- Teacher Observation
- Rubric
- Class Discussion
- Self-Assessment
- Effort

Professional Resources

- Books (but not limited to)-
 - Getting to Know the World Artists by Mike Venezeia
 - Artists in Time by Scholastic
 - Chengdu Could Not Would Not Fall Asleep by Barney Saltzberg
 - Giraffes Can't Dance by Giles Andreae
 - The Noisy Paintbox by Barb Rosenstock
- Websites (but not limited to)
 - ngakids.com (Artzone)
 - youtube.com
 - crayola.com
 - pinterest.com

Second Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.12a Brainstorm multiple approaches to a creative art and design problem.

VA: Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions and curiosity.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.

VA: Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

VA: Cr2.3.2a Repurpose objects to make something new.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.2a Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

VA: Re 7.2.2a Categorize images based on expressive properties.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.2a Use learned art vocabulary to express preferences about artwork.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.2a Create works of art about events in home, school, or community life.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.2a Compare and contrast cultural uses of artwork from different times and places.

<p>Understandings:</p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent and encourage people to take risks? • How does collaboration expand the creative process? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects,
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<ul style="list-style-type: none"> • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<p>artifacts, and artworks, and select them for presentation?</p> <ul style="list-style-type: none"> • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? • When and how do we encounter images in our world? • How do artists work?
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	<ul style="list-style-type: none"> • How do artists and designers learn from trial and error?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Proper proportion in portraits and various works of art • How to visually recognize and demonstrate where the emphasis is in various works of art • Variety and movement in various works of art • The value of artwork from other cultures and time periods • Various artists visualize the same concepts differently • art is showcased in museums and galleries that are open to the public • Crafts that are produced in the community • Become aware of textile arts • Be aware of architecture as an art form • Foreground, middle ground, and background in artwork • Horizontal and vertical formats in artwork • Shadows in artwork • Balance and symmetry in artwork <p>Students will be able to...</p> <ul style="list-style-type: none"> • Use art tools and materials safely and appropriately • Demonstrate an appreciation for various art forms • Use a variety of modeling materials and techniques in 3-D and relief art • Use a variety of drawing and painting techniques • Develop compositional techniques • Develop an appreciation for a variety of artistic disciplines • Develop an appreciation for various art forms • Generate various works of art pertaining to the learned principles and elements of design. • Complete and understand art lessons based upon various art mediums • Recognize and demonstrate using balance, pattern, and repetition • Participate in discussions of multicultural and historic artworks • Use the influence of other artists as motivation for artwork • Tell stories based on the observation of art with literal subject matter • Know that art books can be obtained from school and town libraries • Describe similarities and differences in artworks • Experience computer art as an art form • Understand that music, plays, and dance are art forms • Participate in school and community based art shows • Discuss art programs and community exhibits with the art teacher and others • Experience galleries, plays, concerts, and other arts related activities • Develop skill in clay and other modeling materials • Use mixed media for collage and sculpture • Create paper sculpture • Demonstrate increased skill in pencil drawing, crayon resist and other drawing and painting media • Use size relationships and overlapping in their artwork • Experiment with basic animation and computer graphics • Organize ideas and experiment with parts before completing artwork • Recognize the impact of line direction in artwork 	

<ul style="list-style-type: none"> ● Engage in stitching and weaving activities ● Follow all safety precautions 	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> ● Completed Artwork ● Evaluate artwork based on criteria from art experiences and from class discussions ● Analyze mood through a developed sense of color, line, shape, brushstroke quality, texture, repetition and composition ● Use multicultural art forms to create original compositions ● Create artworks influenced by cultures of Africa, Japan, and the Americas ● Participate in school and community based art shows ● Discuss art programs and community exhibits with the art teacher and others 	Other Evidence: <ul style="list-style-type: none"> ● Teacher Observation ● Class Discussion ● Self-Assessment ● Rubric ● Effort
Professional Resources	
<ul style="list-style-type: none"> ● Books (but not limited to)- <ul style="list-style-type: none"> - <u>Getting to Know the World Artists</u> by Mike Venezia - <u>Artists in Time</u> by Scholastic - <u>The Noisy Paintbox</u> by Barb Rosenstock ● Websites (but not limited to) <ul style="list-style-type: none"> - ngakids.com (Artzone) - youtube.com - crayola.com - pinterest.com 	

Third Grade Visual Arts
Desired Results
Established Goals: Anchor Standard #1: Generate and conceptualize artistic ideas and work. Investigate-Plan-Make VA: Cr1.1.3a Engage collaboratively in exploration and imaginative play with materials.

VA: Cr1.2.3a Use observation and investigation in preparation for making a work of art.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.3a Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.3a Identify exhibit space and prepare works of art including artists' statements, for presentation

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 3a Speculate about processes an artist uses to create a work of art.

VA: Re 7.2.3a Determine messages communicated by an image.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.3a Evaluate an artwork based on given criteria.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.3a Develop a work of art based on observations of surroundings

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Understandings:

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

Essential Questions:

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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
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Students will know/learn...

- Recognize and demonstrate using movement, proportion, emphasis, and variety
- Identify and use primary, secondary, and tertiary colors
- Bilateral and radial symmetry
- Negative space in 2-D artwork
- Understand and use abstraction and distortion in artwork
- Color harmonies
- Atmospheric perspective in artworks
- The arts are a vehicle of self-expression

Students will be able to...

- Generate various works of art pertaining to the learned principles and elements of design.
- Complete and understand art lessons based upon various art mediums
- Incorporate increasingly complex patterns in their artwork
- Create space by using overlapping in artwork
- Understand negative space in 2-D artwork
- Create artwork using computers or other technologies
- Show increasing ability with fibers including weaving and stitchery
- Create 3-D constructions such as paper sculptures and clay work
- Use materials appropriately
- Follow all safety precautions
- Discuss the elements of line, shape, color, texture, and repetition in artworks and how they develop mood
- Discuss the brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork
- Create artworks influenced by the cultures of Mexico and Japan
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Volunteer to create scenery, costumes, posters, and props for school plays and school programs
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Create artwork that involves academic and /or special subjects
- Contribute work for school and district art shows
- Work on art related activities for theater and musical events
- Demonstrate an increased understanding of art elements and principles
- Demonstrate an increased understanding of art techniques and styles.
- Use art tools and materials safely
- Recognize distinct characteristics in artwork of different cultures and of different historical periods
- Analyze mood in artworks
- Use multicultural art forms to create original compositions
- Relate concepts learned in art to other subjects and to societal development

- Understand that developments in technology have impacted and changed art production
- Develop an appreciation for various artists and forms
- Utilize their art skills in other areas of their school life
- Develop an appreciation for various visual artists and art forms
- Appreciate a variety of art forms
- Develop an understanding of how the visual arts relate to other subject areas
- Participate in school and community based arts activities

Assessment Evidence

Performance Tasks:

- Completed Artwork
- Relate concepts learned in art to other subjects such as social studies, science, and language arts
- Participate in school and community based art shows
- Discuss art programs and community exhibits with the art teacher and others

Other Evidence:

- Teacher Observation
- Class Discussion
- Self-Assessment
- Rubric
- Effort

Professional Resources

Supporting Materials: Art History Museum Sites

(For Images and Primary Sources such as photos, paintings, artifacts)

<http://www.caamuseum.org/>

The California African American Museum has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images.

<http://www.metmuseum.org>

The site of the NYC Metropolitan Museum of art. Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

<http://www.artic.edu>

The site of the Art Institute of Chicago. Go to 'collections' and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as 'African-American Artists.'

<http://www.asianart.org/>

The Asian Art Museum of San Francisco offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

<http://www.japansociety.org/>

The Japan Society of New York not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

<http://www.elmuseo.org/>

The Museo de Barrio is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

<http://www.louvre.fr>

The site of the Louvre Museum in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

<http://www.britishmuseum.org/>

The British Museum has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

<http://www.folkartmuseum.org>

The American Folk Art Museum has a wide range of everyday and folk art objects, across time and cultures in America. Access their online collection and special exhibitions.

Fourth Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA: Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.4a Explore and invent art-making techniques and approaches.

VA: Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA: Cr2.3.4a Document, describe, and represent regional constructed environments.

Anchor Standard #3: Refine and complete artistic work.

Reflect-Refine-Continue

VA: Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA:Pr4.1.4a Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

Analyze

VA: Pr5.1.4a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Share

VA: Pr 6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re 7.1 4a Compare responses to a work of art before and after working in similar media.

VA: Re 7.2.4a Analyze components in visual imagery that convey messages.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re 9.1.3a Apply one set of criteria to evaluate more than one work of art.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Re10.1.4a Create works of art that reflect community cultural traditions.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Relate

VA: Re11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

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

Essential Questions:

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

<ul style="list-style-type: none"> • Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • 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. 	<ul style="list-style-type: none"> • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a
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	<p>work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art?</p> <ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? • How is personal preference different from evaluation? • How do life experiences influence the way you relate to art? • What can we learn from our responses to art? • How do artists explore and understand prospective content for works of art? • How do artists use and select subject matter symbols, and ideas to communicate meaning?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Differences between dominance and sub-ordinance in artwork • Name the elements in design • Calligraphy and advertising graphics are art forms • Know and use appropriate vocabulary during the creation of artwork, discussion and critiques • The focal point in the artwork of other students, master artists and their own personal artwork • Discuss artworks utilizing acquired art vocabulary and knowledge of techniques • Identify and discuss at least three major styles • The arts are a vehicle of self-expression <p>Students will be able to...</p> <ul style="list-style-type: none"> • Recognize and demonstrate using space, mixed media, printmaking, 3-D, and/or paper crafts • Generate various works of art pertaining to the learned principles and elements of design. • Students will be able to complete and understand art lessons based upon various art mediums • Mix secondary colors, tints, and shades of colors • Understand the differences between dominance and sub-ordinance in artwork • Know and name the elements in design • Use a variety of hand-building techniques in clay work • Understand calligraphy and advertising graphics as art forms 	

- Have experience with classical proportions in figure drawing
- Understand and use computers or other technologies to create artwork
- Use materials appropriately
- Follow all safety precautions
- Discuss artworks utilizing acquired art vocabulary and knowledge of techniques
- Create artworks that reflect Asian, Native Americans, and Early American art traditions
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Volunteer to create scenery, costumes, posters and props for school plays and programs
- Illustrate papers and articles to enhance classroom research
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, art, plays, stories, and dance
- Recognize the arts as a vehicle of self-expression
- Demonstrate an increased understanding of art elements and principles
- Demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks
- Use art tools and materials safely
- Become more sensitive to the problem solving aspects of creating artworks
- Recognize the differences between artworks of various historical styles
- Use multicultural art forms to create original compositions
- Understand that developments in technology have impacted and changed art production
- Relate concepts learned in art to other subjects and to societal development
- Understand that developments in technology have impacted and changed art production
- Utilize skills in other areas of their school life
- Appreciate a variety of art forms
- Develop an appreciation for various visual artists and art forms
- Produce two color relief prints

Assessment Evidence

Performance Tasks:

- Completed Artwork
- Produce two color relief prints

Other Evidence:

- Teacher Observation
- Class Discussion
- Self-Assessment
- Rubric
- Effort
- Pre and Post Test on Color Theory

Professional Resources

- See 3rd grade links

Fifth Grade Visual Arts

Desired Results

Established Goals:

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.

VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Anchor Standard #2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA: Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA: Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Anchor Standard #3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.

Anchor Standard #4: Analyze and interpret artistic work for presentation.

Select

VA: Pr4.1.4a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Anchor Standard #5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr4.1.4a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Anchor Standard #6 Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Anchor Standard #7: Perceive and analyze artistic work.

Perceive

VA: Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

VA: Re. 7.2.5a Identify and analyze cultural associations suggested by visual imagery.

Anchor Standard #8: Interpret intent and meaning in artistic work.

Analyze

VA: Re.8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Anchor Standard #9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.5a Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as historical and cultural contexts.

Anchor Standard #10: Synthesize knowledge and personal experiences to make art.

Synthesize

VA: Cn 10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA: Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Understandings:

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

Essential Questions:

- What questions will foster inquiry, understanding, and transfer learning?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent and encourage people to take risks?
- How does collaboration expand the creative process?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
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	<ul style="list-style-type: none"> • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Various art movements and their relevance to our society • Specific artworks and techniques created by master artists • Historical and contemporary artworks of cultural and artistic significance • The contribution of various immigrant cultures • Developments in technology have impacted and changed art production • Utilize art skills in other areas of school life • To appreciate various visual artists and art forms • To appreciate a variety of art forms • Identify and discuss craftsmanship and good design in artwork • The illusion of volume in 2-D work and discuss how it was created <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate using a sketchbook, self-critiquing, and developing art skills and practices needed for middle school and beyond. • Generate various works of art pertaining to the learned principles and elements of design • Students will be able to complete and understand art lessons based upon various art mediums • Use the elements and principles of design in a deliberate manner in the creation of artwork • Demonstrate increasing skills and craftsmanship in the execution of 3-D artwork • Experience increasingly complex drawing and painting problems • Use tools and equipment safely • Recognize the contribution of various immigrant cultures • Relate concepts learned in art to other subjects and to societal development • Understand that developments in technology have impacted and changed art production • Utilize art skills in other areas of school life • Develop an appreciation for various visual artists and art forms • Appreciate a variety of art forms • Participate in school and community based art activities • Apply the elements and principles of design to both 2-D and 3-D artwork • Recognize the concepts of form in 3-D artwork relates to shape in 2-D artwork • Use color intentionally in artwork • Use a variety of materials to create puppets and/or masks • Distinguish between relief sculpture and sculpture in the round • Use linear perspective and depth in artwork • Use size and value changes to create depth • Create optical illusions in artwork • Create artwork using computers and other technologies • Use materials appropriately • Follow all safety precautions • Compare and contrast artworks of two different styles 	

- Discuss subject matter and mood in artwork
- Analyze and interpret folk art from European, Asian, and African cultures
- Discuss photography as an art form and as a manipulative device in advertising and promotion
- Discuss how illustration is used to enhance literature
- Discuss how art is an important element of religion and cultural celebration worldwide
- Discuss how technology has affected the production and reproduction of artwork
- Create computer generated artwork
- Volunteer to create scenery, costumes, posters and props for school plays and programs
- Illustrate papers and articles to enhance classroom research
- Identify and discuss at least three major styles
- Express an interest in visiting galleries and museums
- Use the influence of other artists as motivation for personal artwork
- Recognize and discuss the art forms of music, dance, plays, and stories
- Recognize the arts as a vehicle of self-expression
- Contribute work for school and district art shows
- Work on art related activities for theatre and musical events

Assessment Evidence

Performance Tasks:

- Completed Artwork

Other Evidence:

- Teacher Observation
- Class Discussion
- Self-Assessment
- Rubric
- Pre and Post Test on Color Theory
- Effort

VIII. Art Course Descriptions for Grades 6-8

Studio Art

Grade 6 Studio Art 6

Overview: Focuses on exposing students to a wide variety of mediums, and projects (2-D & 3-D) so to acquire the various knowledge and skills needed as well as necessary by the end of 8th grade.

Desired Results

Established Goals:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate- Plan-Make

VA: Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA: Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA: Cr2.2.6a Explain environmental implications of conservation, care, and clean-up art materials, tools, and equipment.

VA: Cr2.3.6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA: Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

VA: Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.6a Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.

VA:Re7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.
- Visual, spatial, and temporal concepts with content to communicate intended meaning in artwork
- Subjects, themes, and symbols demonstrate knowledge of contexts, values, and aesthetics that can communicate intended meaning in artworks
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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

Essential Questions:

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

<p>social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
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Students will know/learn...

- The distinct characteristics of different art historical styles
- The relationship between various art historical styles or periods and contemporary forms
- The use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural
- Creative processes using in problem solving
- The cultural and historical development of art, technology and the importance of both in daily life
- The relationship between an artist and his culture
- How various artists visualize the same concepts differently
- The basis for impressionism, expressionism, surrealism, folk art, pop and op art
- To appreciate the organizational and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance
- How the visual arts relate to other subject areas
- The differences between additive and subtractive methods of sculpture, and how each of these techniques helps them develop and construct their sculpture.
- Specific artworks and techniques utilized by master artists.
-

Students will be able to...

- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others
- Develop a knowledge of color theory
- Use appropriate techniques for various media
- Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.)
- Develop a visual vocabulary that includes expressive work
- Use tools and equipment safely
- Use technology in production process when applicable or desired
- Know and compare the characteristics of artworks in various eras and cultures
- Describe and place a variety of art objects in historical and cultural contexts
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- Use multi-cultural art forms to create original compositions
- Recognize the distinct characteristics of different art historical styles
- Recognize the relationship between various art historical styles or periods and contemporary forms
- To use current technology
- Define and discuss various art forms and styles
- How to use current technology to enhance their understanding of principles of art
- Develop an appreciation of the organizational and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance
- Develop an understanding of how the visual arts relate to other subject areas
- Use their sketchbooks for preliminary drawing to assist in the development of their ideas and concepts, as well as their art skills and is a work in progress.
- Use the elements of line, shape, space, value, texture, and color in the creation of artwork

- Use balance, harmony, variety, movement, proportion and unity to create design
- Know and use primary, secondary, and intermediate colors
- Be able to mix secondary and tertiary colors
- Demonstrate basic painting techniques
- Use the computer or related technology to create artwork
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques
- Select appropriate tools and equipment
- Follow all safety precautions
- Analyze the differences and similarities between prehistoric, Egyptian, medieval, and Japanese art forms
- Compare and contrast the influence of African art on Picasso's and other modern artists' work
- Compare and contrast the influence of Japanese woodcuts on Impressionist and post-Impressionist work
- Discuss artwork that utilizes computers, videos, digital cameras or other forms of technology
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color
- Use technology to research and expand their knowledge of art
- Discuss visual problems and solutions using appropriate terminology
- Discuss how technology has affected the production and reproduction of art
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work
- Compare artwork in terms of theme and style
- Compare and contrast African American art styles
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit
- Choose to be involved in extracurricular performances or other related arts activities
- Create artwork that involved academic and/or special area subjects
- Critique famous works of art throughout history and articulate their preference using vocabulary learned.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others
- Apply their knowledge of color theory
- Use appropriate techniques for various media
- Develop a visual vocabulary that includes expressive work
- Use tools and equipment safely
- Understand how various artists visualize the same concepts differently
- Appreciate a variety of art forms from different cultures and eras
- Define and discuss various art forms and styles
- Create a work of art utilizing the elements of line, shape, space, value, texture, and color purposefully while utilizing the principles of design
- Use the primary, secondary, and intermediate colors in a work of art to evoke an emotion or express an idea.
- Create the secondary and tertiary colors through color mixing
- Demonstrate painting techniques to create texture, depth and details
- Utilize appropriate vocabulary during the creation of artwork, discussions, and critiques
- Select appropriate tools and equipment
- Follow all safety precautions
- Make connections with information learned with new challenges as the class progresses
- Care for various art supplies and tools
- Creatively solve a design challenge

- Understand and articulate the difference between a 2-D and 3-D format and how to transfer their 2-D drawing into a successful 3-D form
- Deepen their understanding of how the elements of art relate to the principles of design, balance, movement and proportions when creating a sculpture
- Create a balanced sculpture that conveys an emotional message and a sense of movement through an abstract format that best exemplifies what they would like to visually state
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit
- Compare and contrast the characteristics of artworks in various eras and cultures

Assessment Evidence

Performance Tasks:

- Completed Project (Summative Assessment)
- Class Discussion

Other Evidence:

- Teacher Evaluation
- Drawing- Pre & Post drawing assessment
- Self-Critique Evaluation
- Rubric
- Effort

Professional Resources

Supporting Materials: Art History Museum Sites

(For Images and Primary Sources such as photos, paintings, artifacts)

<http://www.caamuseum.org/>

The California African American Museum has collections of art related to the African Diaspora, traditional African art, and contemporary exhibitions. Go to 'collections' to access images.

<http://www.metmuseum.org>

The site of the NYC Metropolitan Museum of art. Create your own archive, print historical information, and color print or save a file of images. Fantastic for images of the American West especially, and for American modernism/industrialism.

<http://www.artic.edu>

The site of the Art Institute of Chicago. Go to 'collections' and you can build your own collection to share with students – either online or you can print it. Search by theme or by artist or by collection, such as 'African-American Artists.'

<http://www.asianart.org/>

The Asian Art Museum of San Francisco offers tremendous online collections through 6000 years of history and gives you access to the major traditions and culture. It is invitational for students as well, with YouTube and twitter onscreen.

<http://www.japansociety.org/>

The Japan Society of New York not only offers historical exhibitions, it also traces these antecedents in contemporary graphic novels and pop culture. Access exhibitions and educator resources.

<http://www.elmuseo.org/>

The Museo de Barrio is dedicated to Caribbean, Latino, and Latin American Art. Access images, and also explanations of the important role of these artists.

<http://www.louvre.fr>

The site of the Louvre Museum in Paris. Particularly useful for ancient Greek, Roman, and Egyptian artifacts. You can download and print color images, or save an online collection to use in class.

<http://www.britishmuseum.org/>

The British Museum has terrific ancient art collections, particularly from Ancient Egypt. The Young Explorers section offers simulations for children, as well.

<http://www.folkartmuseum.org>

The American Folk Art Museum has a wide range of every day and folk art objects, across time and cultures in America. Access their online collection and special exhibitions

Communication Art Course

Grade 7

Communication Art

Overview: Focuses upon ways we communicate through technology. Students will explore various graphic programs while learning additional computer and photographic skills

Desired Results

Established Goals:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Investigate-Plan-Make

VA: Cr1.1.7a Apply methods to overcome creative blocks.

VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.

Anchor Standard 2: Organize and develop artistic ideas and work.

Investigate

VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.

VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.

VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Anchor Standard 3: Refine and complete artistic work.

Reflect, Refine, Continue

VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select

VA: Pr4:1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Analyze

VA: Pr5:1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art-making goals.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?
- How does knowing the contexts histories and traditions of art forms help us create works of

<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • 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. 	<p>art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <ul style="list-style-type: none"> • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
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	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Gain understanding of propaganda and how different types are embedded into advertising. • The different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print. • The cultural and historical development of art, technology and the importance of both in daily life. • How the visual arts relate to other subject areas. <p>Students will be able to...</p> <ul style="list-style-type: none"> • To become self-directed learners and assess the progress of their learning and conflicts they might encounter with technology. • Demonstrate an understanding of positive and negative space and how to utilize these skills to create a successful print. • Demonstrate proper usage and techniques of printmaking equipment, and technology. • Use graphic skills to take a digital self-portrait and manipulate the image using Photoshop. • Know and compare various artistic movements in printmaking history. • Utilize knowledge of the elements and principles of design to their own work and various mediums. • Use appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.) • Use technology in production process when applicable or desired 	

- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the creative processes using in problem solving.
- Understand the cultural and historical development of art, technology and the importance of both in daily life.
- Demonstrate how various artists visualize the same concepts differently.
- Define and discuss various art forms and styles.
- Develop an understanding of how the visual arts relate to other subject areas.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs, digital) impact their culture.
- Develop their understanding of Pop culture as it pertains to advertising and how propaganda affects their culture and personal choices as well as how visual imagery and communication can help entice a person to a particular product.
- Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.
- Demonstrate artistic digital skills to create a digital print “story” that utilizes various digital tools and comic imagery to support their chosen theme.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create a strong digital design through silhouetted imagery that reflects their personal interests.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.
- Analyze different artists and printmaking styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Demonstrate basic relief printmaking techniques.
- Use the computer, programs and the latest technology to create artwork.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Compare and contrast the different methods of printmaking.
- Utilizes computers, digital cameras or other forms of technology.
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Participate in the organization, hanging, and reception for a visual arts exhibit.

Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Completed Project (Summative Assessment) 	Other Evidence: <ul style="list-style-type: none"> Teacher Evaluation SGO Class Discussion Self-Critique Evaluation Effort Rubric

<p style="text-align: center;">Grade 7 Studio Art 7</p> <p>Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include a unique landscape drawing and a linocut (a form of printmaking).</p>	
Desired Results	
<p>Established Goals:</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Investigate-Plan-Make VA: Cr1.1.7a Apply methods to overcome creative blocks. VA: Cr1.2.7a Develop criteria to guide making work of art or design to meet an identified goal.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design. VA: Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats. VA: Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>Anchor Standard 3: Refine and complete artistic work. Reflect, Refine, Continue VA: Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Select VA: Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Analyze VA: Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Share</p>	

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.7a Interpret art by analyzing art-making approaches the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identity ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.7a Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?
- How does knowing the contexts histories and traditions of art forms help us create works of

<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. 	<p>art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <ul style="list-style-type: none"> • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
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Students will know/learn...

- The history of perspective, how it impacted the creation of artwork and the importance of a vanishing point within a drawing.
- Art movements, periods, styles and themes throughout history that pertain to perspective.
- The difference between organic and geometric shapes and demonstrate this through a balanced composition.
- Their environmental surroundings and how art impacts the community, locally and globally.
- The different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print.
- Appropriate vocabulary dependent upon the subject matter of discussion (composition, techniques, media, skills, tools, etc.)
- The cultural and historical development of art, technology and the importance of both in daily life.
- Characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.
- The cultural meanings of forms and functions in the art of the African American culture.
- The emotional power of artwork.
- Creative thought processes used in problem solving.
- The cultural and historical development of art technology and the importance of both in daily life.
- The relationship between an artist and his culture.
- The relationship between an artist and his culture.
- How various artists visualize the same concepts differently.

- The basis for impressionism, expressionism, surrealism, folk art, pop, and op art.
- The appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)
- Characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.
- Definitions and explain the cultural meanings of forms and functions in the art of the African American culture.
- The emotional power of artwork.
- Creative thought processes used in problem solving.
- The cultural and historical development of art technology and the importance of both in daily life.
- The relationship between an artist and his culture.
- The relationship between an artist and his culture.
- How various artists visualize the same concepts differently.

Students will be able to...

- Gain understanding of the history of perspective, how it impacted the creation of artwork and the importance of a vanishing point within a drawing.
- Recognize art movements, periods, styles and themes throughout history that pertain to perspective.
- Engage in meaningful class discussion about origins of graffiti, its evolution over time and how it impacts the environment.
- Develop and enhance their ability to simulate the illusion of depth (3D) on a flat surface (2D) using a variety of mediums.
- Communicate cultural preferences through a visual format.
- Demonstrate an understanding of depth, volume and value by shading/ blending in a realistic way.
- Demonstrate an understanding of a consistent light source within a composition.
- Develop skills observing, analyzing and discussing successful works of art.
- Know and compare various artistic movements in printmaking history.
- Understand the different types of printmaking, and the importance of balance, pattern, line, texture, positive and negative space in the design and success of a print.
- Apply knowledge of the elements and principles of design to their own work and various mediums.
- Use technology in production process when applicable or desired
- Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.
- Understand and develop the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.
- Demonstrate the ability to work cooperatively and collaboratively as they create a cohesive work of art.
- Demonstrate the creative processes using in problem solving.
- Demonstrate how various artists visualize the same concepts differently.
- Define and discuss various art forms and styles.
- Develop an understanding of how the visual arts relate to other subject areas.
- Analyze and apply knowledge of the elements and principles of design to their own work and that work of others.
- Apply color theory to various works of art.
- Use appropriate techniques for various media.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.
- Develop an understanding of the art of various cultures.
- Develop a visual vocabulary that includes naturalistic and expressive work.

- Develop skill in craftsmanship.
- Use tools and equipment safely.
- Use technology in production process when applicable or desired.
- Develop an appreciation for various drawing and painting styles.
- Develop an understanding of contemporary and technological art forms.
- Define and discuss various art forms and styles.
- Understand the basis for impressionism, expressionism, surrealism, folk art, pop, and op art.
- Use current technology.
- Develop an appreciation for various visual artists and art forms.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Gain positive experience in serving in the art community of Readington Township Schools.
- Demonstrate the understanding of the processes for solving visual problems.
- Reflect upon the cultural changes in society and how technology has impacted these changes.
- Evaluate different forms of imagery from various sources and how these forms of communication (print vs, digital) impact their culture.
- Expand their understanding of how common social issues have evolved over time and how historically, comics were utilized to convey specific messages congruent with concerns of the time.
- Demonstrate a variety of ways to communicate as well as develop their capacity for original imaginative and reflective thinking while incorporating familiar cultural images.
- Create visual artwork that utilizes tools that are prevalent in the field today without using traditional techniques that are commonly associated with the Visual Arts.
- Analyze different artists and printmaking styles to assist with lesson conceptualization and process.
- Use the Elements of Art and Principles of Design in the creation of all artwork.
- Create unique color schemes through the understanding of color theory.
- Demonstrate basic relief printmaking techniques.
- Use the computer, programs and the latest technology to create artwork.
- Use appropriate vocabulary during the creation of artwork, discussions, and critiques
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Compare and contrast the different methods of printmaking.
- Create personal work that communicates emotion through the use of exaggeration, abstraction and color.
- Use technology to research and expand their knowledge of art.
- Discuss visual problems and solutions using appropriate terminology.
- Discuss how technology has affected the production and reproduction of art.
- Involve in the organization, hanging, and reception for a visual arts exhibit.
- Use and understand the function of the elements and principles of design in the creation of two-dimensional and unity to create design.
- Create value changes in a work of art.
- Use triadic, complementary, and/or analogous color themes in artworks.
- Demonstrate introductory drawing and 2-D design techniques in a variety of media.
- Demonstrate painting techniques using various media.
- Create and evaluate drawings, paintings, and /or designs that communicate ideas clearly and effectively.
- Use painting as a form of expression.
- Use drawing as a form of expression.
- Use two-dimensional design as a form of expression.

- Use the visual vocabulary based upon the art of various cultures to create personal artwork.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Create works that use naturalism, abstraction, and emotion.
- Produce artwork that demonstrates quality in craftsmanship.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Use technology to create artwork.
- Create drawings based on various artists' styles.
- Develop paintings and/or designs upon various art styles, movements, or artists.
- Create works of art based on impressionism, surrealism, pop art, and op art.
- Create artwork reflecting knowledge of cultural meanings of forms and functions of the art of African Americans.
- Discuss the importance of technology into contemporary and cultural forms of art.
- Analyze and evaluate the changing role of the artist due to technology.
- Create artwork that utilizes computers, videos, digital cameras, or other forms of current technology.
- Express ideas and emotions in works of art.
- Analyze and interpret the creation of emotion in works of art.
- Discuss visual problems and their solutions using appropriate technology.
- Discuss how technology has affected the production and reproduction of art.
- Discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
- Compare artwork in terms of theme and style.
- Compare and contrast African American art styles.
- Discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.
- Use technology to research and expand their knowledge of art.
- Use the influence of other artists as motivation for personal work.
- Become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
- Visit local galleries and/or museums for enrichment.
- Choose to be involved in the organization, hanging, and reception for a visual arts exhibit.
- Create artwork that involves academic and/or special area subjects.
- Contribute work for display at the local library and for display during school sponsored art shows.
- Assist in the display of artwork throughout the school.
- Attend art shows in the community.

Assessment Evidence

Performance Tasks:

- Master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation and/or (b) pursue further study in preparation for a career.

Other Evidence:

- Rubrics
- Teacher Observation
- Class Discussion
- Self-Assessment Evaluation

<ul style="list-style-type: none"> ● Reflect upon and assess the characteristics and merits of their work and the work of other students ● Completed Projects (Summative Assessment) ● Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. 	
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<p style="text-align: center;">Grade 8 Three Dimensional Art</p> <p>Overview: Focuses upon the three different types of sculpture; free standing, relief, and kinetic. Students who enjoy modeling, as well as constructing using non-traditional art materials, such as clay, wood and copper foil and wire will appreciate the learning that occurs in this 8th grade course.)</p>
Desired Results
<p>Established Goals: What relevant goals</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Investigate- Plan-Make VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media. VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing. VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>Anchor Standard 3: Refine and complete artistic work. Reflect, Refine, Continue VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Select VA: Pr4:1.8a Develop and apply criteria evaluating a collection of artwork for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Analyze VA: Pr5:1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Share VA:Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.</p>

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA:Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA:Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take risks? How does collaboration expand the creative process?
- How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists

<ul style="list-style-type: none"> • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • 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. 	<p>determine what resources and criteria are needed to formulate artistic investigations?</p> <ul style="list-style-type: none"> • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? • How do life experiences influence the way you relate to art? How does learning about art
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	<p>impact how we perceive the world? What can we learn from our responses to art?</p> <ul style="list-style-type: none"> • What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret a work of art? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is personal preference different from an evaluation? • How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • How does art help us understand the lives of people of all different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • People create art to express thoughts, feelings and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design. • Art movements, periods, styles and themes throughout history. • Examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process. • How to store, care for clay pottery and how properties of clay are transformed during various stages of the project. • The firing process of clay and the importance of the kiln. • The Pop Art style, the pioneering artists of the movement, the impact they made in art world as well as modern day influential artists. • Differences between a stabile and a mobile, as well as abstract vs. non-objective artwork. • To delineate the innate characteristics between a freestanding, relief and kinetic forms. • To delineate between an organic and a geometric shape and create a balanced kinetic mobile utilizing those shapes. • Space and how it impacts construction and overall design. • Know and use appropriate vocabulary during the creation of art work, discussions, and critiques. • The contemporary art movements. • Appropriate vocabulary for the creation of artwork, discussions, and critiques. <p>Students will be able to...</p>	

- To produce artwork that demonstrates quality in craftsmanship.
- Understand that people create art to express thoughts, feelings and ideas to record history and to tell a story. Students will then apply personal and cultural preferences when combining the elements and principles of design.
- Recognize art movements, periods, styles and themes throughout history.
- Review examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process.
- Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing, during construction, based upon knowledge of Principles of Design.
- Understand and apply the basic hand building techniques specific to clay.
- Communicate cultural preferences through a visual format.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.
- Develop as a self-directed learner and demonstrate critical thinking skills when building.
- Develop skills when observing, analyzing and discussing successful sculpture.
- Demonstrate and identify the importance of a balance point through construction.
- Properly mix and apply tints and shades to create a monochromatic color scheme.
- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Analyze and apply knowledge of the elements and principles of design to their own work and the work of others.
- Apply color theory to various works of art.
- Know and use appropriate vocabulary during the creation of art work, discussions, and critiques.
- Use the technical and visual vocabulary of architecture.
- Create original architectural designs and /or models in a variety of three-dimensional media.
- Create and evaluate 3D and 2D designs that communicate ideas clearly and effectively.
- Use the visual vocabulary based upon contemporary art movements to create personal artwork.
- Develop skill in craftsmanship.
- Use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)
- Demonstrate understanding of processes for solving visual problems.
- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Deepen their understanding of the elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design
- Recount and use skills learned from clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- Select appropriate tools and equipment.
- Follow all safety precautions

Assessment Evidence	
Performance Tasks: Rubric <ul style="list-style-type: none"> Completed Project (Summative Assessment) Create advertising and/or packaging designs Create additive or subtractive sculptures or bas relief that reflect personal interpretations and influences. 	Other Evidence: <ul style="list-style-type: none"> Effort Teacher Observation Class Discussion Self- Assessment Evaluation

<p style="text-align: center;">Grade 8 Studio Art 8</p> <p>Overview: Focuses upon a variety of traditional art mediums and skills in order to complete projects which include working in clay and creating a self-portrait painting.)</p>	
Desired Results	
Established Goals: <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Investigate- Plan-Make VA: Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media. VA: Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Investigate VA: Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing. VA: Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. VA: Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>Anchor Standard 3: Refine and complete artistic work. Reflect, Refine, Continue VA: Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Select VA: Pr4:1.8a Develop and apply criteria evaluating a collection of artwork for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Analyze</p>	

VA: Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Share

VA: Pr6.1.8a Analyze why and how art exhibition or collection may influence ideas, beliefs, and experiences.

Anchor Standard 7: Perceive and analyze artistic work.

Perceive

VA: Re7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA: Re7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Analyze

VA: Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, and use of media, art-making approaches and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Interpret

VA: Re9.1.8a Create a convincing and logical argument to support an evaluation of art.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Synthesize

VA: Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Relate

VA: Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
What factors prevent and encourage people to

<ul style="list-style-type: none"> • Artists and designers shape artistic investigations, following or breaking with breaking with traditions in pursuit of creative art making goals. • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • 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 other consider a variety of factors and methods including evolving technologies when preparing and refining artworks 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. • 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. • 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. 	<p>take risks? How does collaboration expand the creative process?</p> <ul style="list-style-type: none"> • How does knowing the contexts histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? Why is it important safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? • How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? • What role does persistence play in revising, refining, and developing work? how do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? • What methods or processes are considered when preparing artworks for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? • What is an art museum? How do the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts,
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- To appreciate the organization and discipline required to produce a visual arts exhibit.
- How the visual arts relate to other subject areas.
- Additive and subtractive sculpture, bas relief (low, middle, high)
- The elements of line, texture, shape, color and form as they relate to the principles of design balance, harmony, variety, movement, proportion and unity to create design.
- Appropriate vocabulary for the creation of artwork, discussions, and critiques.
- Identify various styles and forms of sculpture.

Students will be able to...

- Recognize art movements, periods, styles and themes throughout history.
- Review examples of different sculpture types, how they have impacted culture as well as influenced the evolution of sculpture and art making process.
- Explore sculptural challenges through initial drawings and evaluate structural choices made in initial drawing, during construction, based upon knowledge of Principles of Design.
- Understand and apply the basic hand building techniques specific to clay.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand and apply the additive and subtractive methods of sculpture and how each of these techniques helps them develop and construct their sculptural form.
- Develop as a self-directed learners and demonstrate critical thinking skills when building.
- Develop skills when observing, analyzing and discussing successful sculpture.
- Delineate the innate characteristics between a freestanding, relief and kinetic forms.
- Delineate between an organic and a geometric shape and create a balanced kinetic mobile utilizing those shapes.
- Demonstrate and identify the importance of a balance point through construction.
- Properly mix and apply tints and shades to create a monochromatic color scheme.
- Explore sculptural challenges through initial drawings and evaluate structural choices made throughout construction.
- Explore new mediums and textures that help create the sense of movement as it pertains to sculpture, while gaining the understanding that not all mediums work the same or convey the same visual message.
- Understand the role and function of sculpture during various eras.
- Define and discuss various artists, their forms and styles.
- Develop an appreciation of the organization and discipline required to produce a visual arts exhibit.
- Develop an understanding of how the visual arts relate to other subject areas.
- Gain a positive learning experience in serving in the art community of Readington Township Schools.
- Use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas, attitudes, and emotions.
- Use appropriate techniques for various media.
- Experiment with technology in the creation of images.
- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
- Produce relief of planographic images.
- Create images using a computer, video, digital camera, or other technology.
- Demonstrate graphic design techniques, printmaking techniques, 3-D design construction techniques in a variety of media.
- Demonstrate understanding of processes for solving visual problems.

- Understand and articulate the difference between 2D and 3D formats and how to transfer their 2D drawings into a successful 3D form made from various materials.
- Recount and use skills learned from clay sculpture project and apply knowledge to construct kinetic sculpture using various wood pieces.
- Select appropriate tools and equipment.
- Follow all safety precautions.
- Compare and contrast major artists, architects, designers, and commercial artists.
- Choose to be involved in the organization, hanging and reception for a visual arts exhibit.
- Create artwork that involves academic and/or special area subjects.
- Contribute work for display at the town library and/or for display during a school sponsored art show.
- Assist in the display of student artwork throughout the school.
- Attend art shows in the community.

Assessment Evidence

Performance Tasks:

- Completed Project (Summative Assessment)
- Create additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
- Produce relief of plano-graphic images.
- Create images using a computer, video, digital camera, or other technology.
- Color Mixing- Value Assessment

Other Evidence:

- Rubric
- Teacher Evaluation
- Class Discussion
- Self-Assessment Evaluation
- Drawing- Pre & Post drawing assessment